MONITORING REPORT ON PHASE 2 PILOT OF CBC FOR EARLY YEARS EDUCATION

The Experience from Kenya
THE KICD CURRICULUM DEVELOPMENT CYCLE

1. NEEDS ASSESSMENT
   - Data collection
   - Report writing
   - Dissemination of report

2. POLICY FORMULATION
   Review of:
   - National Goals of Education
   - Level Objectives/Outcomes
   - Number of Learning Areas/Subjects
   - Number of Lessons

3. CURRICULUM DESIGN
   - Learning Areas and Subject General Objectives/Outcomes
   - Strand/Topical content
   - Scope and Sequence Charts
   - Curriculum Designs

4. DESIGN/SYLLABUS APPROVAL
   - Subject Panel
   - Course Panel
   - Academic Committee
   - Dissemination of Designs/Syllabuses

5. DEVELOPMENT OF CURRICULUM SUPPORT MATERIALS
   - Production of:
     - Course books and teacher guides
     - Non-print materials
     - Handbooks
     - Supplementary materials

6. TEACHER PREPARATION
   - Orientation of Teachers, Trainers and Field Officers on the Curriculum

7. PRE-TESTING/PILOTING/PHASING IN
   - Selection of pilot schools
   - Piloting
   - Monitoring
   - Revision of the Designs/Syllabus

8. NATIONAL IMPLEMENTATION
   - Printing of Curriculum materials
   - Distribution of materials
   - Vetting of Curriculum support materials
   - National Orientation of Teachers

9. MONITORING AND EVALUATION
   - Monitoring Implementation
   - Summative Evaluation
   - Design/Syllabus revision
Paradigm shift

FROM (less)

- Content Focus
  - Rigid and Prescriptive curriculum with limited flexibility
  - Focus on summative assessment and competition (High stakes exams)
  - Emphasis on Schooling
    - Teaching (finishing the syllabus)

TO (more)

- Focus on Competencies
  - Flexible with Opportunities for specialisation - pathways
  - Balance between formative and summative assessment, and excellence
  - Emphasis on Education
    - Learning
ORGANIZATION OF BASIC EDUCATION

WORLD OF WORK/LIFE

UNIVERSITY, TERTIARY EDUCATION AND TRAINING

Stage Based

Vocational Level
Pre-vocational Level
Intermediate Level
Foundation Level
Special Needs Education

Age Based

Senior School
Middle School Education
Early Years Education

18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

ARTS & SPORTS SCIENCE 3 Years
SOCIAL SCIENCES 3 Years
STEM 3 Years
LOWER SECONDARY 3 Years
UPPER PRIMARY 3 Years
LOWER PRIMARY 3 Years
PRE - PRIMARY 2 Years
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
OBJECTIVES OF MONITORING

1. Establish the capacity of curriculum implementers to implement the curriculum;
2. Assess the availability of curriculum support materials for the implementation of CBC;
3. Examine the teacher support systems in place for the implementation of CBC;
4. Determine the level of the parental awareness on the implementation of CBC.
## Summary of the Sample Size and Response Rate

<table>
<thead>
<tr>
<th>Category</th>
<th>Expected</th>
<th>Achieved</th>
<th>% Response</th>
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<tbody>
<tr>
<td>Head teachers</td>
<td>470</td>
<td>440</td>
<td>93.6%</td>
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<tr>
<td>Teachers</td>
<td>940</td>
<td>897</td>
<td>95.2%</td>
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<tr>
<td>Parents</td>
<td>141</td>
<td>112</td>
<td>79.4%</td>
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<tr>
<td>CDE’s</td>
<td>47</td>
<td>34</td>
<td>72.3%</td>
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<tr>
<td>CSO’s</td>
<td>94</td>
<td>64</td>
<td>68.1%</td>
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Figure 4.2 Ratings of Preparedness of Teachers' and Head teachers'

On average more than half the teachers who responded indicated confidence in their ability to handle the CBC
Capacity in using Assessment Rubrics in the Designs

Figure 4.3 Extent to which Teachers are Able to Use the Assessment Rubrics in the Designs
Areas that Teachers require further training

- Inquiry based teaching approaches
- Use of assessment rubrics
- Consolidating formative Assessments and reporting on learner’s progress
- Formulating CBC schemes of work and lesson plans
- Handling special needs learners particularly differentiated instruction in integrated schools
Availability of the Curriculum Support Materials for CBC

Figure 4.4: Head teachers’ responses on adequacy of the resources
Table 8: Teacher responses on the use of ICT devices

<table>
<thead>
<tr>
<th>Responses</th>
<th>PP</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>SNE</th>
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<tr>
<td>Yes</td>
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<td>49.5</td>
<td>49.3</td>
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<tr>
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<td>39.6</td>
<td>46.2</td>
<td>46.3</td>
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<td>2.0</td>
<td>4.3</td>
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<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

There is need for a well organized training program for all teachers on integration of ICT in teaching and learning
Support Systems in the Implementation of CBC

Figure 5: Teachers’ responses on whether they have received support in CBC Implementation
Figure 4.7: Responses on how well prepared CDEs feel to support teachers in CBC.
CSO’s Rating of stakeholders support for CBC

Figure 4.8: CSOs responses on how much stakeholders were supporting CBC
Parental Awareness on the Implementation of CBC

- Parents were happy with reduced emphasis on examinations;
- Less homework for the children and assignments being more of application.
- Entry age to pre-primary is four (4) years.
- Learners are engaged more in practical work than before
- Frequent meetings with teachers to inform them about their children’s performance;
- Emphasis on parents interacting with their children to improve learning;
- Change of the education system from 8-4-4 to 2-6-3-3 and learner centered learning.
- The learner centered method enhanced understanding among the special needs children and made learning enjoyable.
Recommendations

• MOE and KICD should ensure the Course Books and Teacher’s Guides required for implementation are available in schools

• In-service programmes be mounted to continuously guide the teachers on requirements for CBC. This should be planned jointly by all relevant agencies (KICD, TSC, KNEC, CEMASTEA, KISE, KEMI)

• MOE, KICD and TSC should develop a clear framework for peer mentorship and support at the school level.

• MOE should organize a schedule for reporting and experience sharing by the various agencies to support implementation of CBC arising from monitoring exercises

• KICD and TSC should develop a framework for Communities of Learning for school based interaction of clustered schools

The Magnitude of expectations for successful implementation of CBC called for a Task Force to be put in place
THANK YOU