

Competency Based Curriculum- Indicators of success

Introduction

There are three broad anticipated outcomes of the current curriculum reforms; one, children are active and engaged, two, learners have achieved the following key competencies (communication and collaboration, self-efficacy, critical thinking, and problem-solving, creativity and imagination, citizenship, digital literacy, and learning to learn).

The third outcome states that children and young adults should be equipped with knowledge, skills, and attitudes that help them to effectively deal with the opportunities and challenges which they will encounter now, as young people, and in the future, as adults.

However, there are no indicators of success. We are not sure what an ethical and engaged citizen looks like. As a country, we are clear on the key competencies, depth of knowledge, and skills learners are expected to achieve. However, there are no clear indicators or measure for the competencies.

The following indicators have been developed to guide on knowing the impact of CBC on learners and ultimately the country. There is a need for stakeholders to agree on the indicators and thereafter agree on what indicators are to be measured at the school level, at the national and international level.

The indicators have been drawn from Kenya Basic Social Indicators, World Development Indicators 2017, and Basic Education Statistical Booklet. The indicators are by no means exhaustive. They should be agreed upon during a Policy Dialogue.

“

THE INDICATORS HAVE BEEN DRAWN FROM KENYA BASIC SOCIAL INDICATORS, WORLD DEVELOPMENT INDICATORS 2017, AND BASIC EDUCATION STATISTICAL BOOKLET. THE INDICATORS ARE BY NO MEANS EXHAUSTIVE. THEY SHOULD BE AGREED UPON DURING A POLICY DIALOGUE.

”

Sustainable Development Goal 4

CBC Principles	International	National	Schools	Learners	
Opportunity	Attendance Rates.	Attendance Rates.		Children are active and engaged.	
	Completion rates	Completion rates			
	Primary and Secondary Enrolment rate	Primary and Secondary Enrolment rate			
	Transition rate		Transition rate		
			Primary education, duration (years)		
			High level, multi-agency coordination		
			Careful mix of certificate, diploma and graduate qualifications – X% go to universities, X% to national polytechnics and X% to other TVETs		
Excellence		The National Curriculum clearly shows the links between the key competencies and the key learning areas,		Learners have achieved the following key competencies <ul style="list-style-type: none"> • Communication and collaboration • Self-efficacy • Critical thinking and problem solving • Creativity and imagination • Citizenship • Digital literacy, and • Learning to learn. 	
		Teacher Satisfaction.	All teachers and Heads of Institutions have a deep understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts	Children and young adults are equipped with knowledge, skills and attitudes that help them to effectively deal with the opportunities and challenges which they will encounter now, as young people, and in future, as adults.	
		Close alignment between the education and training system, and labour markets			

CBC Principles	International	National	Schools	Learners
		There is no mismatch between the planned and the delivered curriculum	Developed and on-going professional development programmes provided for teachers and schools to lead to successful implementation	% of learners in Grade 3 able to read with comprehension a Grade 2 level text in Kiswahili and English % of learners in Grade 3 able to do basic operations based on Grade 2 level work.
	SDG 4.1 on reading is achieved	A national framework for assessment is developed and implemented.	Curriculum support materials for schools and teachers will be	
		Text books match teaching context		
Diversity		The curriculum meets the needs of all learners		
Inclusion		Curriculum delivery is equitable and appropriate for all groups.		
			Schools Implementation Plans have provision for supporting learners with disability	
		Gender Parity Index	Gender Parity Index	
Differentiated curriculum and learning		The key competencies that all children and young people are expected to acquire through schooling are well defined	Teachers have the knowledge, expertise and practical skill to implement differentiated curriculum and learning	

CBC Principles	International	National	Schools	Learners
Parental empowerment and engagement		Education and curriculum goals are clear and shared by all parents and caregivers	School programs and activities provide a range of opportunities for parental involvement in their children's learning at home, classroom, school, and community.	
Community Service Learning			Schools and communities working together to provide opportunities for community based learning opportunities.	All students participate in high-quality community Service based learning prior to completing high school
				Good experimental (practice) learning opportunities for all learners

