



OVERVIEW OF COMPETENCY BASED CURRICULUM AND BASIC EDUCATION CURRICULUM FRAMEWORK

Session Objectives

- By the end of the session, the participants should be able to:
- Explain the rationale for the curriculum reforms,
 - Identify attributes of a 21st century learner,
 - Describe the pillars and theoretical approaches of CBC,
 - Explain the organisation of Basic Education as per the Basic Education Curriculum Framework (BECF).



KWL

- 1. What *I know* about
- 2. What *I want to know* about



Rationale for Curriculum Reforms



Constitution of Kenya, 2010

- Article 53 (1) (b) states, that every child has a right to free and compulsory **basic education**
- Article 10, National **Values** and Principles of **Governance**
- Chapters 6, **Leadership** and **Integrity**
- Promoting **Kiswahili** as a national and official language and **English** as official languages.
- Encouraging teaching and learning of **KSL and Braille**.
- Developing and promoting the use of indigenous languages.
- Emphasis on communication formats and technologies accessible to persons with disabilities.

The Kenya Vision 2030

- Integrating early childhood into primary education
- Reforming secondary curricula
- Modernizing teacher training
- Developing programmes for learners with special needs among others

Task Force Report chaired by Professor Odhiambo, 2012 recommended:

- **Major curriculum reform** to align it with the Constitution, 2010 and to address the dictates of Vision 2030
- Inclusion of **community service programmes** in the school curriculum

Rationale Cont...d

Draft Sessional Paper on ‘Reforming Education and Training in Kenya’ recommends:

- Reforming the education sector to provide for the holistic development of learners
- Recommends a **competency based curriculum**
- early Identification and **nurturing of talents**
- introduction of **values**
- introduction of three learning **pathways** at Senior Secondary School level.

Rationale Cont...d

Summative evaluation of the 8-4-4 system of education, 2009 recorded:

- 8-4-4 was academic and examination oriented.
- Teachers hardly use formative assessment (assessment for learning).
Assessment was limited to **summative assessment** (assessment of learning).
- Graduates at secondary school level also did not acquire adequate **entrepreneurial skills** for self-reliance.
- Did not provide flexible education **pathways** for identifying and nurturing aptitudes, talents and interests of learners early enough in order to prepare them for the world of work, career progression and sustainable development.
- Identified skills gaps: agricultural, entrepreneurial, vocational and technical skills, innovation and creativity and ICT .

Recommended a **needs assessment** survey



KICD Needs Assessment Survey 2016, recommended:

- A **curriculum reform**
- A wide curriculum to cater for **various talent** areas to enable learners achieve their potential and be better equipped to develop themselves and the nation.
- A functional **holistic curriculum** that would produce an individual with spiritual, moral and social aspects with ability to live amicably with others.
- Development and acquisition **competencies** at every level of learning
- A flexible and comprehensive educational structure and system



East African Community Protocol

Recommendations on:

- National Goals of Education
- Structure for Basic Education
- Key Competences
- Learning areas/subjects
- Learning outcomes for ECD, Primary and Secondary
- Guidelines on assessment

Global Standards

UNESCO IBE – recommends curriculum review **every 5 years**

Sustainable Development Goal No 4 (ensuring quality education)

21st Learning (Skills and Approaches)



The 21st C Learner is . . .



Paradigm Shift



← FROM (*less*)

→ TO (*more*)

Content Focus

Focus on Competencies

Rigid and Prescriptive curriculum with limited flexibility

Flexible with Opportunities for specialisation - pathways

Focus on summative assessment and competition (High stakes exams)

Balance between formative and summative assessment, and excellence

Emphasis on Schooling

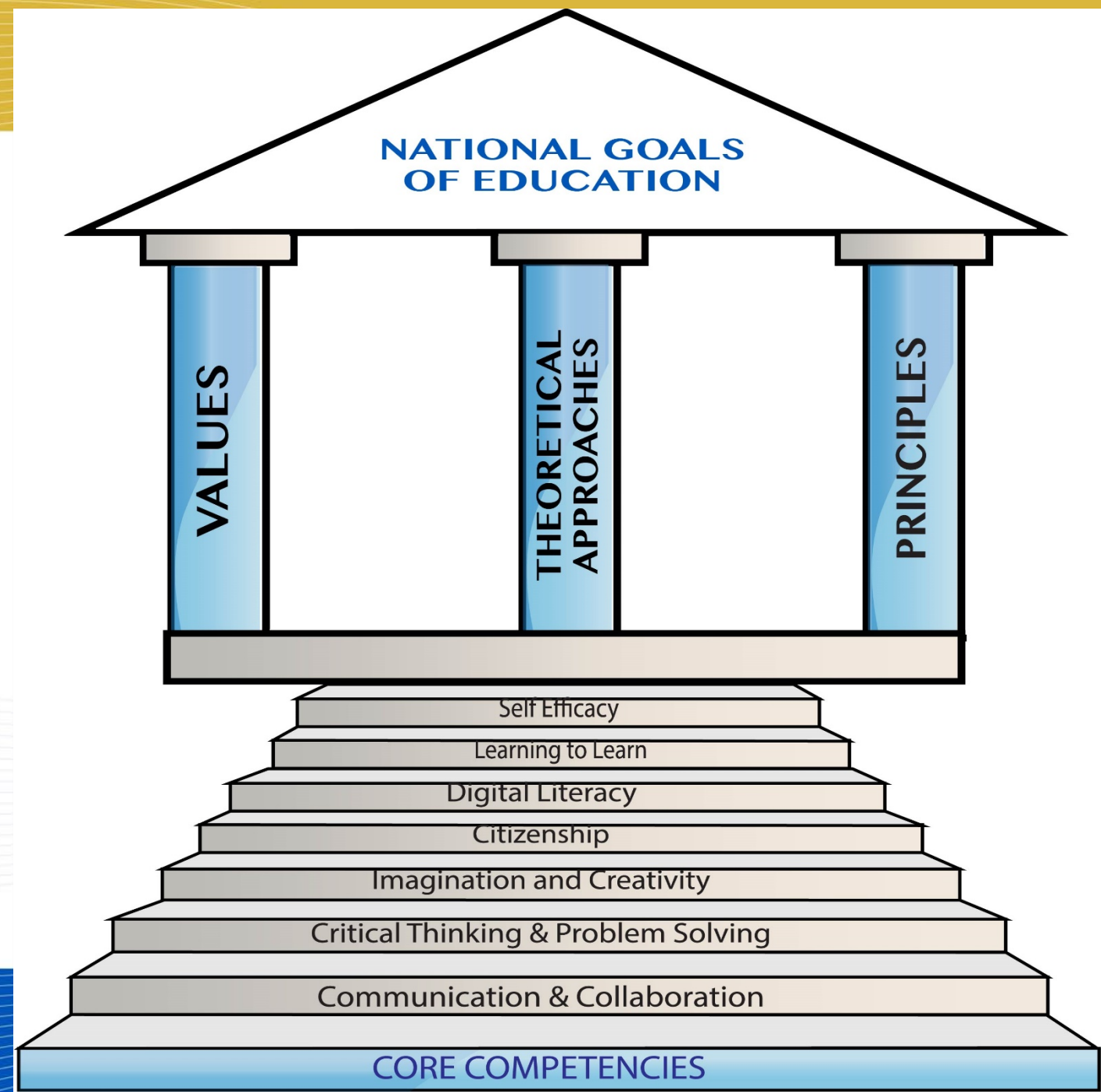
Emphasis on Education

Teaching

Learning



BASIC EDUCATION CURRICULUM FRAMEWORK





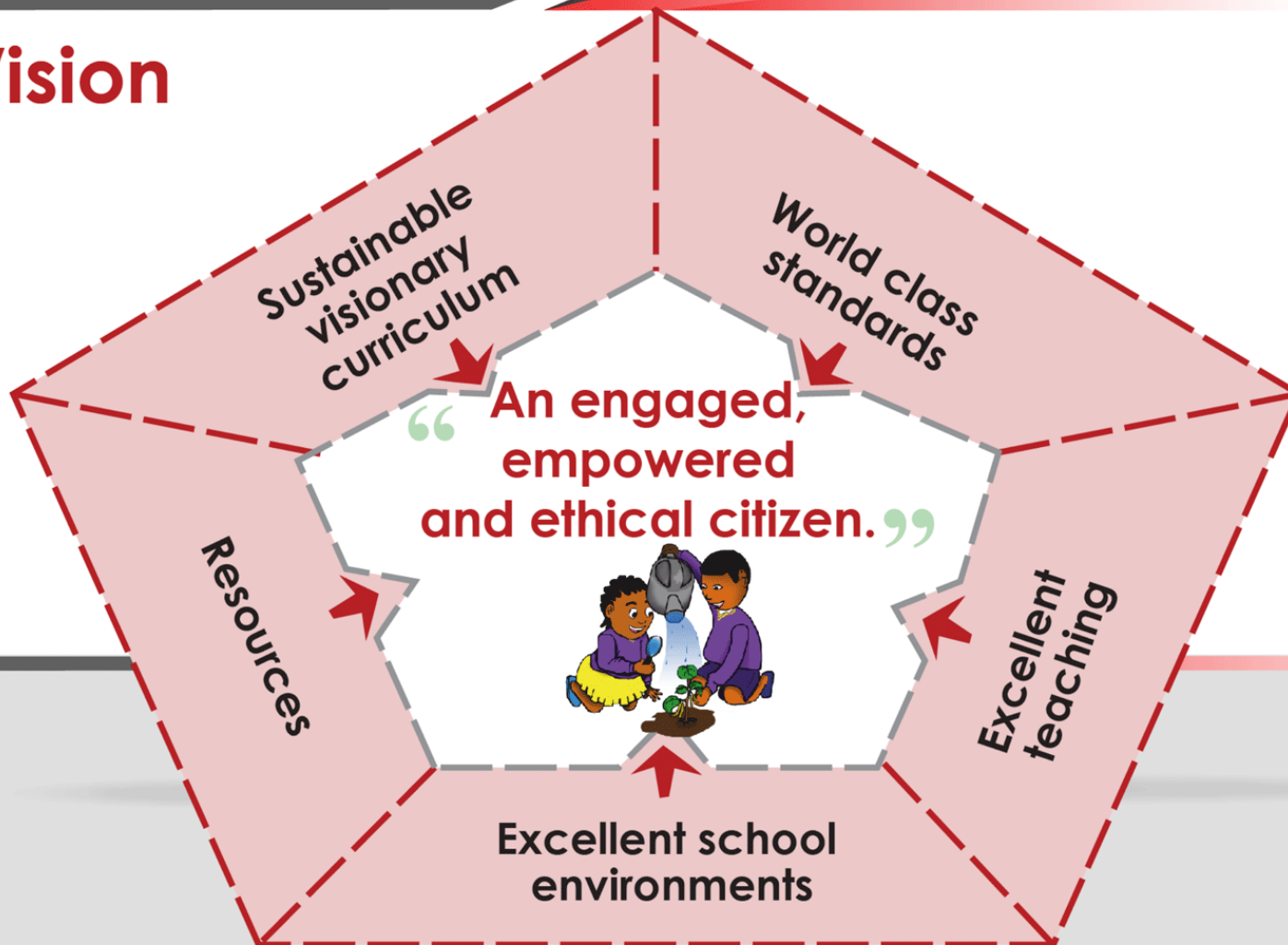
NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism and promote national unity
2. Promote social, economic, technological and industrial needs for national development
3. Promote individual development and self-fulfillment
4. Promote sound moral and religious values
5. Promote social equity and responsibility
6. Promote respect for and development of Kenya's rich and varied cultures
7. Promote international consciousness and foster positive attitude towards other nations
8. Promote positive attitude towards good health and environmental protection

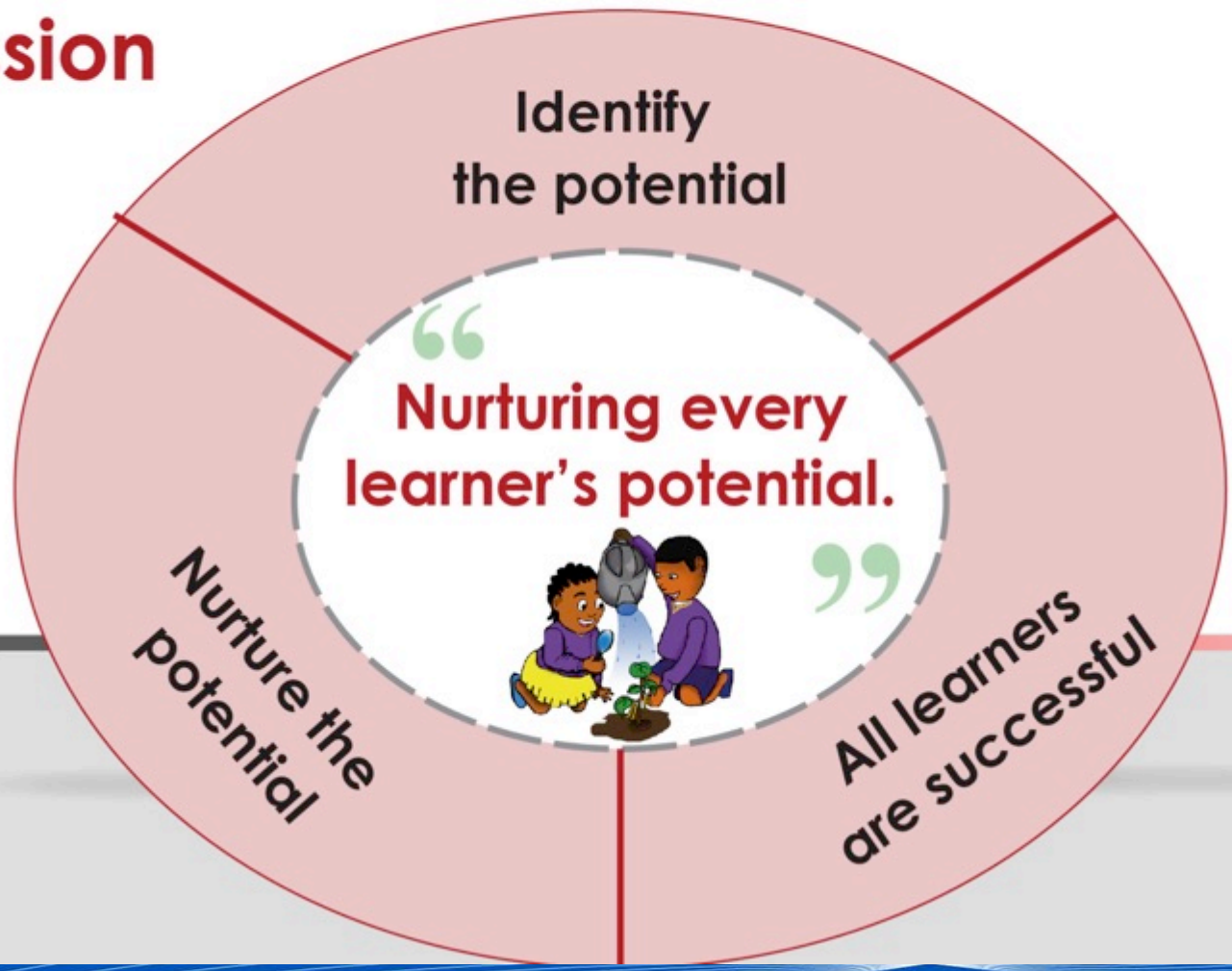
Curriculum Reform

At a glance

Vision



Mission



Pillars of CBC



- Values
- Principles
- Theoretical Approaches

Activity:

In pairs discuss what values, principles and theoretical approaches are. Explain why these are necessary as pillars for CBC.



- **Love**
- **Responsibility**
- **Respect**
- **Unity**
- **Peace**
- **Patriotism**
- **Social Justice**
- **Integrity**

How Values are Integrated in the Curriculum:

Mainly through infusion and selection of learning environment and suggested learning experiences

Guidance and Counselling programmes

Whole-School Approach which involves learners, teachers, support staff, Board of Management, family members, wider school community and relevant stakeholders

Principles



- Opportunity
- Excellence
- Diversity and Inclusion
- Parental Empowerment and Engagement
- Community Service Learning
- Differentiated Curriculum and Learning

How the Principles have been applied in the curriculum:

- Pathways open opportunity for different categories of learners
- Stress on excellence in all teaching and learning
- Parents are engaged through extended learner activities
- Varied activities are suggested to cater for the different learning styles
- Programmes on PEE, CSL,

Theoretical Approaches



- Instructional Design Theories
- Vygotsky's Socio-Cultural Theory
- Gardner's Multiple Intelligences Theory
- Piaget's Theory of Cognitive Development

The Theories Have Been Applied in the Curriculum in:

- Design of the curriculum and lessons
- Selection of learning experiences
- Differentiated curriculum and learning approaches

Core Competencies in the BECF



1. Communication and Collaboration
2. Critical Thinking and Problem Solving
3. Citizenship
4. Imagination and Creativity
5. Digital Literacy
6. Learning to learn
7. Self Efficacy

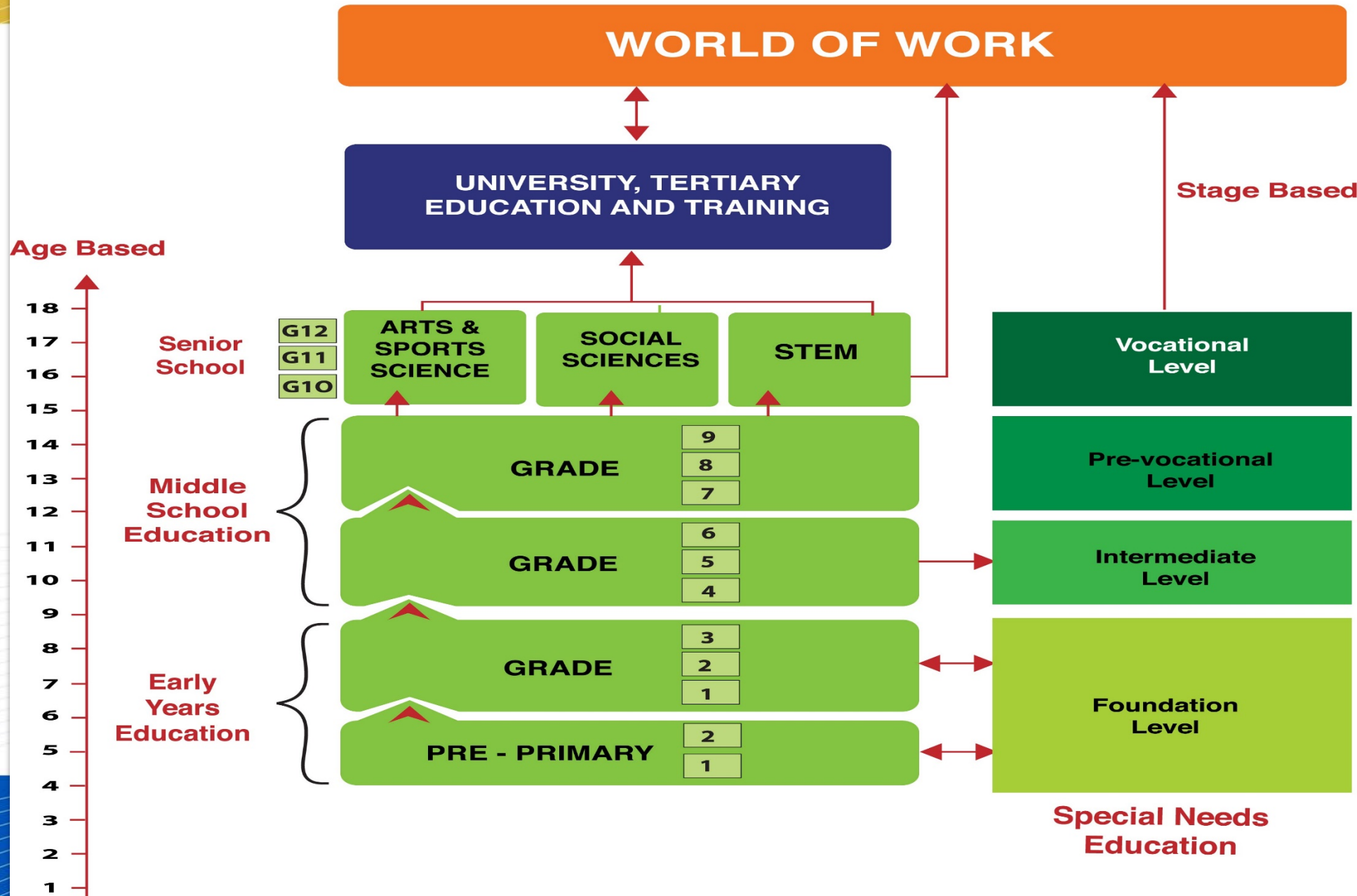
Pertinent and Contemporary Issues (PCIs)

No.	Broad area	Pertinent and Contemporary Issues
1.	Health Related Issues	HIV and AIDS, alcohol and drug abuse prevention and lifestyle diseases
2.	Life Skills and values Issues	Life skills, Values and human sexuality
3.	Social Economic Issues	Environmental, disaster risk reduction, safety and security, countering terrorism, violent extremism and radicalization, poverty eradication, gender and animal welfare

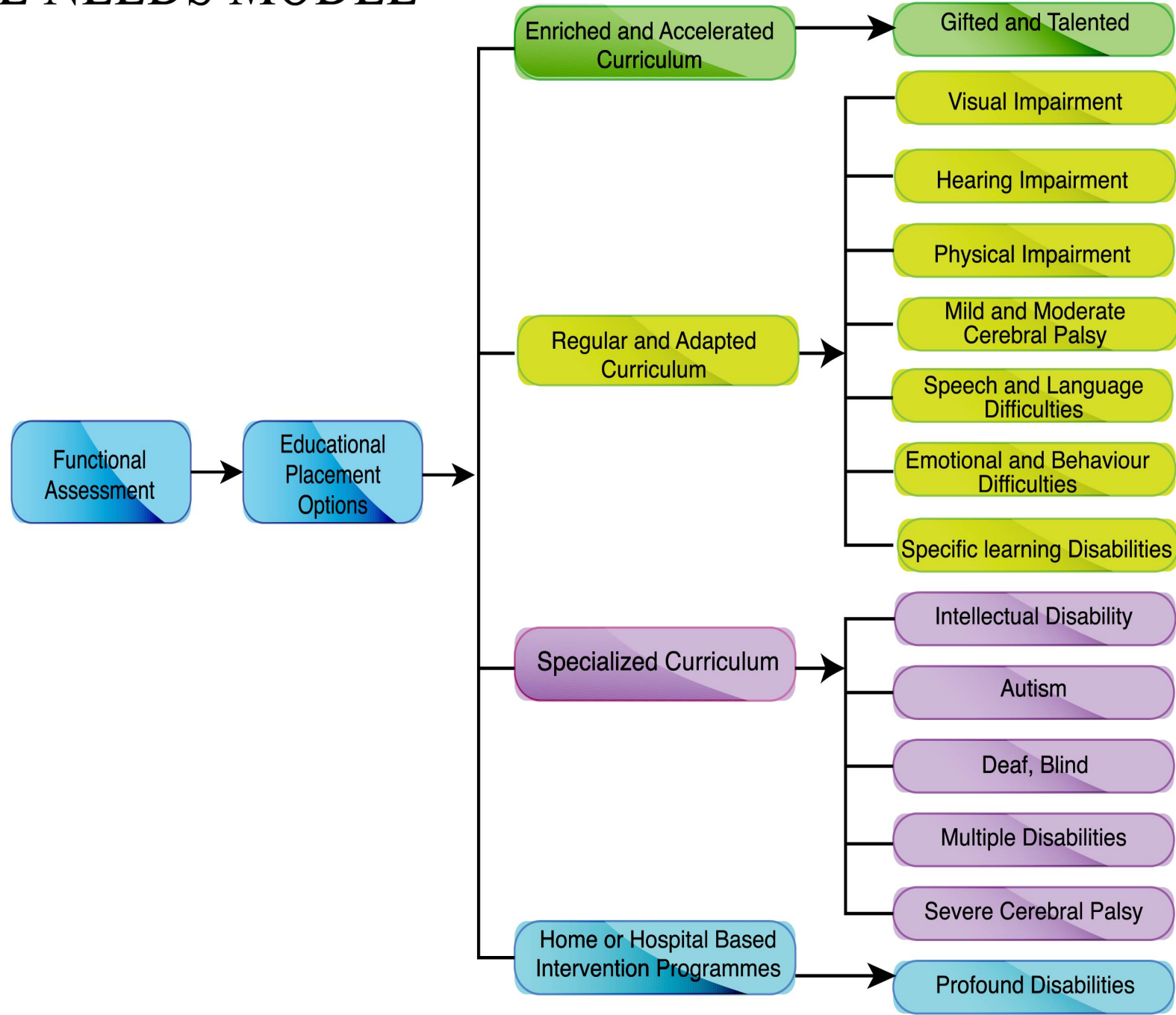
Other PCIs

- Values based Education (VbE)
- Citizenship
- Community Service Learning (CSL)
- Non-Formal Programmes - clubs and societies, sports and games.
- Guidance services, career guidance, counselling services, peer education, mentorship, learning to live together
- Parental empowerment and engagement.

ORGANIZATION OF BASIC EDUCATION



SPECIAL NEEDS MODEL



Learning Areas for Early Years Education

Pre Primary Education

	Learning Area	Lessons Per Week
1	Mathematical Activities	5
2	Language Activities/Kenya Sign language/Pre Braille Activities	5
3	Environmental Activities	5
4	Psychomotor and Creative Activities	8 (5 lessons for Psychomotor and 3 lessons for Creative activities)
5	Religious Education(CRE,IRE,HRE) and PPI	2 (1 PPI)
	Total No of lessons per week	25

Lower Primary Education

	Learning Area	Lessons Per Week
1	Literacy Activities and Indigenous Languages /Braille	5
2	Kiswahili Language Activities/Kenya Sign Language for learners who are deaf	3
3	English Language Activities	3
4	Mathematics Activities	5
5	Environmental Activities	5
6	Hygiene and Nutrition Activities	2
7	Religious Activities (CRE/IRE/HRE)	3
8	Movement and Creative Activities	8 (5 for Movement 2 for Art & Craft, 1 for music)
9	Pastoral Programme of Instruction	1
	Total Lesson Per Week	35



Learning Outcomes for Middle School

1. Apply literacy, numeracy skills and logical thinking appropriately in self-expression
2. Communicate effectively in diverse contexts.
3. Apply digital literacy skills appropriately for communication and learning in day to day life.
4. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
6. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development. Practise hygiene, appropriate sanitation and nutrition to promote health.
7. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
8. Manage pertinent and contemporary issues in society effectively.
9. Demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious living



UPPER PRIMARY & JUNIOR SECONDARY LEARNING AREAS

Communication and Collaboration,
Critical Thinking and Problem Solving,
Creativity and Imagination, Citizenship,
Digital Literacy, Learning to Learn &
Self-efficacy

Cross – Curricular Competencies

1. Kiswahili Language /KSL for learners who are deaf
2. English language
3. Other Languages
4. Science and Technology
5. Social Studies (Citizenship, Geography, History)
6. Mathematics
7. Home science
8. Agriculture
9. Religious Education (CRE/IRE/ HRE/PPI)
10. Creative Arts (Art, Craft, Music)
11. Physical and Health Education

UPPER PRIMARY
GRADE 4-6

1. English
 2. Kiswahili / KSL (for learners who are deaf)
 3. Mathematics
 4. Integrated Science
 5. Health Education
 6. Pre technical and Pre Career Education
 7. Social Studies (Citizenship, Geography, History)
 8. Religious Education (CRE/IRE/ HRE/PPI)
 9. Business Studies
 10. Agriculture
 11. Life Skills Education
 12. Sports and Physical Education
- N/B: ICT will be a delivery tool for all subjects.

- Option subject
- Option subject

LOWER SECONDARY
GRADE 7-9



- Junior Secondary will expose learners to a broad based curriculum so as to explore own abilities, personality and potential as a basis for choosing subjects according to career paths of interest at the Senior Secondary School (SSS).
- Learners will be expected to take 12 core subjects and choose a minimum of one and a maximum of two from the provided optional subjects according to personality, abilities, interests and career choices. The focus will therefore be on the breadth rather than the depth of the subjects.
- Furthermore, learners will undergo a rigorous career guidance programme to enable them make informed choices as they transit to SSS.

OPTIONAL SUBJECTS FOR JUNIOR SECONDARY SCHOOL

Learners will be expected to choose at least one subject and at most two subjects from the list below:

- Visual Arts
- Performing Arts
- Home Science
- Computer Science
- Foreign Languages- German, French, Mandarin, Arabic
- Kenya Sign Languages
- Indigenous Languages



Time Allocation at Junior Secondary School

1.	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical and Pre-Career	5
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	2
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	3
14.	Optional Subject	3
	Total	45

CHARACTERISTICS OF LEARNERS IN THE TRANSITION TO JUNIOR SECONDARY SCHOOL

The transition Period coincides with rapid^a physical, mental and emotional growth and development (Age~ 12 years)

Learners require **relevant knowledge, and skills; social cohesion, appropriate values, constant parental support, and involvement.**

Currently, a **significant school drop-out rate** has been recorded among Standard 7 learners (approx. 12 years), which coincides with the age-bracket of transition to JSS .

Activity

In groups, discuss the implications of the characteristics of adolescents to the teacher.

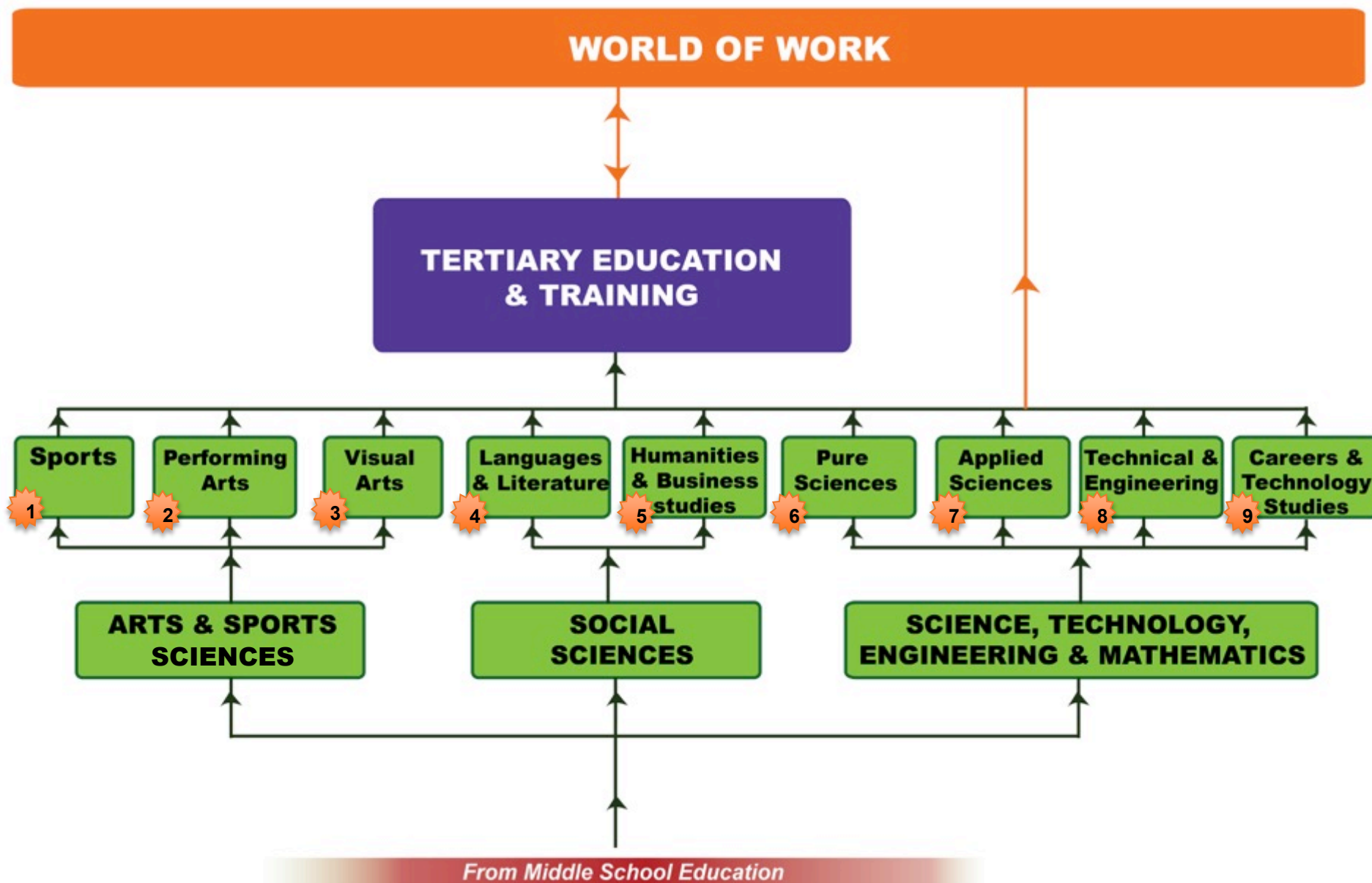
Characteristics ...Continued (2)

ADOLESCENT DEVELOPMENT MILESTONE AND CHALLENGES (GIRLS)

<i>Stage with Age</i>	Early Adolescence (ages 10-14 years)	Middle Adolescence (ages 15-17 years)
Physical Growth	<ul style="list-style-type: none"> ▪ Puberty: Rapid growth period ▪ Secondary sexual characteristics appear 	Secondary sexual characteristics advanced 95% of adult height reached
Intellectual/ Cognition	<ul style="list-style-type: none"> ▪ Concrete thought dominates “here and now” ▪ Cause-effect relationships underdeveloped ▪ Stronger “self” than “social awareness: 	Growth in abstract thought; reverts to concrete thought under stress Cause-effect relationships better understood Very self-absorbed
Autonomy	<ul style="list-style-type: none"> ▪ Challenge authority, family; anti-parent ▪ Loneliness ▪ Wide mood swings ▪ Things of childhood rejected ▪ Argumentative and disobedient 	Conflict with family predominates due to ambivalence about emerging independence

Characteristics ...Continued (3)

<i>Stage with Age</i>	<ul style="list-style-type: none"> ▪ Early Adolescence ▪ (ages 10-14 years) 	Middle Adolescence (ages 15-17 years)
Body Image	<ul style="list-style-type: none"> ▪ Preoccupation with physical changes and critical of appearance ▪ Anxieties about secondary sexual characteristic changes ▪ Peers used as a standard for normal appearance (comparison of self to peers) 	Less concern about physical changes but increased interest in personal attractiveness Excessive physical activity alternating with lethargy
Peer Group	<ul style="list-style-type: none"> ▪ Serves a developmental purpose ▪ Intense friendship with same sex ▪ Contact with opposite sex in groups 	Strong peer allegiances – fad behaviours Sexual drives emerge and teens begin to explore ability to date and attract a partner





Learner centred

Teachers facilitate learners to think, solve problems, evaluate evidence and arguments and generate hypotheses.

Differentiated Learning

Teachers should have the ability to recognise the diverse learning needs of the learners and address them through rich learning experiences.

Assessment Methods

CBC requires teachers with the ability to employ formative assessment for diagnostic purposes as well as for planning and improving learning.

Pertinent and Contemporary Issues



Teachers will be required to mainstream PCIs in their learning areas based on experiential learning and inquiry based approaches. The acquisition of values and psychosocial competencies will enable them deal with behavioural crises of the learners.

Inclusiveness



Teachers will:

- have the capacity to identify learners' abilities and individual needs.
- use methods that encourage all learners to participate in the learning process, including learners with disabilities.

Digital Literacy Skills



- CBC identifies Digital Literacy as a cross curricular competency
- Teachers should be conversant with the application of varied ICT tools for use in the learning process.

Community Service Learning (CSL)



- CSL is a strategy in teaching and learning that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen community participation.
- Teachers should be able to use innovative approaches and skills to facilitate CSL.



- Teachers and parents are partners in child's learning process.
- Teachers should possess skills of creating partnerships with parents to facilitate participation in their children's education.

Communities of Practice

- Teachers should have the ability to interact with colleagues with a view of learning from each other and improving instruction.
- Quality Teachers Circles become the norm, teachers engage in joint activities and discussions, share information, resources and aim at generating and sustaining professional development.



Self-Reflection

1. I learnt.....
 2. I need to learn more about.....
 3. How I will apply what I have learnt
- Suggestions I have for improvement of the session

Upload your responses on

<https://forms.office.com/r/7nHVcLMZrt>

Facilitators to use this link to View Responses:

<https://tinyurl.com/KWL-Facilitators>



THANK YOU

