BASIC EDUCATION CURRICULUM FRAMEWORK

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT - CURRICULUM DEVELOPMENT CYCLE
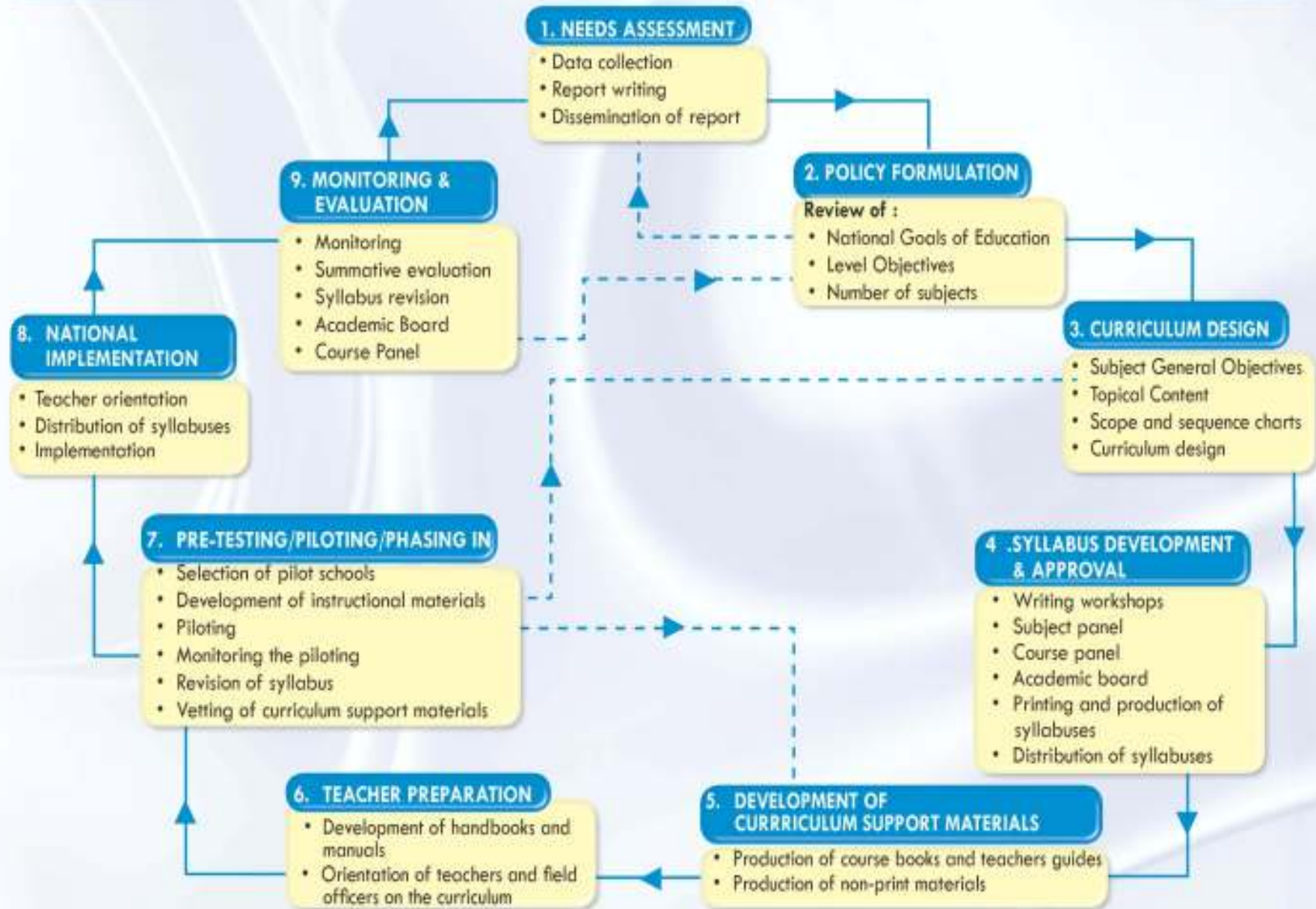
1. NEEDS ASSESSMENT
- Data collection
- Report writing
- Dissemination of report

2. POLICY FORMULATION
Review of :
- National Goals of Education
- Level Objectives
- Number of subjects

3. CURRICULUM DESIGN
- Subject General Objectives
- Topical Content
- Scope and sequence charts
- Curriculum design

4 .SYLLABUS DEVELOPMENT & APPROVAL
- Writing workshops
- Subject panel
- Course panel
- Academic board
- Printing and production of syllabuses
- Distribution of syllabuses

5. DEVELOPMENT OF CURRRICULUM SUPPORT MATERIALS
- Production of course books and teachers guides
- Production of non-print materials

6. TEACHER PREPARATION
- Development of handbooks and manuals
- Orientation of teachers and field officers on the curriculum

7. PRE-TESTING/PILOTING/PHASING IN
- Selection of pilot schools
- Development of instructional materials
- Piloting
- Monitoring the piloting
- Revision of syllabus
- Vetting of curriculum support materials

8. NATIONAL IMPLEMENTATION
- Teacher orientation
- Distribution of syllabuses
- Implementation

9. MONITORING & EVALUATION
- Monitoring
- Summative evaluation
- Syllabus revision
- Academic Board
- Course Panel

Figure 1: Curriculum Development Cycle

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.

Rationale Cont:

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

Rationale Cont:

Task Force Report chaired by Professor Odhiambo, 2012

- **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:

Draft Sessional Paper on 'Reforming Education and Training in Kenya'

- 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:

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

- more 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.

- skills gaps identified - agricultural, entrepreneurial, vocational and technical skills, innovation and creativity and ICT .

- recommended a **needs assessment** survey

Rationale Cont:

KICD Needs Assessment Survey 2016

- 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

Rationale Cont:

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

Rationale cont:

Global Standards

- UNESCO IBE - review **every 5 years**
- Sustainable Development Goal No 4 (ensuring quality education)
- 21st Learning (Skills and Approaches)

The 21st C Learner is . . .

a communicator

globally aware

a self-directed learner

an innovator

civically engaged

a problem-solver

financially &
economically literate

a critical thinker

information &
media literate

a collaborator

Table 1: Comparative Overview of the East African Region

Country	Pre-primary	Primary	Secondary	Total
Burundi	3	6	7-8	16-17
Uganda	3	7	6	16
Rwanda	3	6	6	15
Tanzania mainland	2	7	6	15
Kenya	2	8	4	14
Tanzania Zanzibar	2	6	6	14

Table 2: Global Comparative of Basic Education

Country	Pre-primary	Primary	Junior Secondary	Senior Secondary	Total years
Canada	(2)	6	2	4	14
South Korea	(3)	6	3	3	15
Kenya	(2)	8	-	4	14
Ghana	-	6	3	3	12
South Africa	(1)	6	3	3	13
Singapore	(3)	6	2	3	14
England	-	6	3	3	12
Malaysia	(2)	6	3	2	13
China	(2)	6	3	3	14
Finland	(1)	6	3	3	13

Paradigm shift

FROM *(less)* → ← **TO** *(more)*

| 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
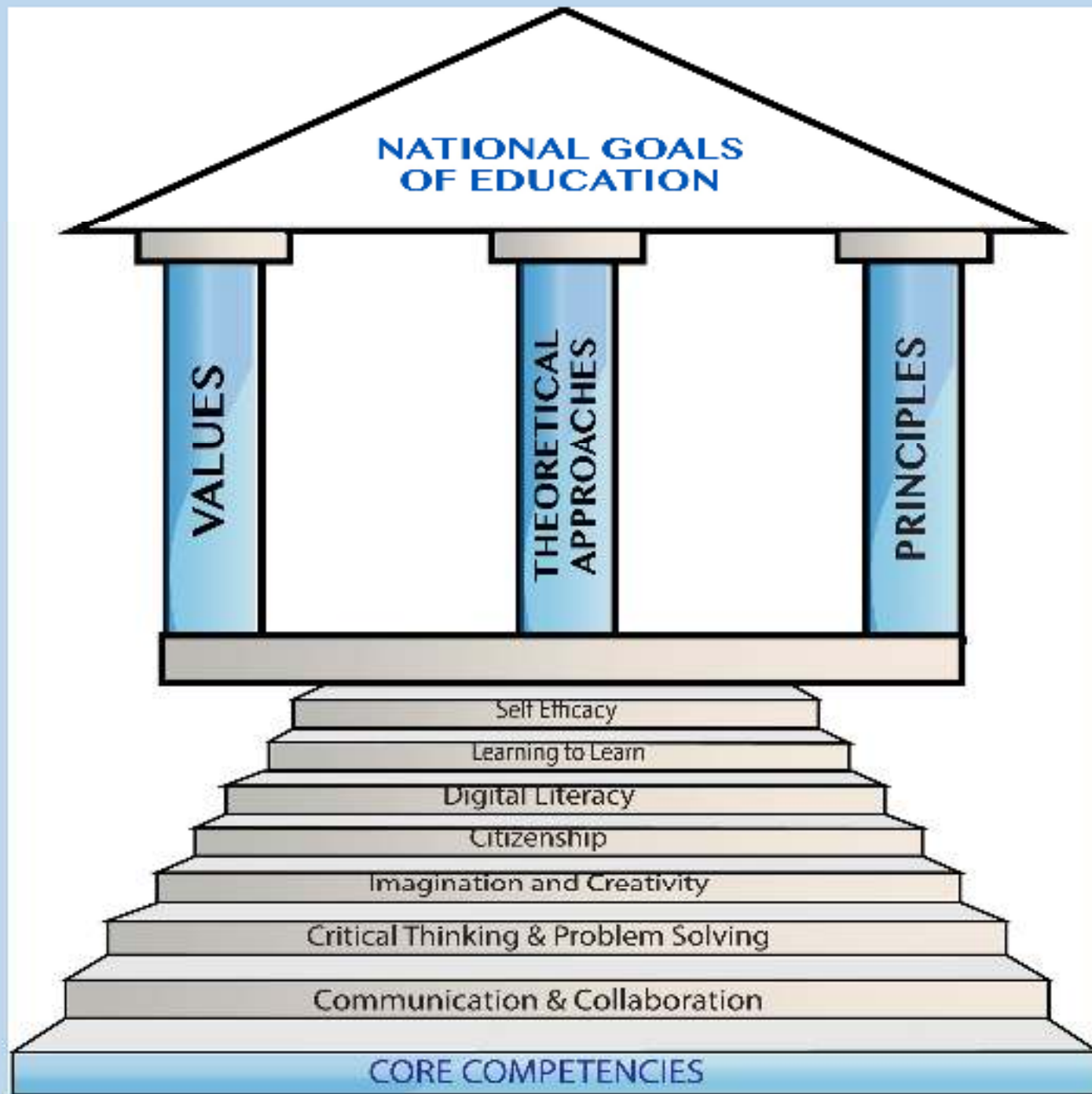
NATIONAL GOALS OF EDUCATION

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
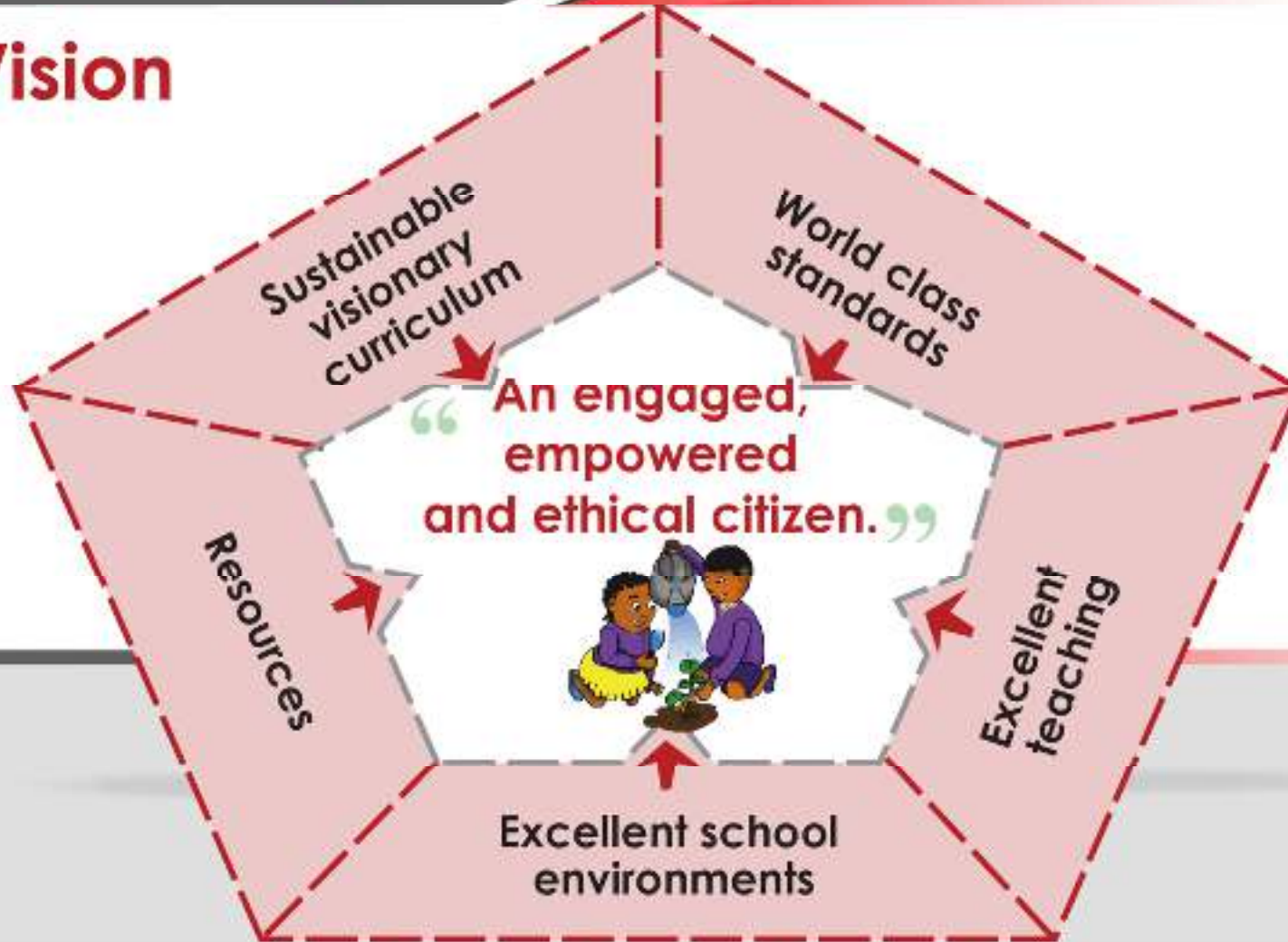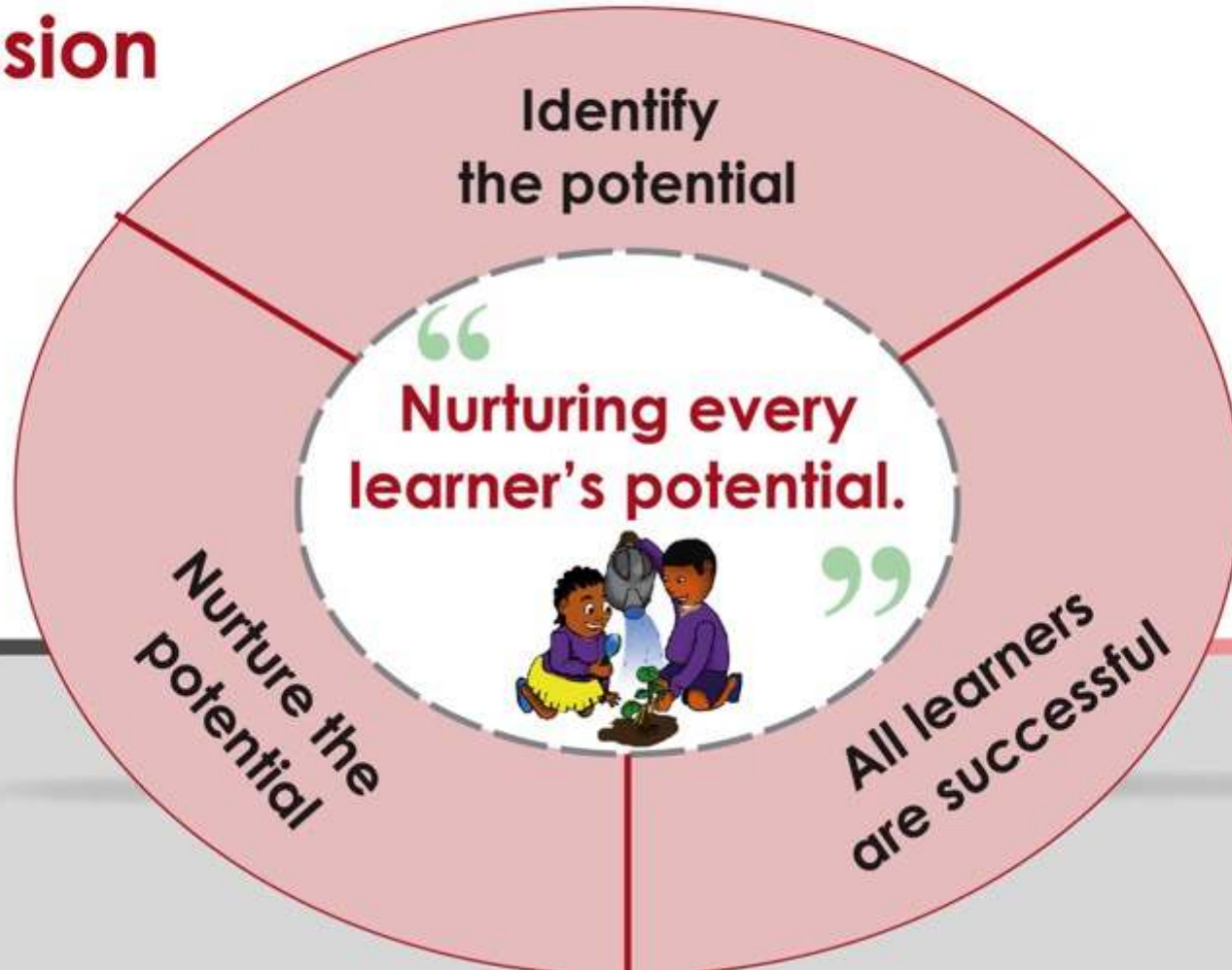
Curriculum Reform   At a glance

Vision

Sustainable visionary curriculum

World class standards

Resources

"An engaged, empowered and ethical citizen."

Excellent teaching

Excellent school environments

Curriculum Reform At a glance

Mission

Identify the potential

"Nurturing every learner's potential."

Nurture the potential

All learners are successful

Values	Guiding Principles	Theoretical Approaches
• Love	• Opportunity	• The Instructional Design Theory
• Responsibility	• Excellence	• Vygotsky's Social-Cultural Theory
• Respect	• Diversity and Inclusion	• Gardner's Multiple Intelligences Theory
• Unity	• Parental Empowerment and Engagement	• Piaget's Theory of Cognitive Development
• Peace	• Community Service Learning	
• Patriotism	• Differentiated Curriculum & Learning	
• Social Justice		
• Integrity		

Core Competencies for Basic Education

1. [Communication and Collaboration](#)

2. [Critical Thinking and Problem Solving](#)

3. [Imagination and Creativity](#)

4. [Citizenship](#)

5. [Digital Literacy](#)

6. [Learning to Learn](#)

7. [Self -Efficacy](#)

Next topic

Communication and Collaboration

STUDENTS WHO COMMUNICATE AND COLLABORATE ARE:

expressive

clear
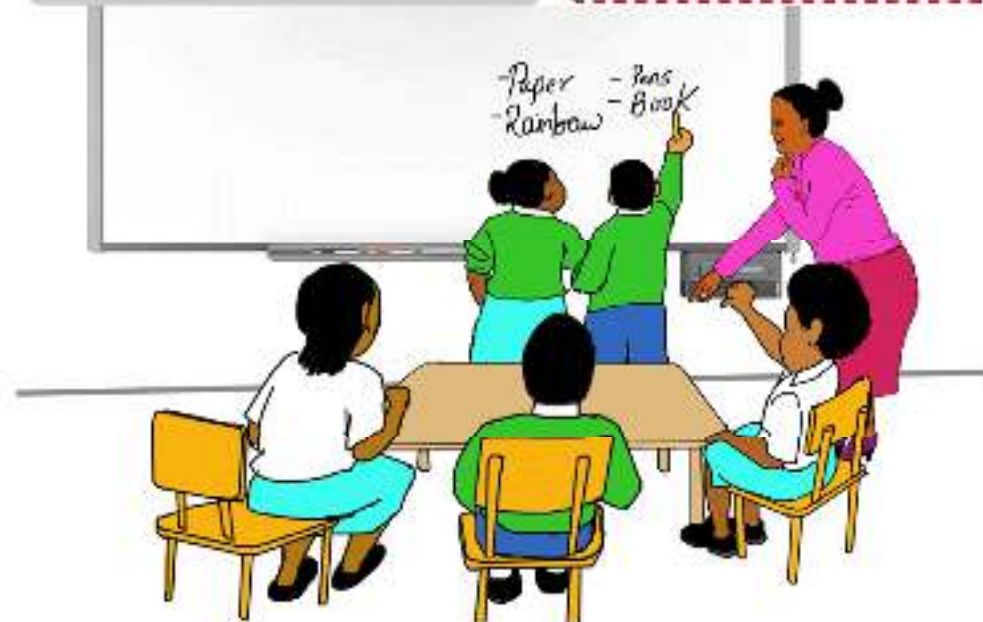
empathetic

responsible

Thoughtful

Team Player

patient

Examples:

Students are able to:
1. develop strong verbal and interactive skills
2. engage in collaborative and team-work activities

Outcome

Interpret and express themselves through a variety of media.

BACK

Core Competencies

Critical Thinking & Problem Solving

STUDENTS WHO THINK CRITICALLY AND SOLVE PROBLEMS ARE:

inquisitive

reflective

Analytical

curious

problem solver

Examples:

Students are able to:

1. develop open minded with ability to listen to others' perspectives

2. develop use of logic and evidence to arrive at conclusions

Outcome

Analise and evaluate evidence, arguments, and ideas using various types of reasoning and system thinking.

Creativity & Imagination

STUDENTS WHO CREATE AND INNOVATE ARE:

dynamic

creative

appreciative

imaginative

experiential

connectors

Examples:

Students are able to:

1. transform images and ideas into reality

2. actively engage in creative processes

Outcome

Demonstrate openness to new experiences, engage in creative processes. Generate and apply new ideas. Appreciate imagination work of others.

BACK

Core Competencies

Citizenship

STUDENTS WHO SHOW CITIZENSHIP ARE:

analytical

empathetic

global

good stewards

responsible

decision makers

Examples:

Students are able to:

1. think global while acting local
2. to feel sense of belonging, patriotism and nationalistic

Outcome

Contribute to quality and sustainability of their communities, environment and society.

Digital Literacy

STUDENTS WHO HAVE DIGITAL LITERACY ARE:

innovative

creative

Communicative

problem solver

Analytical

Examples:

Students are able to:

1. ethically use digital media for learning and personal development

2. use digital literacy and media to interact with various audiences

Outcome

Use and apply technology in learning

Send me homework
Today, 1:46 PM

BACK

Learning to learn

STUDENTS WHO LEARN TO LEARN ARE:

reflective

skillful

resourceful

motivated

interactive

experiential

Examples:

Students are able to:

1. organize and effectively manage individual learning and growth

2. apply prior knowledge to new learning experiences

Outcome

Gain knowledge and skills, understanding through experience, study, and interactions with others.

BACK

Self-efficacy

STUDENTS WHO HAVE SELF-EFFICACY ARE:

self-aware

self-directed

financial literate

goal-oriented

healthy

self-reliant

committed

Examples:

Students are able to:

1. develop values for personal development and lifelong learning
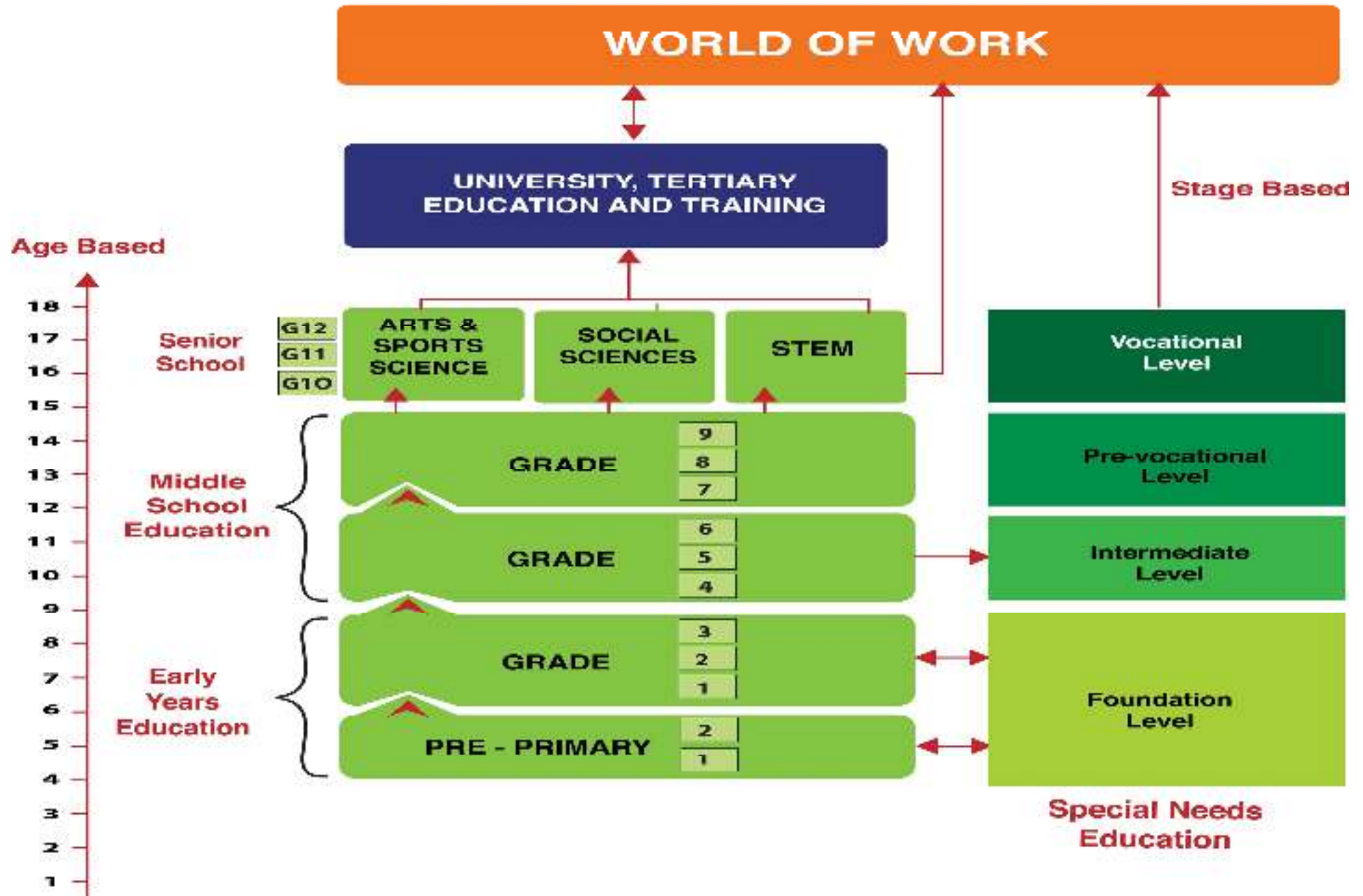
2. live active healthy life style and well-being

Outcome

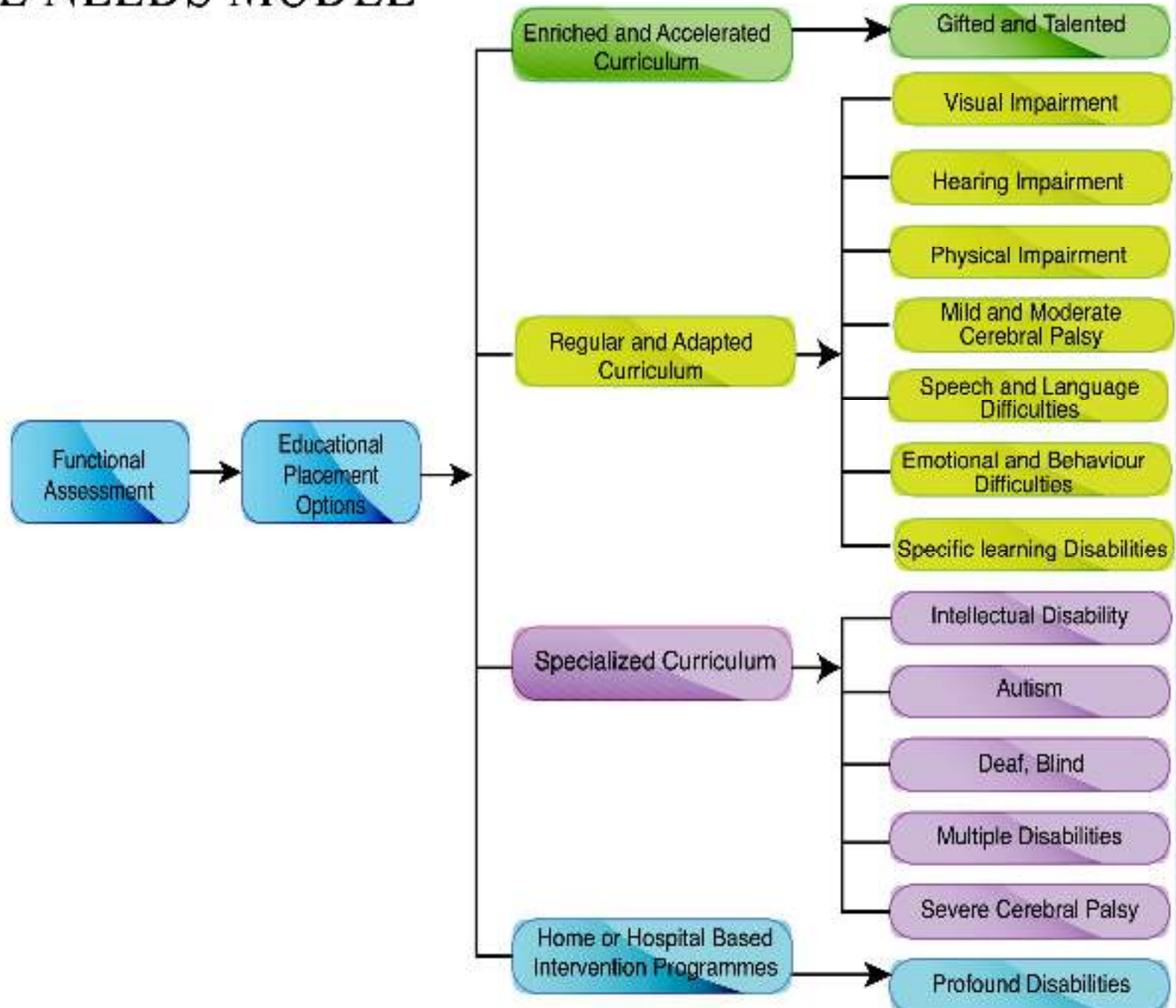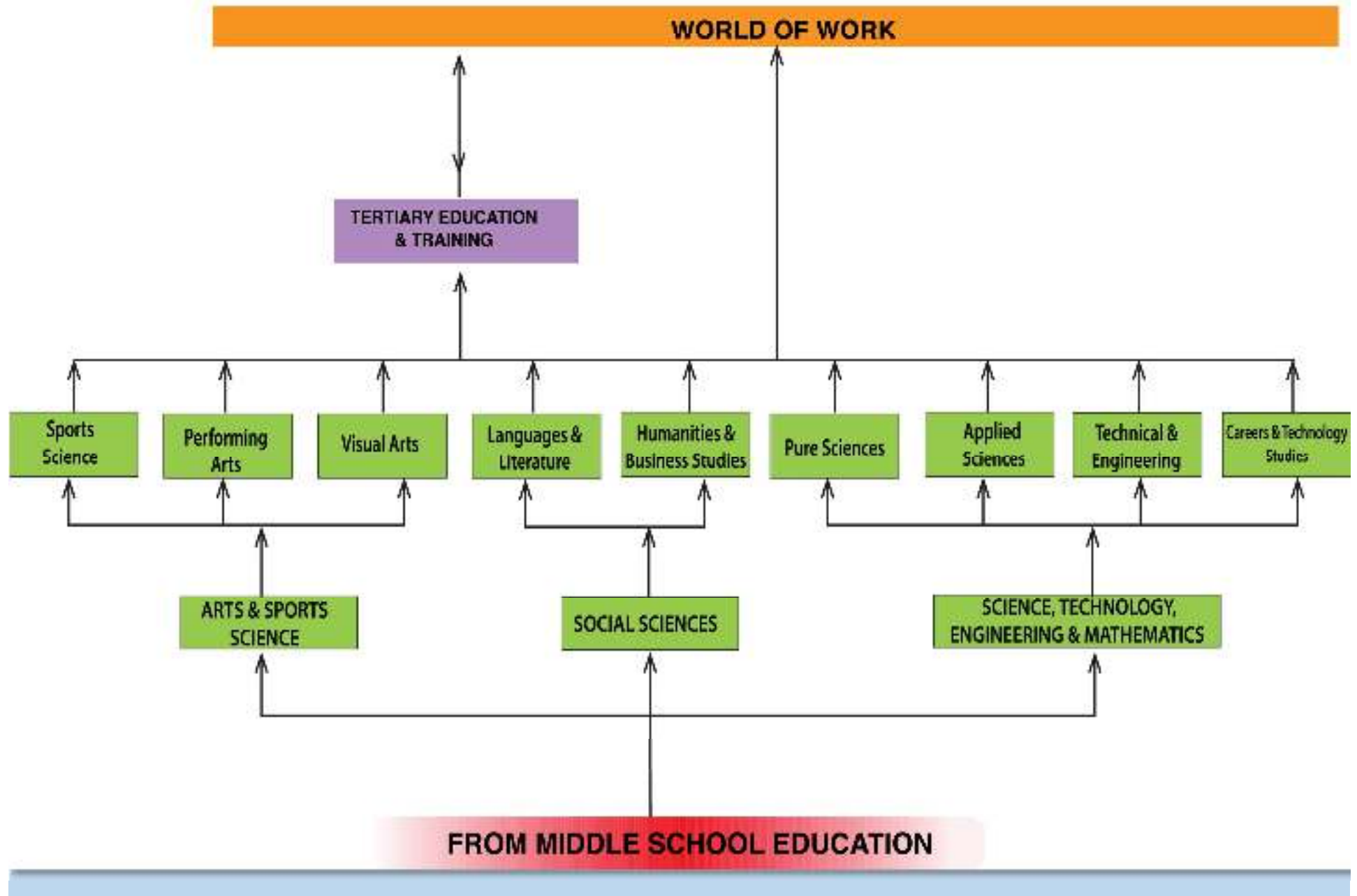Become self-aware and self-directed, set and pursue goals.

BACK

A 2¹ century Kanuah

SPECIAL NEEDS MODEL

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Functional Assessment → Educational Placement Options →

    ├── Enriched and Accelerated Curriculum → Gifted and Talented

    ├── Regular and Adapted Curriculum →
    │       ├── Visual Impairment
    │       ├── Hearing Impairment
    │       ├── Physical Impairment
    │       ├── Mild and Moderate Cerebral Palsy
    │       ├── Speech and Language Difficulties
    │       ├── Emotional and Behaviour Difficulties
    │       └── Specific learning Disabilities

    ├── Specialized Curriculum →
    │       ├── Intellectual Disability
    │       ├── Autism
    │       ├── Deaf, Blind
    │       ├── Multiple Disabilities
    │       └── Severe Cerebral Palsy

    └── Home or Hospital Based Intervention Programmes → Profound Disabilities
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PATHWAYS

Pertinent and Contemporary Issues

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

Curriculum Support Programmes

- 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
- Parental empowerment and engagement.

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**

CURRICULUM FOR LEARNERS WITH SPECIAL NEEDS

Category of learners	Pre-primary	Lower primary	Grade 4
1.Visual impairment	Mathematical Activities	Mathematics Activities	Mathematics
	Environmental Activities	Environmental Activities	Science and Technology Agriculture Home Science Braille
	Psychomotor Activities	Movement and creative Activities	Social studies PHE
	Pre braille Activities	Braille literacy	Creative Arts
2.Hearing impairment	Environmental Activities	Environmental Activities	English
	Psychomotor Activities	Movement and creative Activities	Social studies Creative Arts
	Kenya Sign language	Kenya Sign Language	Science and technology
		English Language Activities	

CURRICULUM FOR LEARNERS WITH SPECIAL NEEDS

Category of learners	Pre-primary	Lower primary	Grade 4
3. Physical impairment	Mathematics Activities	Mathematics Activities	Mathematics
	Environmental Activities	Environmental Activities	Science and Technology Agriculture Home Science Braille
	Psychomotor Activities	Movement and creative Activities	Social studies PHE
		Mathematics Activities	Creative Arts

Grade 4

#	Learning Area	Lessons Per Week
1.	Kiswahili Language or KSL for learners who are deaf	4
2.	English anguage	4
3.	*Other Languages (Indigenous, French, German, Chinese, Arabic Languages) Learners select for **one** language	2
4.	Science and Technology	4
5.	Social Studies (Citizenship, Geography, History)	3
6.	Mathematics	5
7.	Home Science	3
8.	Agriculture	3
9.	Religious Education (CRE/IRE/ HRE) *Learners select **one**	3
10.	Creative Arts (Art, Craft, Music)	3
11.	Physical and Health Education	5
12.	Pastoral Programmes and Instruction	1
	TOTAL	**40**

Table 12: CBC ROLL OUT PLAN

Grade	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
PP1-G1&2	National Pilot	CBC rollout									
G3	Std.3	CBC rollout									
G4		Std.4	CBC rollout								
G5			Std.5	CBC rollout							
G6				Std.6	CBC rollout						
G7					Std.7	CBC rollout					
G8						Std 8	CBC rollout				
G9							F.1	CBC rollout			
G10								F.2	CBC rollout		
G11									F.3	CBC rollout	
G12										F.4	CBC rollout

Key:

- National Pilot (yellow)
- CBC rollout (green)
- 8-4-4 (red)

THANK YOU