KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

Highlights of
Key FINDINGS
from the Needs Assessment
Study for Curriculum Reforms

OBJECTIVES

- The purpose of this study was to assess the needs of Kenyans on Curriculum Reforms in Kenya.
- The specific objectives of the study were to:

1. Establish desired the **general needs** for curriculum reform

2. Determine desired **competencies** for all levels of learning

3. Determine the **talent** identification and nurturing strategies to be adopted at different levels of the curriculum

4. Establish desired **content/learning areas/pathways** for a competency based curriculum

5. Identify **resources** suitable for competency based curriculum

6. Determine desired **pedagogical approaches** for competency based curriculum

7. Establish formative and summative **assessment** modes for competency based curriculum

LITERATURE REVIEW

- The literature review covered the following:
  a. Definition of key concepts such as curriculum, Competency, talent, pathways, etc.
  b. Situating the study within the field of Education and discipline of curriculum studies
  c. Review of relevant theories to Curriculum reform
  d. Review of relevant National and Educational policy documents
  e. Review of curricula in other contexts
  f. Review of relevant previous research

- Overall, the literature shows that there is need for a reform every few years to align the curriculum to Global and National developments

- The literature emphasises that such a reform must be based on an elaborate research that captures what the citizens of the target country desire – hence the Needs Assessment research

METHODOLOGY

- The study adopted a mixed approach involving concurrent Mixed Approach using Quantitative and Qualitative surveys as research methods

- Participants included learners, teachers, parents and leaders at all levels of Education, as well as other stakeholders from all over the country.

- Data was generated using questionnaires, interviews, Focused Group Discussions (FGDs), submitted memoranda and analysis of other relevant documents

SAMPLING

30/03/2016

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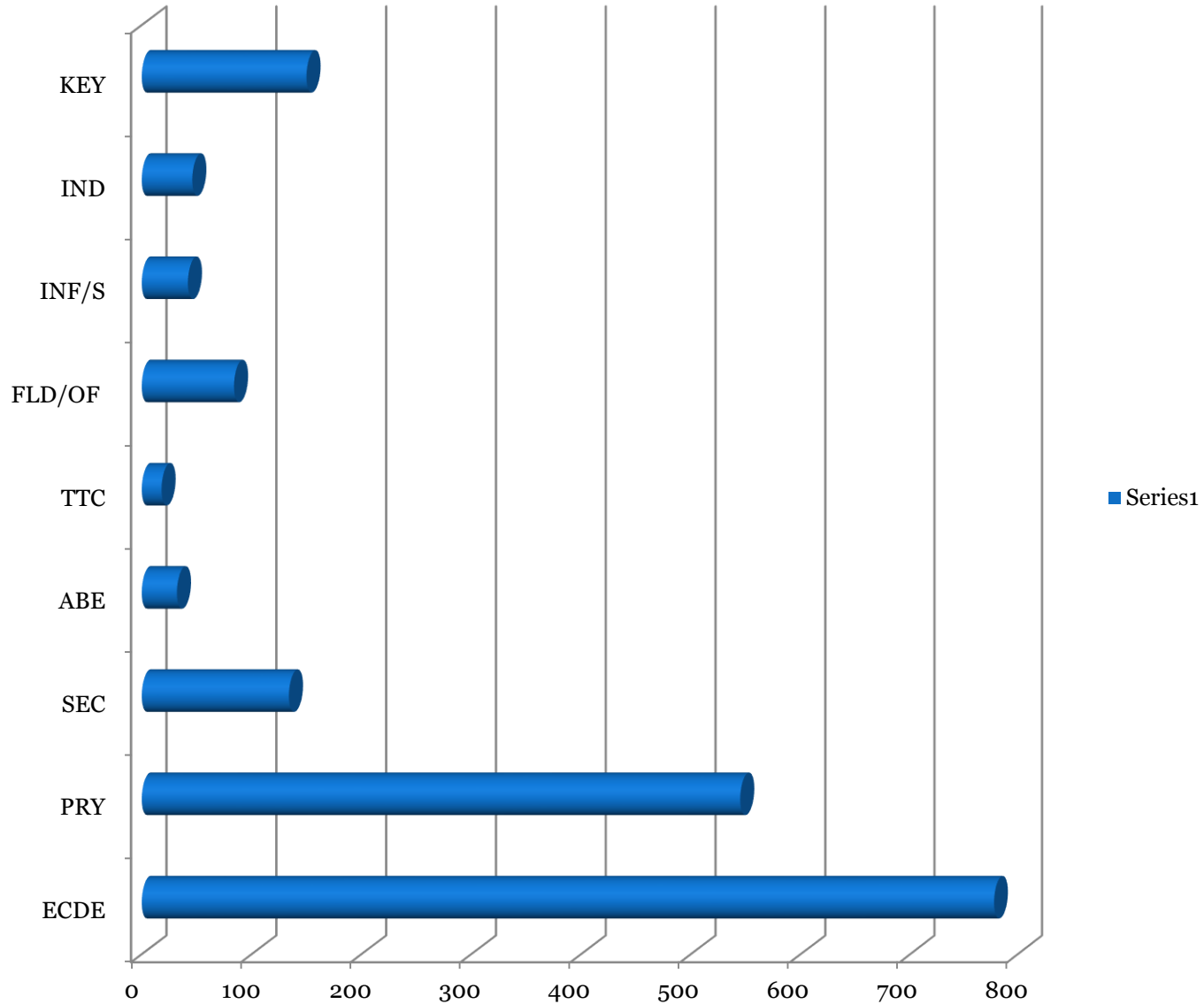
- FINDINGS

GENERAL NEEDS FOR CURRICULUM REFORM SOCIAL, ECONOMIC & PERSONAL NEEDS

- Kenyans stated that the curriculum ought to be reformed – foremost - to serve societal needs -**93.62%** followed by personal needs at **91.83%,** economic needs at **91.25** and technological needs at 90.30%. **Figure 1** presents a view of these responses**.**

Figure 1: Responses on the categories of general needs for curriculum reform
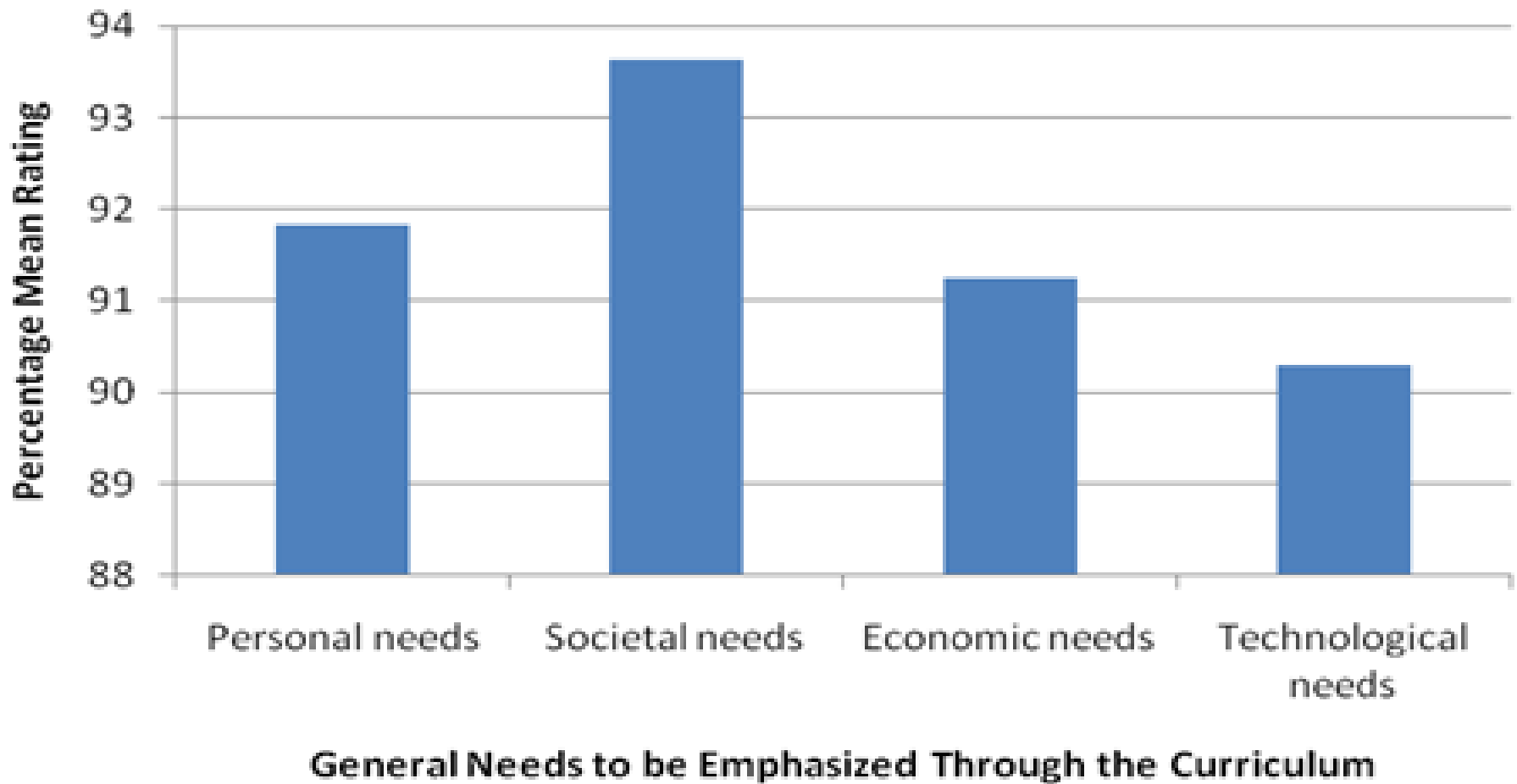
GENERAL NEEDS FOR CURRICULUM REFORM cont...

- The curriculum to be reformed should enhance **peaceful social co-existence, contribute to economic development** and address social vices such as corruption, tribalism and insecurity

- The curriculum should promote innovation, problem solving skills and self reliance for improving individual's and national development

NEEDED REFORMS ON COMPETENCIES ECDE, PRIMARY AND SNE

- The findings reveal various ratings on the competencies desired for the ECDE, Primary and SNE levels of Education, respectively. These are presented on **Tables, 1,2 and 3** in the subsequent slides.

Table 1: ECDE Teachers preferred competencies

Competencies	Percentage ranking
Creativity	97.8
Organizing	92.2
Interpersonal relationship	91.6
Planning	91.6
Coordination	91.0
Decision making	90.6

Table 2. Responses on Competencies classified under Creativity, by the primary Head teachers and teachers from Public and Private schools

Competencies	N=808	N=166
	Pri.Trs(%)	Pri.H/Trs(%)
Creativity	95.6	96.8
Innovation	90.6	93.6
Entrepreneurship	85	89.2
Analysis	91.2	88.6
Research	85.4	88
Problem Solving	95.00	95.6
%	90.5	91.1

Table 3:Primary head teachers and teachers views on SNE Competencies

Competencies	N=164	N=20	N=20
	Pry. SNE Trs(%)	SNE/ H Pri. (%)	SNE EARC (%)
Collaboration	93.8	93.8	100
Communication	90.80	97	96.6
Coordination	93	87.6	100
Planning	93.8	93.8	100
Organizing	92.8	91.4	96.6
Reflection	93.8	93.8	96.6
Decision Making	94.8	94.8	96.6
Mentoring	93.6	92.2	100
Networking	91.4	93.8	100
%	91.8	92.2	97.6

COMPETENCIES   cont…

- **ECDE**: Personal hygiene, Numeracy, Social skills, Communication skills, Digital literacy skills, Life skills

- **PRIMARY**: Practical skills, Technology, Values

- **SNE:** Appropriate adaptive skills, communication skills and Vocational skills that enhance employability

- **Secondary : T**he 21st century skills - communication, collaboration, critical thinking and creativity were identified as the preferred competencies.

NEEDED REFORMS ON COMPETENCIES – SECONDARY – cont..

•Other competencies identified for secondary were; Critical thinking, Leadership skills; Problem solving skills; computer skills, Academic and Technical subjects

•**Tertiary**: competencies in Research, presentation, Communication skills , music , Management, community development, Teaching, Entrepreneurship, and Technology were emphasized

TALENTS NURTURING AND DEVELOPMENT ALL LEVELS

- Kenyans desire a curriculum that promotes identification and Nurturing of talents at all levels of education.

- Respondents strongly argued for talents as important companions and alternatives to academic excellence and also as a key source of employment and national development.

CONTENT/ LEARNING AREAS/PATHWAYS

- **PRIMARY:** Kenyans emphasized practical oriented learning areas –Home science, Art& craft, Music, Drama, Agriculture, Foreign Languages- French, German, Chinese, Spanish.

- **SNE: T**here is need for vocational institution for SNE learners in areas such as beadwork, hairdressing, beauty therapy and agriculture.

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CONTENT/ LEARNING AREAS / PATHWAYS

SECONDARY: Kenyans advocated for **practical subjects** such as home science, Art &craft , Agriculture and woodwork to be re introduced

- Other subjects should also be more practical
- Learners should start specializing early.

TERTIARY: Advocated for more time to be spent on practicum instead of theory,

PEDAGOGY - ALL LEVELS

- Kenyans emphasised the need for use of participatory pedagogical approaches, experiments and field trips to relate learning real life.
- They suggested approaches that promote collaborative learning at all levels.

PRIMARY: Table 12 Primary school head teachers and teachers Responses on Methods of teaching.

Approach	H/T N=176	Teachers N=837	CSO N=36	Av.%
Demonstrations	95.00	96.00	94.00	95.00
Experiments	96.67	93.33	89.00	93
Projects	85.00	79.67	80.70	81.78
Field Excursions	82.67	75.00	76.60	78.09

RESURCES – ALL LEVELS

- There is need for provision of basics – classrooms, course books, toilets, teaching aids and playing, games, music and drama materials that enable learners to play.

- There is need for equal distribution of resources that would facilitate a more practical approach to learning, especially for SNE learners.

- Most of these resources are currently unavailable in the schools as demonstrated on **Table 14**.

Table 14: *Availability of learning resources in Secondary schools in Kenya.*

Teaching and learning resource	Not Available (%)
Art room	92.1
Music room	90.8
Technical subject	86.5
Home science lab	84.8
Biology, chemistry and physics	63
Library	46.2
Models	48.2
Photographs/ photos	44.6

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ASSESSMENT – OVERALL

- The public proposed a shift in assessment modalities from purely academic to other domains of education

  - Kenyans need a curriculum that is **NOT examinations oriented** & is highly academic

- **Adapted assessment for SNE learners:** **A**ssessment should be adapted to suit the needs of the learner with special needs.
- There is also need to develop different ways of assessing those who are gifted and talented.

CONTEMPORARY/EMERGING ISSUES -

The Curriculum should address:

Safety and Security,

 Management of ICT:

 Unemployment/Poverty Eradication,

Patriotism,

Tribalism,

corruption;

Environmental conservation,

CONTEMPORARY/EMERGING ISSUES - QUALITATIVE

- Alcohol and drug abuse,
- Early marriages, teenage pregnancies,
- HIV/Aids;
- Gender Equity/ issues,
- Cultic religious practices,
- Radicalization/Violent extremism,
- Harmful cultural practices and
- Creating awareness about disability.

CURRICULUM STRUCTURE - OVERALL

- Kenyans proposed a curriculum structure that considers the ages and developmental stages of the learners at all levels,
- that allows transition of all pupils from Primary to Secondary,
- and that offers several pathways to learners after Secondary School

CONCLUSION ON THE NEEDS ASSESSMENT

The needs assessment shows that all cadres of Kenyans desire a major reform of the current school curriculum in terms of the

- **desired competencies,**
- **content learning areas,**
- **talent identification and nurturing strategies,**
- **pedagogical approaches,**
- **resources and**
- **assessment**

Implication of the findings

- Kenyans need a curriculum that promotes

- age-appropriate knowledge,

- self-reliance,

- integrity,

- patriotism and transition in a friendly, inclusive and affordable environment

Implication of the findings

Curriculum Reform Vision

Nurturing Every Learner's Potential'

- Vision acknowledges that every child has potential and the role of education is to identify and nurture such potential
- No child should exit basic education with a label of 'failure' – in deed, children do not fails; it's systems that fail.

BASIC EDUCATIONCURRICULUM FRAMEWORK (BECF)

Pillars

1.Values

- The values to be included in the BECF are drawn from the **National Values of Kenya Bill, 2011, responsibility; respect; excellence; care and compassion; understanding and tolerance; honesty and trustworthiness; trust; and being ethical ,unity, integrity, peace, humility, cooperation, and simplicity**

2.Theoretical Approach

- Dewey's Social Constructivism,
- Vygotsky's Social-Cultural and
- Gardner's Multiple Intelligences Theories

The theories will facilitate the design and development of a curriculum that aims at **fostering** acquisition of competencies where the teacher remains a **guide/facilitato**r while the **learner constructs knowledge through exploration and experiential learning**. (

3.Principles Guiding BECF

- *Opportunity*
- *Excellence*
- *Diversity*
- *Citizenship*
- *Differentiated Curriculum and Learning*
- *Parental Empowerment and Engagement*
- *Service Learning*

4.Core Competencies for Basic Education

- Sessional Paper No 2 of 2015; EAC Curriculum Harmonization Framework and international best practices point to the need to adopt a competency-based curriculum approach
- The BECF will articulate the Kenyan Competency Based Curriculum (KCBC), in which competency will be conceptualised as *'the ability to apply appropriate knowledge and skills to successfully perform a function.*

Core Competencies for Basic Education cont…

- '*Pertinent and contemporary issues' will* provide a meaningful context for application of learning.

- *Service learning* will provide the opportunity for learners to develop and apply their skills and knowledge, while also deepening the competence of *citizenship*.

Core Competencies for Basic Education

- KICD has, after extensive research identified (7) 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. **Efficacy**

5.Proposed Organization of Basic Education

- Basic Education will be organised into 3 Tiers

Tier 1

Early Years Education (5 years)

- Pre-primary
- Lower primary
- *Focus on foundational skills*

Proposed Organization of Basic Education cont..

Tier 2

- **Middle School Education (6 years)**
- Upper primary
- Secondary

- Focus on exploration, broad based curriculum and selection of pathway at the end of Junior Secondary School

Proposed Organization of Basic Education

Tier 3
- **High School and Tertiary**
- High School
- Tertiary
- Focus on pathways (**general**; **vocational**; **talents** – *sports* and *arts*) to prepare for careers, higher education and training, and world of work
- Need to use this tier to align basic education to tertiary

Alternative Provision of Basic Education and Training (APBET)

- The BECF will make provisions for APBET.
- The learners who benefit from this mode of education delivery will be well defined
- The APBET curriculum will also be competency-based

Provision for Special Needs Education

- Learners with special needs are found at all levels of education.

- The BECF will make provisions for SNE based on the following model.

Assessment of Competency-Based Curriculum

- **Assessment influences pedagogy and other instructional practices**
- The BECF proposes adoption of formative and **criterion-referenced assessment** practices to promote excellence **and de-emphasise raw competition for grades.**
- KICD will work closely with KNEC to identify best practices in assessing competencies

THANK YOU