

COMPETENCY BASED CURRICULUM (CBC) IN KENYA

Developing Empowered and Engaged Global Citizens

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Needs Assessment Study

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



MINISTRY OF EDUCATION



CURRICULUM REFORMS



NATIONAL NEEDS ASSESSMENT

CBC Core Competencies

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





KENYA VISION 2030 AND AFRICAN UNION VISION 2063

- Sustainable Development Goal No 4 (ensuring quality education)
- Shift towards 21st Learning (Skills and Approaches) hence the core competencies to make curriculum more relevant
- Real world challenges are towards limited employment opportunities. CBC is a drive towards job creations and not depending on employment that does not exist.
- Competencies of digital literacy and learning to learn in CBC prepares learners for career opportunities that don't even exist;
- CBC is about building creative processes and analytical and effective learning for problem solving.

Empowered, Engaged and Competitive Global Citizens

To implement competency-based learning, teachers needed re-tooling to ensure they have the skills to support learners in acquisition of competencies and identify specific learning outcomes of their students?

In-service teacher

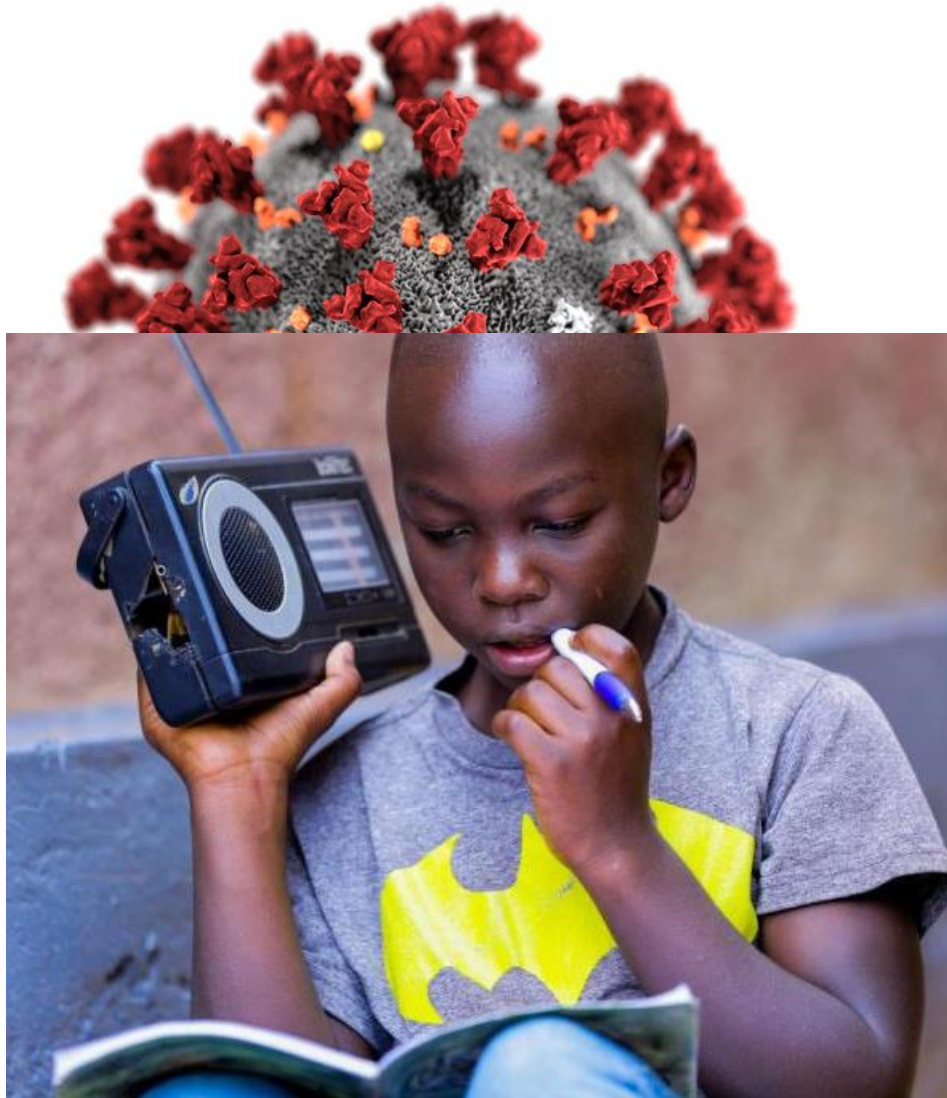
- Emphasis of pedagogical skills & digital skill for inquiry based learning

Pre-service

- Raising the professional level of teachers training from a certificate to diploma level
- Repackaging the teacher training curriculum towards core competencies under the basic education curriculum framework



Empowered, Engaged and Competitive Global Citizens



- Given the impact of COVID-19, Kenya considers that the CBC vision is the same, however, the acquisition of competencies needs a reformed particularly in pedagogical approach.
 - The curriculum designs need re-alignment to blended learning.
- Kenya is only four years into implementing CBC {PP1-2, G1-4}.
- From June 2020 to January 2021 is organization of post-COVID 19 schooling.
- CBC implementation will continue for learners and teacher training. This will be re-engineered to comply to the protocols and policy directives

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- Main change is likely to be in delivery of curriculum.

- Shift to blended learning in delivery of CBC will help counter dynamic changes that education faces now and in the days to come.





- Assessment is critical to competency-based learning. The re-tooling of in-service and pre-service teachers with emphasis on authentic assessment of competencies.
- The competence based assessment development and review includes practicing industry staff relating the learning to the needs of the future workplace for learners with competence of learning to learn.

CBA Call

- Making assessment more authentic through provision of authentic tasks to learners under CSL.
- Tall call is preparing teachers for CBA that they did not experience during their schooling and training



CBC design is more of formative assessment and less summative examinations. Recently with the impact of prolonged school closure the Kenya National Examinations Council is redefining the CBA with emphasis on **continuous project-based assessment**.

The Kenya CBA with CSL is including projects while away from school using authentic tasks.

- In CBA, authentic assessment tasks reflect real life problems and issues from the world outside the classroom (Home activities, Gardening, Market, SME, Church, Community halls) and have the following characteristics: focus on high order thinking skills.
- involve active performance to demonstrate understanding.
- are interesting and engaging.
- provide multiple avenues for the learner to demonstrate ability, competencies and proficiency.
- promote integration of learning, assessment and productivity.



COVID 19 experiences calls for continuous twinkling of CBC designs, reform CBC delivery to blended learning and compliance of CBA. This will build greater resilience into the system.

To ensure the teaching profession can implement the critical agenda items calls for:

- Synergy among the government agencies that deal with education; KICD on CBC, KNEC on CBA and TSC on continuous teacher re-tooling.
- Simultaneously CBC & CBA repackaged for implementation and get teachers retooled. In addition, appropriate mentorship and support at all stages.
- Already efforts are in play to enhance competencies of teachers to engage learners on online platforms which are principal part of blended learning.

Kenya preparedness to blended learning

- Education Cloud in place
 - Curriculum content access and online teacher training tested
- Easily scalable
 - Seasonal ability to “Scale Up” or “Scale Down”



- Easy to manage and adopt to situations such as COVID 19
 - Install, uninstall, change, undo in bulk quickly and without problems/downtime
- Unique ID that will follow students and teachers throughout their education lifetime.



CBC Blended Learning

1

Government policy and stakeholder coordination

2

Community acceptance of blended learning
**Teacher learner contact + Technology learner contact =
Curriculum deliver**

3

Fit for purpose learner and teacher device, local assembled and maintenance. Content access, learner digital ID and real time learning assessment

4

Monitoring, review, upgrading and resilience building



**THANK YOU
COMMENTS & DISCUSSION ...**



Kenya Institute of Curriculum Development