

Why we are Reforming our Education System.

THE BIG SHIFT WE NEED

FROM

PREVIOUS SYSTEM

From 7-4-2-3 in 1963, to 8-4-4 in 1985 - the education system became academic and examination oriented leading to three key problems:

DISCONNECT between curriculum content and the world of work. Youth unemployment is on the increase. Many learners exit school without skills for work and skills for life.

DISCONNECT in realising the national goals of education which emphasise core values and principles like nationalism, social equality and responsibility.

DISCONNECT with the needs of the 21st century which is a knowledge and skill age that demands a new way of thinking.

TO

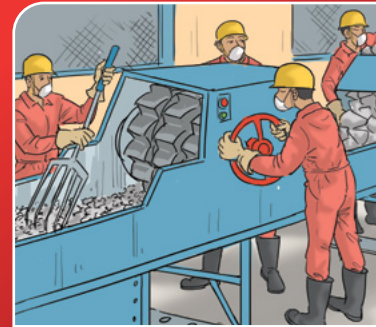
COMPETENCY APPROACH

In response to the Constitution of Kenya 2010 and to achieve Vision 2030, the SDGs and implement the East African Community protocols, we need to transform our education system in three ways:

COMPETENCES: Kenya's economy is changing fast. We need to prepare learners for new possibilities. The 21st Century demands transferable skills and soft skills. The competency based approach seeks to produce a learner with **COMPETENCES** to thrive now and in an increasingly changing world.

CHARACTER: Education needs to mould all learners with values to uphold peace and national unity across the country. Value Based Education and Parental Empowerment and Engagement are core pillars in the new curriculum. The competency approach seeks to produce a learner who has **CHARACTER**.

CREATIVITY: The 21st Century is a society in which knowledge and ideas are a key source of economic growth. Education needs to produce citizens who are willing to think differently, be **CREATIVE** and try out new ideas to solve challenges



Processing



Science, Engineering and Technology

Sports Industry



Creative Arts



What is the Competency Based Curriculum (CBC)?

The curriculum has a focus on core skills - **THE FOUR Cs**.
ALL subjects are linked to these skills

Three mindsets are acquired through the Competence Based Approach

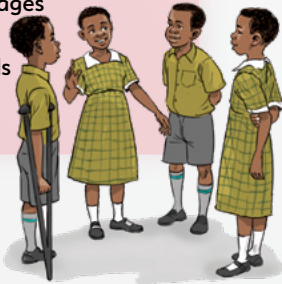
1

COMMUNICATION AND COLLABORATION

We connect and work together to realise shared goals.

Language: listening, speaking, reading, writing
- in Kiswahili, English, Kenyan sign language, indigenous languages or foreign languages (Arabic, French and German)

Life Skills Education: interpersonal skills



3

CREATIVITY AND IMAGINATION

We are free to think differently, imagine and create new things.

Creative Arts: art, craft, music

Visual Arts: 2D and modeling

Performing Arts: music, dance, drama, poetry

Sports & Physical Education: play, exercise



5

LEARNING TO LEARN

We are curious and seek to learn everyday.



6

SELF-EFFICACY

We have the confidence to do different things.



7

DIGITAL LITERACY

We use phones and computers to create and access information.



2

CRITICAL THINKING AND PROBLEM SOLVING

We observe, evaluate and reason to find solutions.

Math: operations, measurement, space, geometry,

Science: physics, chemistry, biology, agriculture, integrated science Technical & Career

Education: metal/woodwork/leather, electricity construction, design, cookery, fisheries, manufacturing, aviation, media

Business Studies: entrepreneurship;

Computer Science: technology



4

CITIZENSHIP

We value our communities and respect each person.

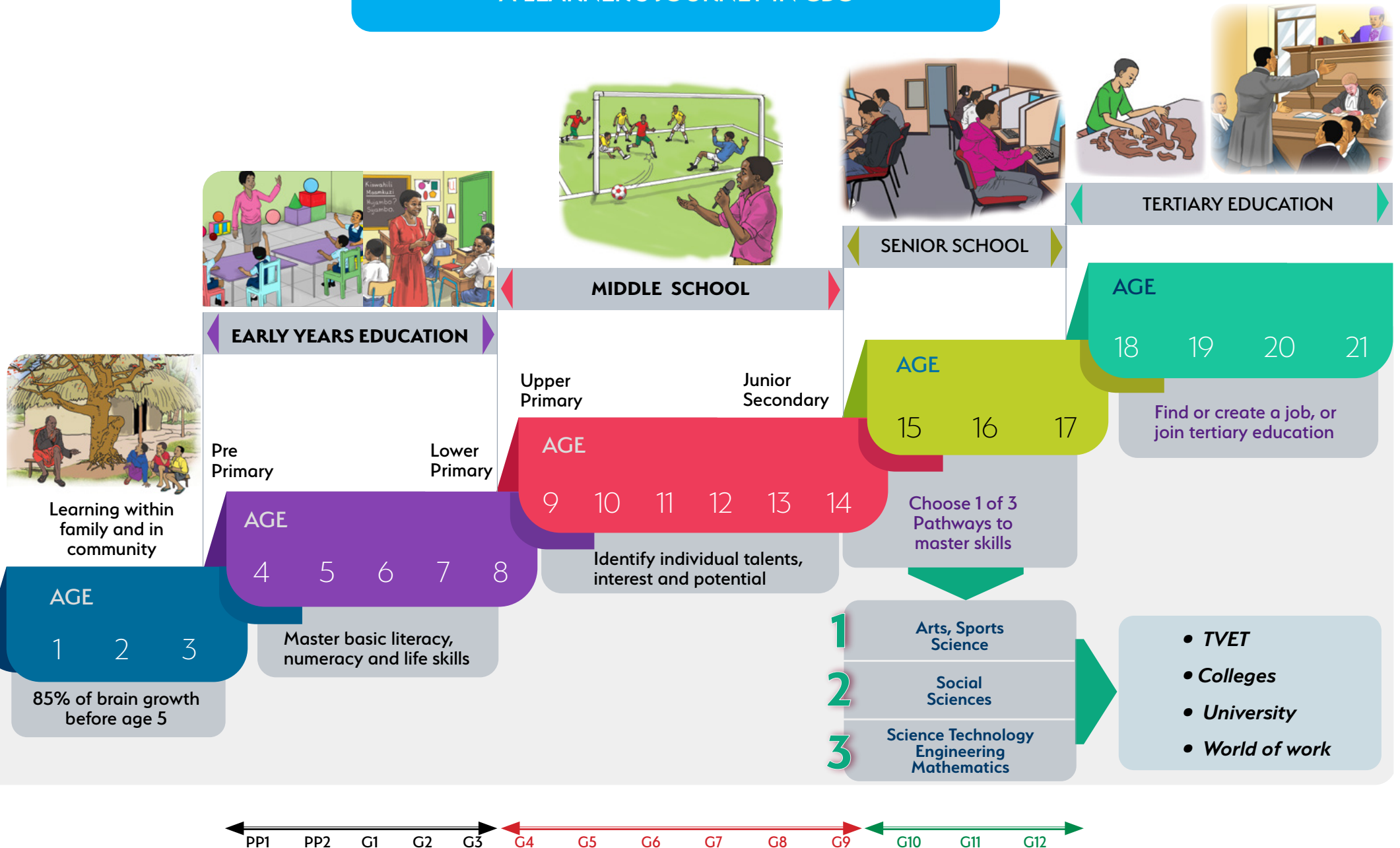
Religious Education: Christian, Islamic, Hindu

Social Studies: History, Geography, Civics, Health & Environmental Education



How does a Learner Grow in CBC?

A LEARNER'S JOURNEY IN CBC



How does Learning happen in CBC?

FROM

FOCUS ON EXAMS ONLY



FOCUS ON LECTURES



FOCUS ON MEMORIZING



TO

FEEDBACK

Frequent assessment that measures whether learners can put into practice what they have learned, such as:

- Observation and checklists
- Portfolios and profiles
- Rubrics
- Progress report cards



HANDS-ON

Schools connect to community and industry so that learners gain skills related to real life experiences. Learning is experiential and practical, through:

- Field trips
- Attachment/ apprenticeship in industry
- Community service learning projects (135 hours required)
- Parental involvement



INTERACTIVE

Teacher facilitates learners to gain skills from others through:

- Peer learning
- Team projects
- Collaborative learning



GET INVOLVED

GOVERNMENT ACTORS

Let us be professional as we implement the Competency Based Curriculum (CBC).

NON STATE ACTORS

Let us monitor and provide feedback on CBC.

TEACHERS:

Let us change the way we teach to match the new demands of the curriculum.

LEARNERS:

Let us learn, practice, grow and thrive.

PARENTS AND GUARDIANS:

Let us provide a safe and healthy environment for lifelong learning.

- Encourage children to ask questions
- Discuss children's progress with their teachers
- Participate in school activities and
- Follow up on what our children are learning.

Let us monitor the implementation of CBC through our children.

Learn More: Access more information about the reforms from the following sites;



www.kicd.ac.ke



KICDKenya



KICDKenya