

# Transforming Schooling into Learning (TSIL) Project formative study Report



2024



The Kenya Education Management Institute (KEMI) is a Semi-Autonomous Government Agency (SAGA) of the Ministry of Education. The Institute is mandated under Legal Notice No.19/2010 to provide management training, conduct research and offer consultancy services to both public and private sectors.

KEMI was established as Kenya Education Staff Institute (KESI) in 1981, through funding under the GOK/World Bank, International Development Association (IDA) 5th Credit (KESI) project. The objective of establishing KEMI was to strengthen the leadership and managerial capacity of various cadres of educational personnel. Originally located at Kenyatta University, the Institute was later moved to the former Highridge Teachers Training College grounds.

In 2011, Legal Notice No. 163 amended the name of the Institute from 'Kenya Education Staff Institute' to 'Kenya Education Management Institute'.



Founded in 2008, Dignitas is a leading education organization whose mission is to equip and empower school leaders and teachers who will transform opportunities for the next generation. Dignitas partners with schools to revolutionize education through innovative programs that focus on instructional leadership, learner engagement, and classroom culture, all aimed at improving learner outcomes. By the end of 2023, Dignitas has partnered with more than 1,469 schools, 6,209 educators, and impacted the learning of 375,498 children, and is currently implementing projects across 10 counties in Kenya. Dignitas has previously implemented programming in South Sudan, and is currently supporting programming in Uganda and Tanzania, with increasing interest in our work across East and West Africa.

## FORWARD

As Director General of Education, I am both honoured and excited to introduce this formative study on transforming schooling into learning in select counties across Kenya. This initiative underscores the fundamental importance of consistent evaluation and enhancement of the educational experiences we offer. By collecting and analyzing ground-level data, we ensure that our reforms are not only informed but also aptly tailored to meet the unique needs of our local contexts as we advance the competency-based curriculum.

I extend my sincere commendation to The Kenya Education Management Institute (KEMI) and Dignitas for their diligent efforts in conducting this comprehensive study across Kisumu, Isiolo, and Makueni counties. Their dedication to capturing the insights of those most intimately involved in the educational process—parents, head teachers, teachers, and officials—is commendable. This approach guarantees that the recommendations provided are well-aligned with current governmental agendas and can be pragmatically implemented to enhance our classroom environments.

This report is a call to action for all stakeholders in education to engage with and reflect deeply on its findings. It is essential that we listen to the voices from the ground—consider their observations and analyses—as we work together to foster systemic improvements that elevate educational outcomes from primary school onwards. Our shared goal is to cultivate a generation of engaged, ethical, and empowered learners throughout every school in every county.

The insights and suggestions contained in this study lay a strong foundation for proactive, meaningful change. They pave the way for more dynamic and impactful educational practices that promise to enrich the lives of our students. I am grateful to everyone involved in this study, including the members of the multi-agency Technical Working Group (TWG), the consultants, data enumerators, and school personnel, for their invaluable contributions to this vital endeavor.

**Dr. Elyas Abdi, OGW**  
**Director General.**  
**MINISTRY OF EDUCATION.**

## ACKNOWLEDGEMENT

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The data and perspectives gathered are invaluable and will undoubtedly lead to tangible improvements within the educational system. These enhancements aim to foster more engaged and dynamic learning environments across all schools involved.

We express our sincere appreciation to everyone who played a role in this significant endeavor. Your contributions have ensured that this study was both informative and successful, paving the way for future advancements in our educational practices.

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## LIST OF ABBREVIATIONS AND ACRONYMS

APBET	Alternative Provision of Basic Education and Training
ASAL	Arid and Semi-Arid Lands
BEEF	Basic Education Curriculum Framework
BOM	Board of Management
CSO	Curriculum Support Officer
CASEL	Collaborative for Academic Social and Emotional Learning
CBA	Competency-Based Assessment
CBC	Competency-Based Curriculum
ECD	Early Childhood Development
EO	Education Officer
FGD	Focus Group Discussions
GDP	Gross Domestic Product
ICT	Information, Communication and Technology
HT	Head Teachers
KIE	Kenya Institute of Education
KAP	Knowledge, attitudes and practices
KICD	Kenya Institute of Curriculum Development
KNUT	Kenya national union of teachers
M&E	Monitoring and Evaluation
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
OECD	The Organization for Economic Cooperation and Development
PWD	People With Disabilities
PA	Parents' Association
PTA	Parents and Teachers' Association
PEE	Parental Empowerment Engagement
PCI	Pertinent and Contemporary Issues
QASO	Quality Assurance and Standard Officer
TM	Transtheoretical Model
TPH	Theory of Planned Behaviour
TSC	Teachers Service Commission
TSL	Transforming Schools into Learning
SCDE	Sub-County Director of Education
SCD -TSC	Sub-County Director -TSC
SCT	Social Cognitive Theory
SDG	Sustainable Development Goal
SEL	Social Emotional Learning
UNESCO	United Nations Educational, Scientific and Cultural Organization
VVOB	Flemish Association for Development Cooperation and Technical Assistance

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## EXECUTIVE SUMMARY

Kenya initiated the Competency Based Curriculum (CBC) in 2017, transitioning from traditional rote, exam-focused learning to a more interactive, skills-based approach that aligns with 21st-century needs. The CBC introduces a "2-6-6-3" education system, comprising 2 years of pre-primary, 6 years of primary, 6 years of secondary, and 3 years of tertiary education. However, the transition has encountered challenges such as inadequate teacher preparation, overcrowded classes with more than 80 students, insufficient resources and infrastructure, and limited stakeholder knowledge and competencies. Particularly, marginalized areas struggle significantly with effective CBC implementation.

This report explores various facets of CBC, including curriculum reforms, the challenges encountered, and potential solutions to ensure successful implementation. It acknowledges the CBC's shift towards a learner-centered approach and underscores the importance of stakeholder understanding and preparedness for CBC implementation. Challenges include teacher-related issues such as increased workloads, low competency and confidence, and a limited understanding of curriculum components. Additionally, there are gaps in infrastructure and resources, including insufficient school facilities and inadequate integration of information and communication technology (ICT) in education.

The Transforming Schooling into Learning (TSIL) Project seeks to address these competency gaps in CBC implementation. Using a behavioral science approach, TSIL aims to transform mindsets, practices, and habits for long-term sustainability. The project targets key stakeholders and proposes actionable models, including developing competency frameworks and resources to bridge identified gaps.

The formative study involved 25 school leaders, 78 parents, 26 Board of Management (BOM) members, and 253 teachers through interviews and surveys. Data collection tools included classroom observation checklists, questionnaires, and focus group discussion guides. Qualitative data was analyzed using NVivo, while quantitative data was processed in SPSS.

Findings reveal significant CBC implementation challenges, such as workload management, teacher competency, and infrastructure deficiencies. Comprehensive teacher training emerges as critical for CBC's success. Enhancing parental engagement is deemed essential, as is addressing infrastructure and resource gaps in marginalized communities to improve equitable access. Furthermore, developing usable competency frameworks and toolkits for all stakeholders—including parents, teachers, and school leaders—is vital for effective rollout. Notably, at least 30% of teachers report finding the CBC workload stressful and challenging. Additionally, 53.8% of parents display low literacy levels, which hampers their ability to support homework. Meanwhile, only 39.5% of teachers regularly instill digital literacy skills, and 66.8% do not develop Individual Education Plans for students with special needs.

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Based on the findings and analysis, this report proposes a set of comprehensive recommendations to enhance the implementation of the Competency-Based Curriculum (CBC):

- 1. Strengthen Teacher Training:** Provide comprehensive and ongoing professional development opportunities. Although nearly all teachers (98%) are familiar with concepts such as learner-centered pedagogy, actual classroom practices need improvement. For instance, 55% of teachers scored below expectations in utilizing learner feedback effectively.
- 2. Foster Parental Engagement and Support:** Establish collaborative partnerships and targeted empowerment programs to increase parental involvement. Despite 72% of parents not being sensitized, the majority show a willingness to support CBC implementation. However, socio-economic barriers often inhibit their full involvement.
- 3. Address Infrastructure and Resource Gaps:** Invest in school-based facilities and technology to support effective curriculum delivery. While boards are knowledgeable about their mandated roles, their capacity to facilitate curriculum implementation varies, especially in areas with significant infrastructure gaps.
- 4. Develop Competency Frameworks and Toolkits:** Equip stakeholders with the necessary knowledge and skills for CBC implementation. Field officers are knowledgeable but face workload challenges that hinder effective support. Currently, only 42% of them can provide adequate technical assistance to teachers on integrating ICT in teaching.

The following are specific recommendations for policy bodies in education:

**Ministry of Education (MOE):** The Ministry of Education (MOE) should reskill and retool field officers on the Competency-Based Curriculum (CBC) and Competency-Based Assessment (CBA), focusing on learner-centered pedagogy, psychosocial empowerment education (PEE) strategies, and the integration of social-emotional learning (SEL) and resilience into school and classroom programs. Additionally, it is crucial to develop and implement a structured Continuing Professional Development (CPD) program for teachers, field officers, and head teachers. A PEE training module should be developed to educate parents on CBC implementation. The MOE should also enhance quality assurance in low-cost private schools, community schools, and Alternative Provision of Basic Education and Training (APBET) schools. There is a need to bolster pastoral care, chaplaincy, mentorship, guidance, and counseling programs in schools, as well as mechanisms for talent identification and co-curricular activities. Collaboration with the Kenya Institute of Special Education (KISE) is necessary to strengthen monitoring in the implementation of inclusive education policies, including the provision of assistive technologies. The ministry should support schools in developing digital skills to operationalize digital devices effectively, improve logistical support for education field officers to enhance their ability to reach more schools, and consider a book distribution policy to ensure that all schools receive the required learning materials in a timely manner.

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**Teachers' Service Commission (TSC):** The Teachers' Service Commission (TSC) should focus on several key initiatives to support the Competency-Based Curriculum (CBC). First, it is essential to develop and implement a capacity development program specifically designed for early years' teachers. This program should assess the acquisition of competencies and facilitate the recognition of these skills for promotion and rewards. To address the high pupil-teacher ratios, the TSC should hire additional teachers for early years, primary, and Junior Secondary School (JSS) levels. There is also a need to recruit and post teachers to Alternative Provision of Basic Education and Training (APBET) schools to support underrepresented communities. Furthermore, a regular and frequent professional development program on CBC should be developed and implemented to ensure that teachers are well-equipped with the necessary skills and knowledge. Increased classroom observation and supportive interactions with teachers are crucial to ensure that there is a significant shift in teaching practices towards competency-based approaches. These efforts will help align teaching practices with the educational reforms intended by CBC implementation.

**Kenya National Examinations Council (KNEC):** The Kenya National Examinations Council (KNEC) should prioritize the development and implementation of a structured capacity-building program for all stakeholders involved in Competency-Based Assessment (CBA). Collaboration with agencies responsible for training on the Competency-Based Curriculum (CBC) is essential to synchronize CBA training effectively. Additionally, KNEC needs to address the cost-effectiveness of assessment materials, especially for learners in marginalized settings, ensuring that assessment progress records and other resources are affordable and accessible.

**Kenya Institute for Curriculum Development (KICD):** The Kenya Institute for Curriculum Development (KICD) should focus on enhancing teacher training in curriculum interpretation and improvisation, emphasizing the utilization of locally available resources to mitigate financial burdens on parents. Moreover, KICD should develop robust strategies to strengthen Social and Emotional Learning (SEL) instruction in classrooms, empowering teachers to effectively integrate these crucial skills. Addressing the workload challenges is also critical; KICD should re-examine the range of subjects offered under CBC, particularly for Junior Secondary School (JSS) learners, to streamline the curriculum and alleviate the pressures faced by both students and teachers.

In conclusion, addressing the challenges of implementing the Competency Based Curriculum (CBC) in Kenya requires a holistic and comprehensive approach. By implementing the outlined recommendations, stakeholders can ensure that learners receive a high-quality education tailored to meet the demands of the 21st-century job market. Successful CBC implementation demands ongoing support, collaboration, and active engagement from all stakeholders to lay a robust foundation for the future of education in Kenya. It is hoped that the findings and suggestions presented in this report will guide policymakers, educators, and other stakeholders in their efforts to develop an effective and impactful CBC system.

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# 1. INTRODUCTION AND BACKGROUND.

## 1.1. Introduction.

### 1.1.1. Curriculum Reform in Kenya.

Kenya introduced the Competency Based Curriculum (CBC) in 2017 as part of its educational reforms to align with the 2010 Constitution and Vision 2030. The reforms, guided by the Basic Education Curriculum Framework (BECF, KICD 2017) and the National Curriculum Policy (MOE, 2018), have been progressively implemented each year, starting with the early years' level in 2017. As of now, the CBC has been implemented up to Junior School, Grade 8.

Currently, both the CBC and the traditional 8-4-4 education systems are operational. The 8-4-4 system is phasing out, with its last primary class occurring in 2023, while the CBC system has reached Grade 7. The CBC system includes a 2-6-6-3 structure, encompassing: (i) Early Years Education (two years of pre-primary and grades 1 to 3), (ii) Middle School (Grades 4-6), (iii) Junior School (Grades 7-9), (iv) Senior School (Grades 10-12), and (v) Tertiary and University education (3 years). The CBC aims to shift from a teacher-centered approach to a more interactive, learner-centered methodology, catering to 21st-century skills and content needs (Akala, 2021). Unlike traditional systems, CBC evaluates success not through tests but through measurable learning outcomes that apply knowledge and develop skills and competencies (Akala, 2021).

For the CBC's implementation, stakeholders' preparedness, in terms of skills, knowledge, and attitudes, is crucial. To equip teachers, the Ministry of Education (MOE), the Teachers Service Commission (TSC), and other partners have employed a cascade training model. However, this approach, typically involving short-term (3-5 days) sessions, has not sufficiently transformed the

required mindsets for CBC. The lack of comprehensive follow-up support in schools and classrooms further undermines this effort.

Globally, CBCs are seen as effective in enhancing mastery of skills and self-confidence in problem-solving, thus preparing learners for the job market (Demssie et al., 2019; Akala, 2021; Omariba, 2022). Research suggests that CBC necessitates a shift from theoretical and teacher-centered practices to a learner-centered, skills-based system. This shift is expected to disrupt traditional educational practices and prompt a critical reevaluation by the government and educational stakeholders (Akala, 2021; Hoadley, 2011; Allais, 2014), which could lead to a more localized, 'Africanized' version of the curriculum (Cheptoo & Ramdas, 2020; Cheptoo & Ramdas, 2019).

The role of parents in CBC is also emphasized; they are seen as co-educators, essential to the curriculum's success. Omariba (2022) notes the significance of parental involvement in understanding and supporting the imparted skills, knowledge, and attitudes. Despite challenges such as illiteracy, communication barriers, and lack of

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resources, effective parental engagement is crucial. They require support and empowerment to fulfill this role effectively (Mwarari et al., 2020).

Furthermore, the success of CBC heavily relies on teacher training. It is critical that teachers are not only well-trained but also regularly updated on the latest educational practices and methodologies to successfully implement CBC (Mwita et al., 2022). Abuya (2017) argues that teachers must be highly knowledgeable and adept at applying new teaching strategies to facilitate CBC effectively.

### **1.1.2. Challenges in Implementing the CBC.**

The implementation of the Competency-Based Curriculum (CBC) in Kenya faces various challenges, as highlighted by prior research. These challenges predominantly revolve around teacher-related factors. Firstly, teachers experience an increased workload due to the management of both academic and non-academic records (Amunga et al., 2020). Moreover, large class sizes coupled with limited staffing in some schools make it challenging to conduct individualized assessments (Sossion, 2017; Ondimu, 2018). Additionally, studies have revealed low levels of teacher competency and confidence in CBC implementation. A study by Obuhatsa (2020) found that only 3% of educators felt adequately prepared to implement CBC. Furthermore, observations by Waweru (2018) suggest that many teachers struggle with various curriculum components, particularly assessment techniques using rubrics and providing effective feedback. Another significant challenge lies in the insufficient integration of information and communication technology (ICT) into teaching and learning processes. Teachers often lack confidence in their digital skills, hindering their ability to effectively utilize ICT resources (Ondimu, 2018; Goos, 2010).

Aside from teacher-related challenges, the implementation of CBC also faces infrastructural hurdles. Many schools lack the necessary educational infrastructure and resources to fully realize the vision of the CBC. This includes modern laboratories, classrooms, smart boards, and other technological devices essential for effective implementation (Mwangombe, 2021). These challenges collectively underscore a significant gap between the expectations for CBC curriculum implementation and the current reality among stakeholders. Addressing these challenges requires strategic interventions to enhance teacher training and resource allocation, ultimately optimizing the effectiveness of the CBC.

## **1.2. Background of the Transforming Schooling into Learning (TSIL) Project.**

Dignitas, supported by government partners, is conducting an implementation study titled the Transforming Schooling into Learning (TSIL) program. This initiative aims to pinpoint and address the specific competency gaps in CBC implementation within the education workforce, ensuring that schooling translates effectively into student learning. The TSIL is a two-year research study, spanning from January 2023 to December 2024, which focuses on understanding the critical knowledge, attitudes, and practices (KAP) that key stakeholders need to successfully implement the CBC.

Utilizing a behavioral science approach, the project seeks to understand how mindsets, practices, and habits can be transformed to ensure long-term sustainability. To achieve this, TSIL will work collaboratively with key stakeholders to co-design models for action. These models are designed to foster the development and sustainment of best practices and will include competency frameworks, resources, and toolkits tailored to address the identified gaps in KAP.

The project targets several educationally marginalized counties in Kenya. These include Kisumu County, known for its urban poverty and schools categorized under Alternative Provision of Basic Education and Training (APBET); Isiolo County, an arid and semi-arid land (ASAL) affected by severe drought and food insecurity; and Makueni County, which represents rural community schools. Each of these counties faces unique challenges that affect access, equity, inclusivity, and the quality of education, from high rates of illiteracy and large distances to schools, to socioeconomic factors that limit educational resources and infrastructure.

The focus of the TSIL project extends beyond merely identifying issues. It actively engages with parents, teachers, school leaders, Boards of Management, and government education officers through action research to pinpoint and rectify critical gaps in CBC implementation. By employing a behavioural science lens, Dignitas aims to

co-design and implement competency frameworks specific to each group of stakeholders, addressing key gaps in knowledge, attitudes, and practices. Moreover, the project includes the development of toolkits and resources that support the ongoing practice of the competencies identified.

These initiatives will be tested in the diverse settings of the target counties, each representing a marginalized segment of Kenya's population, including the urban poor and pastoralist communities. The impact of these models will be carefully monitored and refined throughout the testing period, with successful models and emerging toolkits being made available through a partnership with Porticus. This collaboration aims to enhance the in-country support for the effective implementation of Kenya's competency-based curriculum, thereby broadening the impact across a spectrum of end-users including government bodies, practitioners, and other stakeholders.



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### 1.2.1. The Science of Behavior as Relates to Teaching and Learning.

In addressing the challenges of teaching and learning, various behavioral models have been utilized to guide behavior change approaches in education. Specifically, the Transforming Schooling into Learning (TSIL) project leverages these models within the context of Kenya's educational support system, which is premised on the belief that teachers' behaviors are significantly influenced by their surrounding system (Pouezevara, 2018). The coherence of this system is crucial for enabling teachers to fulfill their educational roles effectively.

Central to this system are key stakeholders including school leaders, education officials, peer networks, and the families and communities of students. School leaders are instrumental in encouraging teachers to adopt foundational literacy and numeracy (FLN) practices through various means such as conducting teacher evaluations, providing feedback, fostering a collaborative environment, and managing resources efficiently.

Education officials also play a pivotal role by supporting improvements in teaching and schooling. They facilitate professional collaboration, which is particularly vital in supporting the curriculum. In Kenya, Curriculum Support Officers (CSOs) are tasked with aiding the implementation of the curriculum, ensuring accountability, and aligning educational strategies between schools and the national government. Their role is crucial in emphasizing the importance of FLN methods and in ensuring the necessary support activities such as coaching and observations are carried out.

Peer networks enhance the integration of FLN practices into daily teaching by promoting collaborative and supportive interactions. These networks help teachers adapt educational practices to their specific classroom contexts, enhancing their pedagogical skills and

understanding of student needs. Furthermore, peers motivate each other to achieve professional excellence and maintain high educational standards.

Families and community members contribute by supporting teachers in understanding the needs of learners, improving student attitudes towards learning, and fostering educational activities outside the classroom. Their involvement is essential in reaching out to otherwise inaccessible family members and in modeling positive behaviors that support learning.

The Integrative Model of Behavior Prediction highlights that human behavior is influenced by one's knowledge and skills, the enabling environment, and the intention to perform the behavior (Fishbein et al, 2003). This model underscores how both skills and environmental factors can shape behavioral intentions and direct actions.

Similarly, the COM-B model suggests that behavior is a product of an individual's capabilities and opportunities, which collectively influence their motivation to engage in specific behaviors (Michie et al, 2011). Guskey's model of teacher change complements these theories by suggesting that long-term adoption of new teaching practices is motivated by

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positive changes in student outcomes, which in turn shift teacher beliefs (Thomas, 2002).

These models collectively provide a comprehensive framework for understanding and influencing teacher behavior, essential for effective educational practices and outcomes (Hagger, et al, 2020). The TSIL project, by integrating these behavioral theories, aims to enhance the efficacy of teaching and learning within Kenya's educational system.

### 1.2.2 TSIL Theory of Change.

Within the framework of the TSIL (Transforming Schooling into Learning) Programme, a collaborative partnership has been formed between Dignitas and the Kenya Education Management Institute (KEMI). KEMI, a semi-autonomous government agency (SAGA) under the Ministry of Education, plays a central role in this initiative. It has facilitated the formation of a multi-agency Technical Working Group comprising various SAGAs and departments within the Ministry of Education. This assembly aims to foster ownership among all parties involved in the development of educational resources.

The primary objective of the TSIL Programme is to create resources that assist key stakeholders in effectively implementing the Competency-Based Curriculum (CBC) and in enhancing student learning outcomes. The project's strategic approach is predicated on a well-defined theory of change, which outlines the expected pathways through which the intended transformations in teaching, learning, and educational management are to occur.

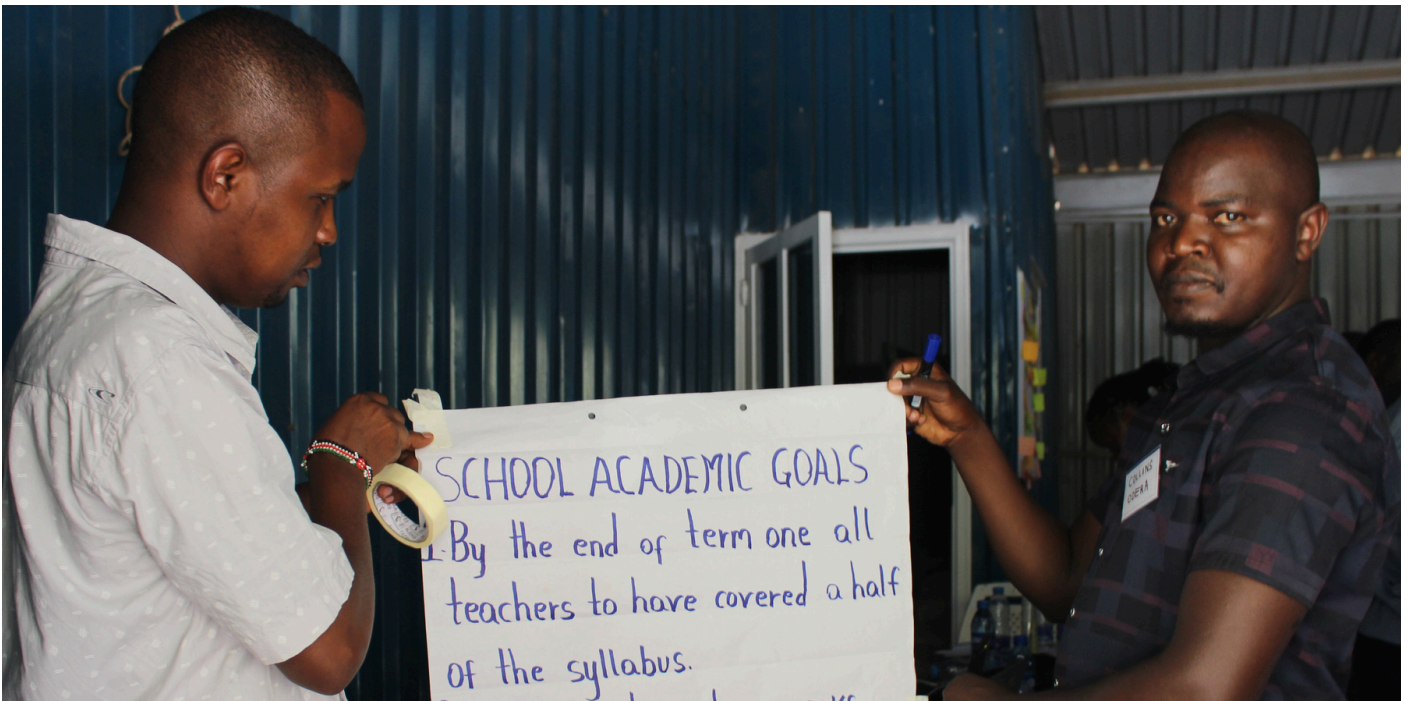


Figure 1 in the document visually represents this theory of change, detailing the logical flow from activities to outcomes. This model illustrates how the combined efforts of the stakeholders, facilitated by the resources developed, are expected to lead to improved educational practices and ultimately to better learning outcomes for students. The theory of change also underscores the importance of stakeholder engagement and the collaborative development of educational tools as central to achieving the goals of the TSIL Programme.

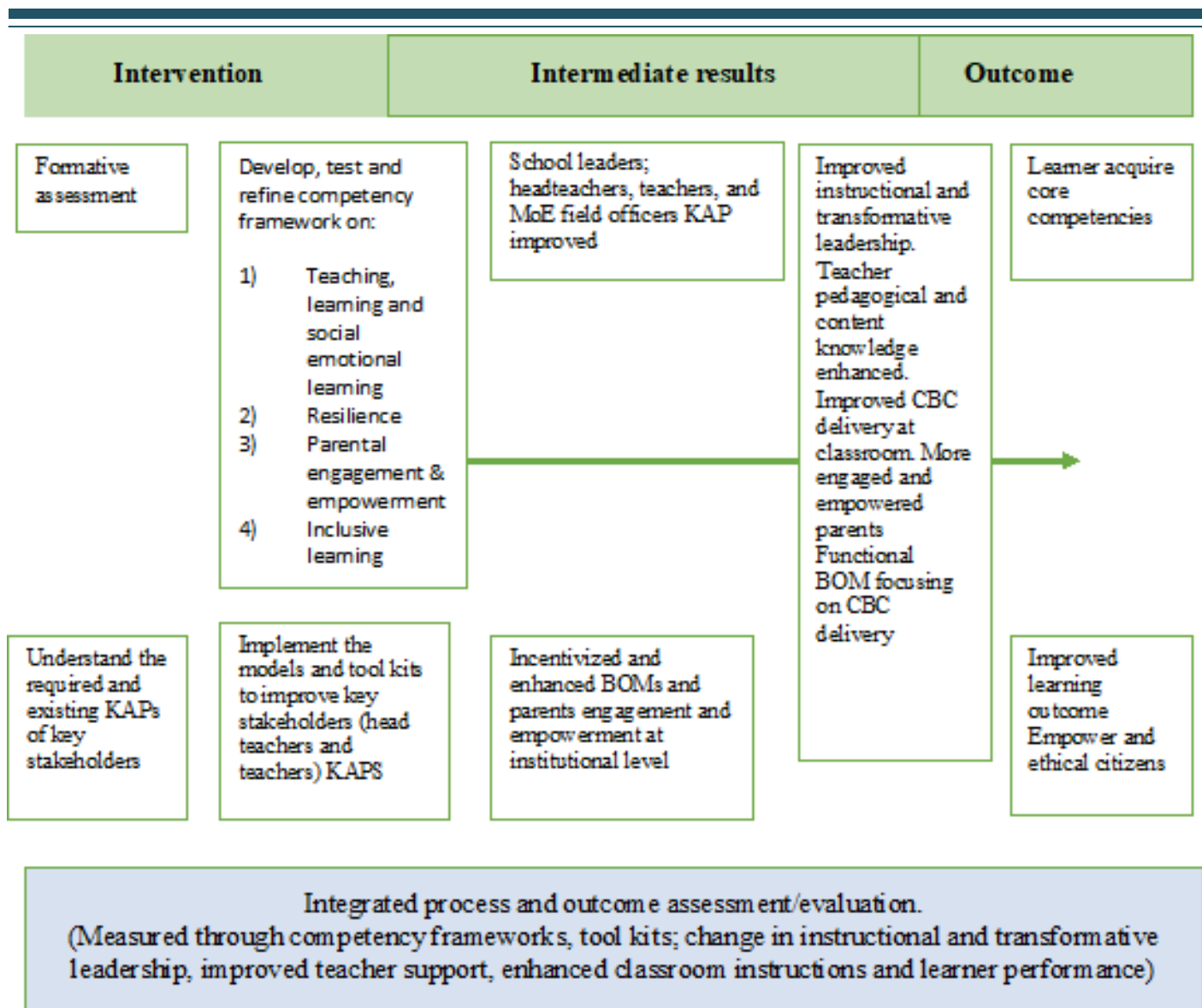


Figure 1: TSIL Theory of Change

The theory of change suggests that the effective implementation of the Competency-Based Curriculum (CBC) requires strengthening four key areas identified as critical under the current educational reforms. These reforms aim to equip learners with the necessary competencies, knowledge, skills, values, and attitudes to thrive in a highly competitive world. The selected areas are: social-emotional learning (SEL), also known as life skills and values; resilience; parental engagement and empowerment (PEE); and inclusion in teaching and learning. These areas were chosen based on their alignment with current government priorities and policies supporting the Basic Education Curriculum Framework (KICD, 2017). By enhancing the competencies of key stakeholders—including school leaders, Board of Management (BOM) members, teachers, parents, and education officers—in these core areas, we expect to improve CBC delivery at the school level. This enhancement is anticipated to lead to better learner performance, as measured by the acquisition of CBC core competencies, resulting in improved overall learning outcomes.

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### **1.2.3 TSIL Focus Areas: Socio-Emotional Learning with an Emphasis on Resilience.**

The TSIL program envisions a resilient, equipped, and supported workforce that plays a critical role in innovating and bridging gaps in marginalized and resource-constrained schools. Social-emotional skills and resilience are crucial, as they enable learners to delay gratification, manage stress, control impulses, and persevere through challenges to achieve personal and educational goals. Effective social-emotional learning (SEL) programs involve coordinated efforts across classrooms, schools, families, and communities (Weissberg, 2016). Schools are primary venues for acquiring SEL and resilience skills (Durlak et al., 2011). Promoting SEL in classrooms requires that all teachers not only teach but also model these skills consistently to reinforce their uptake among learners (Weissberg, 2016). Additionally, school leaders are instrumental in cultivating policies, practices, and a culture that fosters a positive environment and promotes adult modeling of SEL competencies (Bear et al., 2015).

The CBC system highly values the character development of learners, teaching them essential values and life skills to succeed in school, work, and life (KICD, 2017). Cheptoo & Ramdas (2020) describe CBC as a system of instruction, assessment, grading, and academic reporting based on students demonstrating the acquisition of specific competencies. This focus is on a set of competencies linked to successful academic performance. CBC is a knowledge application-oriented education system that requires a competent workforce to effectively impart these skills to learners.

### **1.3 About the TSIL formative Research.**

A formative assessment was conducted to evaluate the existing and expected Knowledge, Attitudes, and Practices (KAP) of key stakeholders across three counties. This assessment employed a mixed-methods participatory approach, integrating both qualitative and quantitative data collection techniques. Qualitative data was collected through key informant interviews (KIIs) and focus group discussions (FGDs) with selected stakeholders. For the quantitative data, a classroom observation rating scale and questionnaires for teachers and parents were used. These tools were specifically designed to assess stakeholders' knowledge (their understanding), as well as their attitudes and practices concerning the implementation of the Competency-Based Curriculum (CBC). The research design and tools were collaboratively developed and validated by the Kenya Education Management Institute (KEMI) and the multi-agency Technical Working Group (TWG).



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## 2. STUDY METHODOLOGY.

The formative assessment was structured around the program's central research questions, which are outlined below

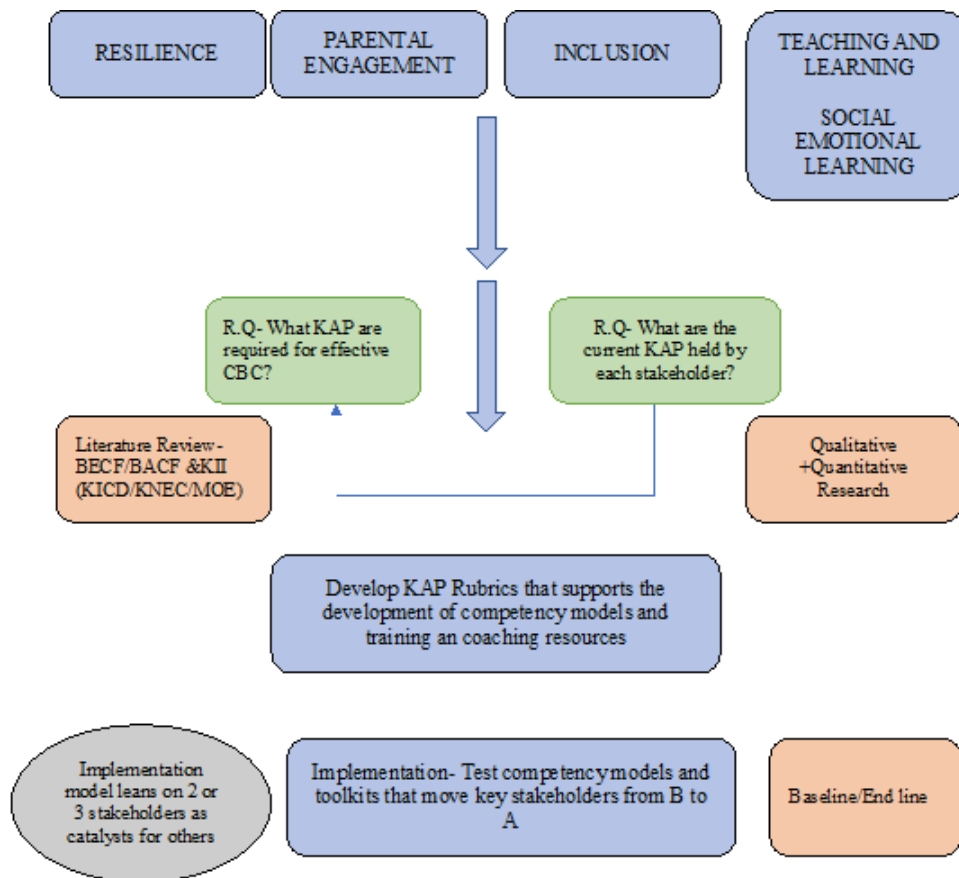


Figure 2: Conceptual framework of TSIL

### 2.1 Study Questions.

The TSIL formative study seeks to answer two primary questions and four related sub-questions as follows:

1. What knowledge, attitudes, and practices do key stakeholders need to successfully implement the Competency-Based Curriculum (CBC) in pre-primary and primary schools?

a) What role do school leaders play in successful curriculum delivery?

b) What should effective classroom practices look like to ensure successful curriculum delivery?

c) What roles do other system actors play in ensuring quality mentoring and coaching for educators to achieve sustainable curriculum delivery?

2. To what extent can building resilience and social-emotional skills be integrated into training and coaching resources for effective classroom delivery?

a) What skills do educators need to implement the CBC sustainably and to support learners in building resilience and social-emotional skills?

## 2.2. Study Sample.

Key Informant Interviews (KIIs) were conducted with 25 school leaders and 13 officials from the Ministry of Education. Additionally, Focus Group Discussions (FGDs) included 78 parents and 26 Board of Management (BOM) members. A total of 253 teachers participated through questionnaires and classroom observations conducted in 87 schools across three counties. Furthermore, a survey was administered to 78 parents. Table 1 below illustrates the number of respondents targeted and reached, broken down by county.

*Table 1: Number of stakeholders targeted and reached by County*

Stakeholder	Isiolo			Kisumu			Makueni		
	# Target	# Reached	% Response	# Target	# Reached	% Response	# Target	# Reached	% Response
School leaders	10	10	100	5	5	100	10	10	100
Teachers	99	99	100	45	48	107	96	106	110
BOM	10	11	110	5	5	100	10	10	100
Parents	24	24	100	24	30	125	24	24	100
MOE. Officers	4	5	125	4	4	100	4	4	100

## 2.3. Data Analysis.

The quantitative data were analyzed using SPSS version 25, while the qualitative data, which were recorded, transcribed, and validated, were analyzed using NVivo version 10. The analysis included a thematic investigation of the qualitative data and triangulation with the literature and quantitative findings.



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## 3. STUDY FINDINGS.

The findings are organized according to the study's objectives and further categorized by relevant indicators. They are presented both in text and visually, with supporting data illustrated through tables and figures.

### 3.1. Stakeholders KAP in Teaching and Learning.

The findings address the knowledge, attitudes, and practices of key stakeholders, including head teachers, classroom teachers, Boards of Management, parents, and field education officials.

#### 3.1.1. Challenges Facing Head Teachers as Instructional Leaders in Implementing Teaching and Learning.

Although head teachers are aware of their roles as instructional leaders, circumstantial barriers often hinder their ability to effectively oversee the implementation of teaching and learning.

The findings reveal the following key points regarding the role of head teachers in the implementation of the Competency-Based Curriculum (CBC):

**I. Instructional Leadership:** Headteachers recognize their role as instructional leaders within the CBC framework. Their responsibilities include:

- Conducting classroom lessons and serving as role models.
- Ensuring the availability of teaching and learning resources.
- Overseeing effective curriculum implementation by supervising teachers' preparations.
- Assessing learners' progress.
- Collaborating with Boards of Management (BOM) and parents to develop strategies that enhance teaching and learning.
- Providing intrinsic motivation and ensuring job satisfaction among staff.
- Establishing income-generating activities at the school.

**2. Commitment to CBC:** Head teachers dedicate time and resources to effectively implement CBC, starting with supervising curriculum implementation and being role models. They ensure that lessons are well-planned and attended, and that assessments are conducted. However, they report that limited infrastructure and teaching resources pose significant challenges to implementing CBC processes across their schools.

**3. Positive Outlook on CBC:** All head teachers across the three counties believe that CBC is beneficial for learners, enabling teachers to identify and develop various competencies and provide different pathways for success, including for learners with special needs.

**4. Parental Participation:** Head teachers view parental involvement in CBC processes as sub-optimal. Although CBC requires significant parental attention, current involvement levels are inadequate, often due to parents lacking the necessary time and skills. Challenges also include the financial burden on parents who struggle to acquire necessary materials and the need for digital literacy skills among both learners and teachers. Head teachers emphasize the need for greater support for parents to enhance their participation in CBC processes

### 3.1.2. Discrepancy Between Teacher Knowledge and Classroom Practices in Curriculum Implementation.

Teacher knowledge of their roles in curriculum implementation is high, although classroom practices on curriculum implementation vary significantly. The findings include:

1) Teachers have a greater understanding of their roles in assessing and tracking learner achievements compared to planning. For instance, while half of the teachers recognized tracking learners' achievements as their role, less than 10% considered planning for curriculum implementation or reflecting on their teaching practices as part of their responsibilities.

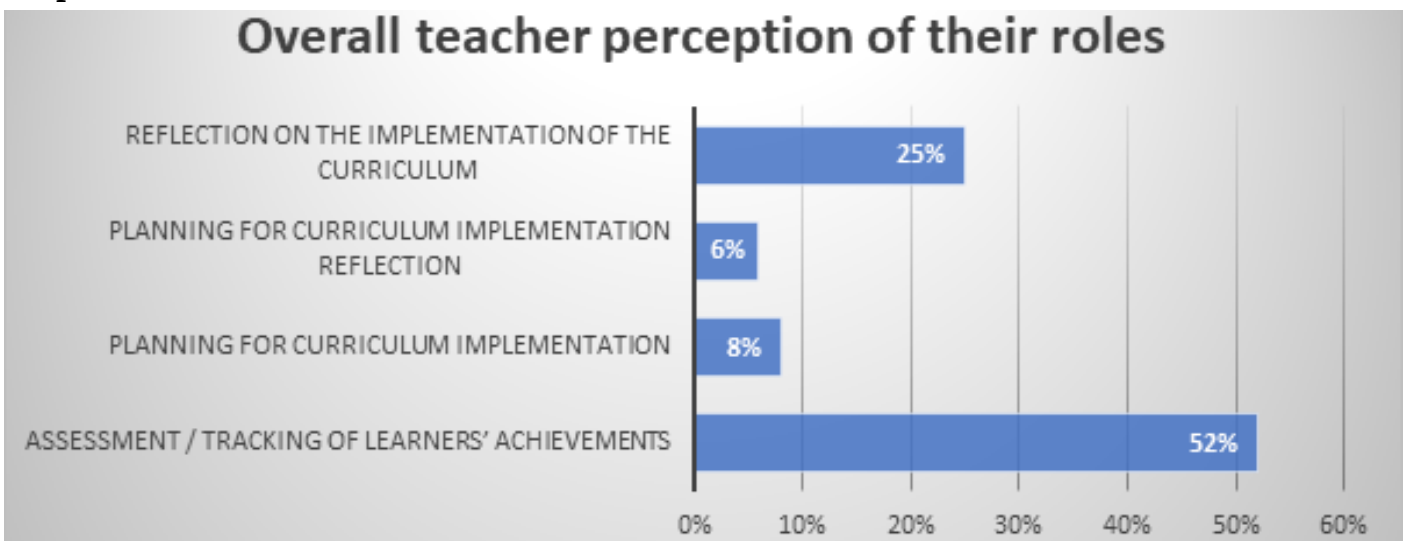


Figure 3: Overall Teacher Perceptions of Their Role

2) Teachers were surveyed about their understanding of the learning environment, appropriate ages, and methods for learning at the pre-primary level. Nearly all teachers (98%) acknowledged that a learner-centered environment is most suitable for learners. However, only about a third (33%) are aware of the age at which learning occurs most rapidly and the appropriate learning methods for pre-primary levels. The study also found minimal regional differences in these three indicators.

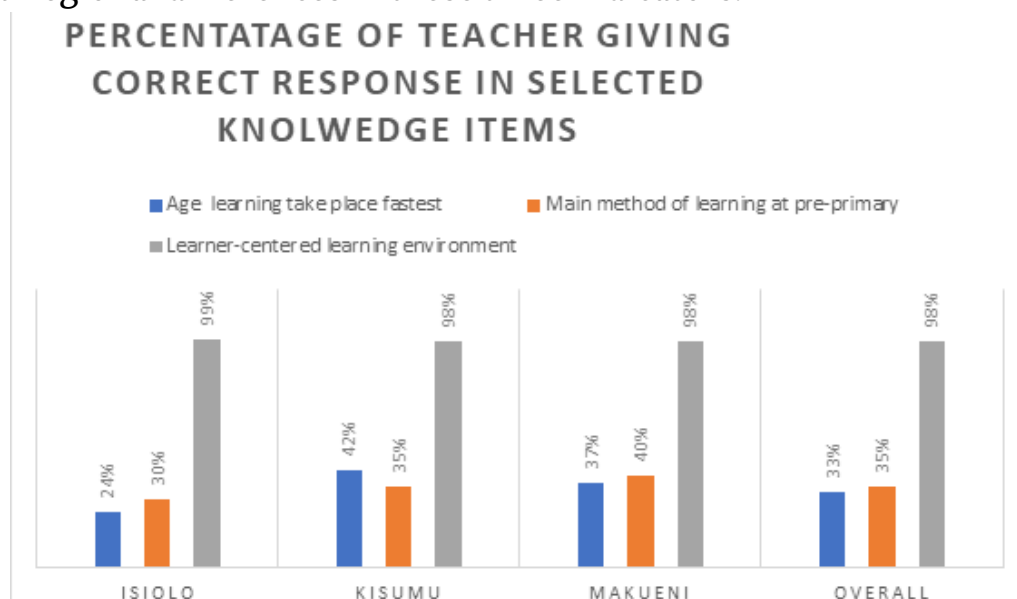


Figure 4: Percentage of teachers demonstrating knowledge on selected items

3) Teachers are using multiple instructional strategies. Teachers employ a variety of instructional strategies. Role playing emerges as the most frequently used method, with 81% of teachers utilizing it. Group discussions and cooperative learning are also popular, each employed by 78% of teachers. In contrast, some instructional strategies are less commonly applied: journaling is used by only 31% of teachers, graphic organizers by 39%, independent study by 40%, and community service learning by 36%.

*Table 2: Instructional methods used by teachers*

Proportion of teachers citing reasonably often and very often instructional strategies				
Method	Isiolo	Kisumu	Makueni	Total
Cooperative learning	75%	83%	88%	78%
Group discussions	78%	71%	79%	78%
Inquiry-based learning	69%	75%	74%	72%
Independent study	45%	40%	35%	40%
Portfolio development	44%	58%	70%	58%
Journaling	30%	37%	29%	31%
Role-playing	78%	81%	84%	81%
Graphic organizers	33%	40%	45%	39%
Community service learning	39%	37%	33%	36%
IEP	51%	48%	50%	50%

4) Generally, 96% of teachers appreciate the introduction of the Competency-Based Curriculum (CBC), with 62% expressing satisfaction with teaching and learning under this system. However, nearly half of the teachers report difficulties in coping with the demands of implementing the curriculum, and 57% feel stressed due to the heavy workload associated with CBC. Additionally, about 30% of teachers find the curriculum too time-consuming. Some also believe that certain approaches, such as community service learning, are inappropriate for young children.

*Table 3: Teacher Attitudes towards teaching and learning*

<b>Table Attitude item</b>	<b>Isiolo</b>	<b>Kisumu</b>	<b>Makueni</b>	<b>Total</b>
<b>Teaching and learning</b>	60%	66%	62%	62%
<b>I am tired of the many assessment records demanded in CBC implementation (Disagree is positive)</b>	41%	63%	62%	54%
<b>I like the teaching and learning introduced under CBC (Agree is positive)</b>	94%	98%	97%	96%
<b>CBC curriculum is too time-consuming</b>	28%	33%	31%	30%
<b>Community service is not necessary for young pupils</b>	76%	71%	57%	67%
<b>It is difficult to cope with the challenges of CBC implementation</b>	44%	38%	59%	49%
<b>I feel stressed due to the heavy workload under the CBC</b>	51%	60%	62%	57%

5) Teachers have adopted effective practices for implementing the Competency-Based Curriculum (CBC). Nineteen Civil Society Organizations (CSOs) observed classroom lessons and noted that nearly half of the teachers met expectations in using time efficiently (50%), engaging and motivating learners (50%), and encouraging learners to be respectful, attentive, and receptive (65%). However, no practice saw more than 5% of teachers exceeding expectations. Conversely, several areas fell below expectations. For instance, 55% of teachers struggled with assessing student knowledge and connecting it to real-life experiences. Similarly, a significant proportion of teachers were found lacking in reflective practices and in soliciting feedback from students, with many not effectively welcoming feedback and suggestions.

*Table 4: Classroom practices by teachers*

Teacher classroom practice		BE	AE	ME	EE
1	Teacher preparations	25%	40%	30%	5%
2	Uses appropriate lesson delivery methodology	20%	45%	35%	0%
3	Demonstrate knowledge of content, pedagogy, socio-cultural aspects, social-emotional skill	20%	40%	35%	5%
4	Demonstrated the connections between intended Knowledge, skills, and attitude in the assessments of and for learning	25%	35%	40%	0%
5	Use effective and efficient time management	25%	25%	50%	0%
6	Opportunities for learner engagement, active participation, IBL, and whole child development.	25%	35%	40%	0%
7	The teacher provides timely meaningful, specific, and consistent feedback	5%	55%	35%	5%
8	Ask appropriate Key Inquiry Questions	15%	65%	20%	0%
9	Instructional language suitable for the learner's level	20%	35%	45%	0%
10	The teacher uses good inflexion expression and volume;/ sign, and position self adequately	20%	20%	40%	20%
11	The lesson is appropriately paced, flows well, and the teacher capitalizes on teachable moments	20%	35%	45%	0%

Teacher classroom practice		BE	AE	ME	EE
12	Teachers assess and link knowledge and skills taught with learners' real-life experiences	55%	30%	10%	5%
13	Uses multimodal and interactive teaching strategies	25%	30%	45%	0%
14	Learners are engaged and motivated	20%	30%	50%	0%
15	Teacher demonstrates fair and equal concern for all learners	30%	20%	45%	5%
16	The teacher demonstrates classroom management strategies for the whole class, small groups, and individual learners.	20%	35%	45%	0%
17	Encourage learners to be respectful, attentive, and receptive	20%	15%	65%	0%
18	Use positive role modelling	20%	35%	40%	5%
19	The teacher is reflective and welcomes feedback and suggestions.	55%	5%	35%	5%

### 3.1.3. Parents Support CBC Shift Despite Need for More Sensitization on Their Role.

Parents generally appreciate and support the paradigm shift brought about by the Competency-Based Curriculum (CBC). However, a significant proportion remains unaware of their role in its effective implementation. Findings reveal the following:

1) As indicated in the accompanying table, the majority of the parents (72%) interviewed had not been informed about CBC, even seven years after its inception. Kisumu and Makueni counties report the highest numbers of unsensitized parents.

*Table 5: Proportion of parents sensitized on CBC*

County	Number of parents			CBC sensitization received		
	M	F	% Female	Yes	No	% No
Isiolo	6	18	75%	12	12	50%
Kisumu	9	21	70%	6	24	80%
Makueni	8	16	67%	4	20	83%
<b>Total</b>	23	55	71%	22	56	72%

2) Despite many parents not having been adequately informed about the Competency-Based Curriculum (CBC), their awareness of the paradigm shift is high. Parents recognize key changes such as increased child involvement in teaching and learning processes (89%), and the practical nature of the learning (78%). Additionally, all parents acknowledge that the learning content is rich. Nearly two-thirds (66.7%) regularly check their children’s work, and 88% feel motivated to review their children's assignments.

### 3.1.4. Variability in Parental Knowledge, Attitudes, and Practices Across Counties.

Parental knowledge, attitudes, and practices regarding the Competency-Based Curriculum (CBC) vary significantly across different counties. The majority of parents recognize the increased involvement of children in their own learning (89%) and believe that teaching and learning have improved under CBC (87%). However, differences are evident among counties. For example, Makueni shows a higher appreciation for the importance of practical work (88%) and places less emphasis on grades (25%) compared to Isiolo and Kisumu. In Kisumu, there is a notably high disagreement rate (40%) with the shift from traditional exams and rankings to competence-based assessments under CBC. Consequently, a majority (68%) of parents still prefer traditional exams over the new assessment methods.

*Table 6: Parents knowledge, attitudes and practices in curriculum implementation*

Parents Knowledge Item	Isiolo	Kisumu	Makueni	Total
<b>Teaching and Learning</b>				64%
<b>In the current school system, children are more involved in their learning – True</b>	92%	83%	95%	89%
<b>Practical work is not as important as theory in CBC - False</b>	67%	80%	88%	78%
<b>Due to my level of education, I find myself unable to assist in my child's homework (True)</b>	63%	53%	46%	54%
<b>There is a lot of emphasis on grades in CBC (False)</b>	46%	33%	25%	35%

Parents Knowledge Item	Isiolo	Kisumu	Makueni	Total
<b>Attitudes</b>				
Teaching and learning are rich under the CBC	79%	83%	100%	87%
It is better for children to do exams and are ranked in positions than the grading under CBC (Disagree)	29%	40%	25%	32%
I feel energized to support the learning of my child at home – Agree	75%	90%	88%	85%
<b>Practice Items</b>				
Teaching and Learning				61%
I rarely check my child’s exercise books to monitor his/her progress (False)	63%	73%	67%	68%
I have taken time to update my technological skills to better engage my child in schoolwork	54%	57%	50%	54%

The study identified several key findings regarding parental perceptions and practices under the Competency-Based Curriculum (CBC):

- 1. Knowledge:** A majority of parents (89%) recognize that children are more involved in their learning with CBC. Despite this consensus, variations exist in other knowledge areas. For instance, in Makueni, there is significant recognition of the importance of practical work, and a notably lower emphasis on grades compared to other counties.
- 2. Attitudes:** Across all counties, parents generally perceive teaching and learning as enriching under CBC, with an average approval rate of 87%. However, attitudes toward the CBC grading system vary, with Kisumu exhibiting the highest rate of disagreement (40%) on the preference for traditional exams over CBC’s grading system.
- 3. Practices:** While there is enthusiasm among parents for supporting their child's learning at home—highlighted by a 90% agreement rate in Kisumu—actual

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practices like checking exercise books to monitor progress show room for improvement, with an average participation rate of only 68% across counties.

These findings indicate a general awareness among parents in Isiolo, Kisumu, and Makueni about the enhanced involvement of children in their learning through CBC. However, discrepancies in knowledge about practical work, attitudes towards grading, and proactive monitoring practices suggest the need for targeted interventions. These should aim to boost parental engagement and support in curriculum implementation, especially in areas where knowledge and practical engagement lag behind overall trends.

*‘My child does some of the things on her own and due to the high self-management, this makes me enjoy since it’s the joy of the child. I help but what I don’t know in the CBC tells the child to go to the teacher and more will be explained parent seeing her child be responsible ’’as a parent, it is my responsibility to assist my children On my side, I am happy helping him, but not doing it for him, it is just guidance, I love homework’’.*

*A parent from Kisumu in an FGD*

### **3.1.5. School Boards' Capacity to Support Curriculum Varies Across Counties, Including in APBET Schools.**

Functional boards of management are present across schools in the counties, including APBET schools; however, their capacity to support effective curriculum implementation varies. The findings reveal the following:

1. Boards of management are established in all the schools visited, including those in the Alternative Provision of Basic Education and Training (APBET) sector.
2. These boards are aware of their roles as outlined in the Basic Education Act (2013) and understand how these functions relate to the effective implementation of the Competency-Based Curriculum (CBC).
3. There is variation in the focus on roles to improve curriculum implementation. Boards at different schools prioritize functions based on internal needs and their capacities to address these needs.
4. Boards employ various strategies to fulfill their legal mandates. Addressing teacher shortages is a pressing need; to mitigate this, boards hire additional teachers on BOM terms, and engage NGOs and development partners to secure additional resources. These practices are standard across the schools in managing their mandates.

*“We ensure school infrastructures are repaired or constructed when necessary, such as the school desks once we receive the government funds.”*

*[BOM, Kisumu]*

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### **3.1.6. High Knowledge of CBC Among Education Officials, Hindered by Heavy Workloads.**

Education officials possess high levels of knowledge regarding the Competency-Based Curriculum (CBC), but face challenges in effectively supporting its implementation due to heavy workloads. Key findings from the study include:

1. Field education officials, including quality assurance officers and curriculum support officers, clearly understand their roles in CBC implementation and can articulate the roles of other stakeholders involved in the process.
2. These officials employ a limited set of practices to support curriculum implementation, primarily relying on traditional methods such as school visits, classroom observation, modeling, and coaching, with few innovative practices being integrated.
3. Despite facing significant challenges related to workload and limited resources, field officers maintain a consistent presence in schools. They effectively leverage existing school activities to educate stakeholders about their roles in CBC implementation, ensuring ongoing engagement and support.

### **3.1.7. Overall reflection on the findings on Knowledge, Attitude and Practices.**

The overall reflections from a behavioral science perspective are highlighted below:

1. Behavioral Constraints on Head Teachers: Despite recognizing their role as instructional leaders, head teachers face several behavioral constraints that hinder their ability to oversee teaching and learning effectively. These include limited resources, time constraints, and competing priorities, which affect their capacity to provide necessary support and supervision.
2. Behavioral Influences on Teachers' Practices: Teachers are knowledgeable about their roles in curriculum implementation, yet their practices in the classroom vary due to behavioral factors such as individual beliefs, habits, and attitudes towards instructional strategies. Interventions designed to encourage consistent and effective practices should target these behavioral influences to boost teacher performance.
3. Behavioral Barriers to Parental Involvement: Parental participation in CBC processes is often limited by behavioral barriers, including lack of awareness, perceived complexity, and competing time demands. Behavioral interventions that simplify involvement tasks, clarify communication, and emphasize the benefits of engagement can enhance parental participation.
4. Behavioral Responses to CBC Demands: Teachers' attitudes towards the Competency-Based Curriculum are shaped by their behavioral responses to its demands, such as heavy workloads and time pressures. These perceptions influence their approach to the curriculum. By understanding these responses, supportive interventions can be designed to alleviate concerns and foster a positive attitude towards CBC.
5. Gap Between Knowledge and Practice: There is often a disconnect between teachers' knowledge of effective instructional strategies and their classroom behaviors.

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This gap can be attributed to behavioral factors like established habits, self-efficacy beliefs, and school environment influences. Targeted interventions, including feedback, peer observations, and professional development, are vital in bridging this gap.

6) **Motivational Factors Affecting Curriculum Implementation:** Motivation is critical for head teachers and teachers in implementing the curriculum effectively. Intrinsic motivation, job satisfaction, and access to supportive resources are key to fostering engagement and high-quality teaching experiences. Conversely, lack of motivation and perceived curriculum challenges can impede effective implementation. Enhancing motivation through recognition, support, and professional development is crucial for improving curriculum outcomes.

The motivation factors for behavior change: According to the COM-B model, several factors can inhibit both intrinsic and extrinsic motivation among teachers, which in turn affects their willingness to engage in Teacher Professional Development (TPD), acquire new skills and knowledge, and apply what they have learned in their classrooms (Quota M, et al., 2022). The formative study revealed that while education officers provide system-level support to teachers in public schools, such support is not extended to APBET schools, which lack any government-supported TPD system. Worldback (2021) also highlights numerous barriers to intrinsic and extrinsic motivation that can similarly deter teachers from participating in, acquiring, and applying TPD. The findings identify several specific motivational barriers

a) **Participation barriers** in professional development include programs that do not meet learner needs, poor communication about program goals, relevance, logistics, and incentives, and a lack of choice in available TPD options. Literature reviews on the introduction of the Competency-Based Curriculum (CBC) highlight several issues: teachers report that the training provided is insufficient, there is uncertainty about how to adapt CBC exercises appropriately across different contexts, and this often results in incorrect implementation, leading to parental dissatisfaction. Additionally, there are limited resources available to help teachers strengthen their understanding beyond the materials provided by the Kenya Institute of Curriculum Development (KICD). These factors contribute to some teachers' resistance to implementing the CBC (GOK, PWPER, 2023).

b) **Barriers to knowledge acquisition** include highly theoretical and/or general TPD, coupled with limited support for teachers to **(1) manage stress and workload**, and **(2) to change misplaced beliefs about their own or their students' abilities**. Teachers report that some components of the CBC, such as Value-Based Education (VBE) and Social Emotional Learning (SEL), are highly theoretical, leading to subjective assessments. For example, the varied interpretations of SEL across schools result in differing strategies for teaching skills and instilling values in learners. It may be beneficial to model expected practices through videos or written case studies that teachers can contextualize and from which they can access a variety of resources. Additionally, TPD is often seen as generic and covers numerous topics superficially. Despite teachers having

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a good understanding of their roles in curriculum implementation, classroom practices remain average to below average, with about 50% of teachers meeting or falling below expectations. A survey notes that 4 out of 10 teachers regularly incorporate digital literacy in their classes, and over 80% have sought to update their digital skills. However, the lack of digital infrastructure impedes the effective delivery of ICT skills. Furthermore, teachers report increased stress due to workload and personal issues affecting their performance. Although there is a good understanding of SEL among teachers, other stakeholders, particularly parents, have yet to recognize its importance. Teachers also feel that the CBC has increased their workload without providing extrinsic motivation to handle the additional responsibilities. The Presidential Working Party on Education Report (GOK, 2023) acknowledges the lack of an adequate teacher education framework to support both pre-service and in-service education for CBC. It recommends that the Ministry of Education develop a comprehensive framework to address these issues.

c) **Barriers to teachers applying new skills** in their classrooms include lack of feedback, insufficient support from school leadership, limited peer learning opportunities, absence of follow-up training or learning materials, and a lack of recognition and growth opportunities. The study indicates a need for more consistent and targeted implementation support. For example, while head teachers recognize their role as instructional leaders, various circumstantial barriers prevent them from effectively overseeing the implementation of teaching and learning strategies. Additionally, education officers have trained teachers in the application of digital skills in the classroom and for assessments, but the lack of necessary infrastructure and reliance on personal phones—which are inadequate for meeting the individual needs of learners as outlined in the CBC—hinders this process. The study also infers other barriers, such as limited opportunities for peer learning; although some APBET schools report informal collaboration, there is no formal mechanism to facilitate this learning. Furthermore, after the initial CBC training, there has been no follow-up training or provision of additional learning materials. The limited number of Curriculum Support Officers—one per zone—also challenges effective support. Moreover, there are no structured recognition and growth opportunities for teachers who excel, particularly because the CBC is not examination-oriented, unlike the previous 8-4-4 system. This lack of formal recognition may demotivate teachers, as they feel their efforts are less likely to be acknowledged.



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## 3.2. Equity in teaching and learning.

These findings highlight the equity concerns in curriculum implementation, particularly focusing on socio-economic status, literacy levels, special needs, and the digital divide.

### 3.2.1. Preexisting Equity Barriers Hinder Effective CBC Implementation: Socio-Economic, Literacy, Special Needs, and Digital Literacy Challenges.

Preexisting barriers to equity in education, such as socio-economic status, literacy levels, support for children with special needs, and digital literacy, pose significant challenges to the effective implementation of the Competency-Based Curriculum (CBC).

The findings reveal that:

1) Low socio-economic status impedes parental involvement and the provision of resources crucial for effective curriculum implementation. Parents from low socio-economic backgrounds often report an inability to afford necessary learning materials, highlighting the need for government intervention. These financial constraints not only prevent children from accessing education but also result in increased absenteeism.

*"The government should not leave it [providing learning materials] to the parents alone, it should intervene on buying certain learning materials."*

*(Parent FGD, Isiolo)*

*"Money is a challenge since many children will continue staying at home."*

*(Parent FGD, Makueni)*

*"If the parent does not afford the items, the children stay at home."*

*(Parents FGD, Kisumu)*

2) Low literacy levels among parents create barriers to supporting their children's education. Parents educated under the previous curriculum report difficulties in helping their children adapt to the new Competency-Based Curriculum (CBC), emphasizing the need for additional education and training. This would enable them to better understand and support their children's educational needs.

*"The challenge that we as parents that did 8-4-4 face is that when you teach the child this new CBC curriculum, you teach them you have done the wrong thing."*

*(Parent FGD, Makueni)*

*"Therefore, we should also be taught so that we can be able to know the education they are getting."*

*(Parent FGD, Makueni)*

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3) Learners with special needs encounter significant challenges in accessing inclusive education under the Competency-Based Curriculum (CBC). Many schools lack the necessary materials and specialized staff required to support these learners effectively, often leading to their exclusion and limited assistance. Additionally, financial constraints and reliance on donors further complicate the provision of adequate support.

*"We have special needs children in our school but we do not have the right materials for them. We also do not have special teachers to handle the children."*

*(Head teacher, Makueni)*

*"The children with disabilities are still excluded because they need to be taken to special schools with well-trained teachers."*

*(Head teacher, Isiolo)*

*"We depend on donors... financial constraint because the teacher we have is a graduate... Keeping her here makes us go deep in our pockets."*

*(Parent FGD, Kisumu)*

4) Limited digital literacy and skills among stakeholders impede the effective implementation of the Competency-Based Curriculum (CBC). Parents often feel at a digital disadvantage relative to their children, and stakeholders highlight significant gaps in infrastructure and training for digital literacy. Additionally, learners with visual impairments encounter even greater obstacles in digital learning environments. Although efforts are underway to train teachers in these essential skills, there remains a pressing need for broader support and resources in this area.

*"As a parent, my children are more digitized than I am... They tend to find us analogue."*

*(Parent FGD, Isiolo)*

*"If we can get a good sponsor to work on the question of digital literacy, it can be well taken care of."*

*(BOM member, Kisumu)*

*"We also have the visually impaired and in the digital learning, they cannot learn well."*

*(Head teacher, Makueni)*

*"Education Officers were training teachers in the use of ICT in class and for use in CBA."*

*(Head teacher, Kisumu)*

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### 3.2.2. Reflection of findings on equity in teaching and learning.

The following is a reflection on the findings that the formative study found that relate to the intersection between the environment and effective implementation of CBC from a behavioral science lens.

**a) The Impact of Low Socio-economic status on Parental Involvement Due to Behavioral Constraints:** Low socio-economic status significantly limits parental participation in curriculum implementation and the provision of necessary resources, owing to various behavioural constraints. These include limited financial resources, competing life demands, and a pervasive sense of helplessness, all of which can demotivate parents and hinder their active engagement in their children's education. Implementing behavioural interventions—such as offering financial assistance, simplifying access to resources, and fostering empowerment—can mitigate these barriers, thereby boosting parental involvement and improving the effectiveness of curriculum implementation.

**b) The Impact of Low Literacy Levels Among Parents on Child Education Support:** Low literacy levels among parents create significant behavioural challenges that impede their ability to support their children's education. Notably, more than half (54%) of parents with low literacy levels report being unable to assist their children with homework. This inability often stems from feelings of inadequacy, fear of making mistakes, and a lack of confidence in their own abilities, all of which can significantly hinder their engagement in their children's learning processes. Interventions aimed at addressing these behavioral factors—such as offering adult literacy programs, fostering supportive learning environments, and enhancing parental self-efficacy—can empower parents to more actively participate in supporting their children's education within the framework of the Competency-Based Curriculum (CBC).

**c) Challenges for Learners with Special Needs in Inclusive Education Under the CBC:** Behavioral Factors: Learners with special needs encounter significant obstacles within inclusive educational settings, primarily due to behavioural factors. These include a general lack of awareness, prevalent attitudinal barriers, and a limited understanding of inclusive practices among educators and other stakeholders. Negative attitudes, stigmatization, and insufficient knowledge about how to implement inclusive practices effectively can significantly obstruct the integration of learners with special needs in the CBC. To counter these challenges, behavioral interventions such as comprehensive awareness campaigns, targeted training programs, and the cultivation of a positive and inclusive school culture are essential. These measures aim to enhance stakeholder understanding and acceptance, thereby facilitating the successful inclusion of learners with special needs in all aspects of the educational process.

### 3.3. Social and Emotional Learning (SEL) and inclusion.

Previous research on social emotional learning (SEL) demonstrates a direct relationship between SEL and resilience—the ability of individuals to recover from external shocks and withstand mental pressures. However, resilience is not developed in isolation. Instead, SEL and resilience skills are strengthened by the adults within the learner's environment. For learners to acquire these critical, transferable skills, it is essential that all key stakeholders—including teachers, school staff, family members, and community leaders—actively model and practice these skills in their interactions with learners. This should occur not only in the classroom but also across the school, within households, and throughout the community.

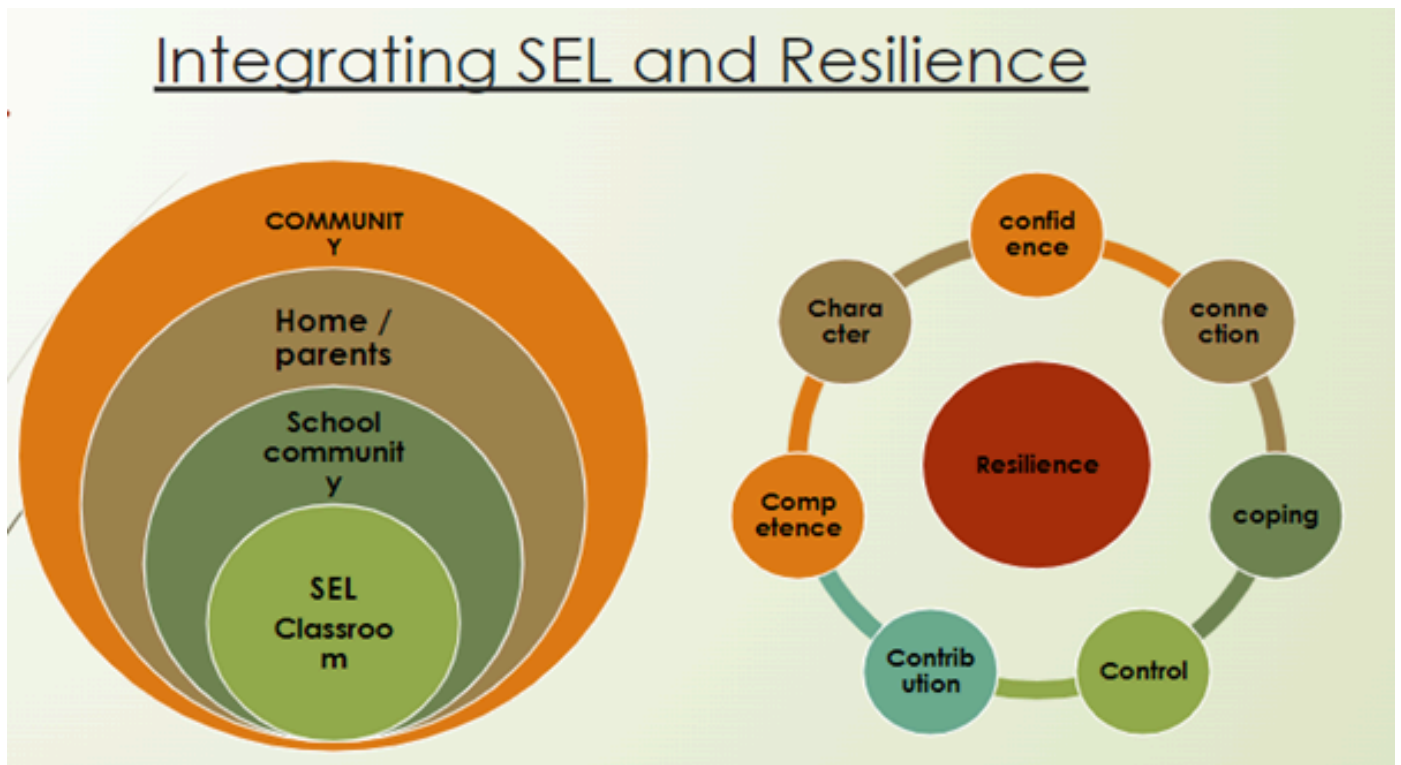


Figure 5: Demonstration of how to integrate SEL

The recent study focused on the concept of socio-emotional learning (SEL) and aimed to assess the awareness levels among various stakeholders regarding its implementation in the Basic Education Curriculum Framework (BECF, 2017). Although SEL can encompass a range of components such as 21st-century skills, life skills, values, and value-based education, this study specifically targeted SEL within the context of the BECF. SEL encompasses a broad spectrum of life skills including resilience, values as articulated in the BECF, parental engagement, empowerment, and inclusion.

However, the findings indicate that SEL and resilience are often perceived as supplementary, externally-run programs primarily facilitated by guidance and counseling teachers, rather than being fully integrated into everyday teaching and learning practices. This indicates a need for a more holistic approach to embedding SEL and resilience into the core curriculum to ensure these essential skills are consistently reinforced across all levels of a learner's ecosystem. To sustain these skills, additional safety and protective factors must be incorporated at every level of the learning environment.

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### 3.3.1 Findings on SEL.

#### 1) Variations in Understanding of SEL Among Stakeholders:

The concept of socio-emotional learning (SEL) is interpreted differently across various groups involved in education. Schools generally align SEL with the values listed in the Basic Education Curriculum Framework (BECF) and its seven competencies. Knowledge levels about SEL are relatively high among teachers, head teachers, and education officials. In contrast, Board of Management (BOM) members and parents have a less comprehensive understanding, with parents ranking last in terms of familiarity. Teachers reported that the efforts to develop SEL among students vary significantly in intensity.

#### 2) Diverse Strategies for Teaching SEL Due to Multiple Interpretations:

The multiplicity of understandings about what constitutes SEL has led schools to adopt varied strategies for teaching these skills and instilling desirable values in learners. Each stakeholder group uses different approaches to support SEL development. BOM members believe that simply by fulfilling their roles, they inherently contribute to SEL development. Parents, on the other hand, employ a range of practices; some use family gatherings as opportunities to discuss personal and familial topics, thereby enhancing their children's self-awareness and understanding of family dynamics. They also engage actively in answering their children's questions, further increasing awareness.

*“You know a child can just come home and just ask anything...Like mine come to me and asked me Baba why is mum not also putting on a long trouser and me you can't buy me a dress but I told him you know you are a boy and that's why I always buy you bicycle and teach you more about cars and it's only the girls who put on a dress”*

*(Parent, FGD)*

*“For bonding of the school community, we have a guidance and counseling team and also a peace and reconciliation club. We also participate in games and music. We also call spiritual leaders for guidance”*

*(Interview with Head teacher, Isiolo).*

*“Speaking of Isiolo, we have the Supreme Council of Imams who have a chapter in the schools that they sponsor; the Methodist church, which is a key stakeholder here, and the Catholic church. We also have guidance and counseling programs for learners and the teaching of life skills has also gone a long way in addressing their mental and emotional wellbeing. I think the system for learners just needs to be panel beaten and improved. For non-teaching staff, most of them are left out”*

*(Interview with Education Officer, Isiolo).*

*“We normally use guidance and counselling where we talk with the teachers and learners. We can also invite speakers from outside who will talk to them. Sometimes we even invite role models. Basically, we tell them that any problem they encounter does not mean the end of the world. it will come and pass. Again, we normally encourage cohesion and peace in our schools. Through the use of code of conduct and code of ethics, we manage all these things and we see our teachers are okay”*

*(Interview with Education Officer, Kisumu).*

### **3) Variability in Teachers' SEL Competencies, Especially in Digital Literacy and Citizenship:**

Teachers generally report high competencies in socio-emotional learning (SEL) areas, with notable proficiency in Communication and Collaboration (93%), Self-efficacy (88%), Critical Thinking and Problem Solving (88%), Creativity and Imagination (89%), and Learning to Learn (89%). However, regional disparities emerge in specific competencies such as Digital Literacy and Citizenship. For instance, teachers in Makueni exhibit higher Digital Literacy competency (51%) compared to those in Isiolo and Kisumu, who both report 31%. In terms of Citizenship, Kisumu displays the lowest competency at 65%, whereas Isiolo records the highest at 77%. These figures are based on responses aggregated as 'Often' and 'Very Often'.

*Table 7: Self-reported teacher SEL competencies*

<b>SEL competency (CBC competency)</b>	<b>Isiolo N=99</b>	<b>Kisumu N=48</b>	<b>Makueni N=106</b>	<b>Average N=253</b>
<b>Communication and Collaboration</b>	96%	92%	92%	93%
<b>Self-efficacy</b>	85%	85%	93%	88%
<b>Critical Thinking and Problem Solving</b>	90%	85%	88%	88%
<b>Creativity and Imagination</b>	91%	92%	85%	89%
<b>Citizenship</b>	77%	65%	68%	71%
<b>Digital literacy</b>	31%	31%	51%	40%
<b>Learning to learn</b>	88%	90%	91%	89%

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Table 7 offers insights into the self-reported Social and Emotional Learning (SEL) competencies of teachers in Isiolo, Kisumu, and Makueni counties. Teachers across these regions demonstrate a high level of competency in Communication and Collaboration, with an average score of 93%. Similarly, they show strong abilities in Self-efficacy and Critical Thinking and Problem Solving, both averaging 88%. Creativity and Imagination also score well, with an average competency level of 89% across the counties.

Despite these strengths, noticeable variations exist among the counties in certain competencies. Makueni leads with a higher Digital Literacy competency at 51%, while Isiolo and Kisumu trail at 31% each. In Citizenship, Isiolo ranks highest with 77%, contrasting with Kisumu's lowest score of 65%. The competency in Learning to Learn, however, remains consistently high across all counties, averaging 89%.

These findings underscore the strong foundation in key SEL competencies such as Communication and Collaboration, Self-efficacy, Critical Thinking and Problem Solving, Creativity and Imagination, and Learning to Learn. Nonetheless, there are critical areas for improvement, notably in Digital Literacy in Isiolo and Kisumu, and Citizenship in Kisumu. Addressing these gaps could further enhance the effectiveness of SEL implementation and support professional development initiatives for teachers in these counties.

#### **4) Insufficient Infrastructure for Developing Values and Socio-Emotional Skills in Schools:**

The infrastructure for fostering values and socio-emotional development in schools is inadequately described. Several challenges hinder the effective facilitation of Social and Emotional Learning (SEL), including:

- **Discordance in Behavior Management Approaches:** Some parents resort to corporal punishment instead of nurturing their children's curiosity and providing support.
- **Disapproval of Talent Development:** Certain parents discourage their children from pursuing their talents if they don't align with parental preferences.
- **Limited Access to Technology:** Not all parents can afford smartphones, leading to situations where homework is sent via digital platforms, resulting in some children being unable to complete assignments.
- **Disparities in Digital Access:** Not all parents have access to the YouTube app, impacting their children's ability to engage with online resources. While the Competency-Based Curriculum (CBC) has provided benefits, it has also posed challenges.
- **Financial Constraints in Digital Learning:** Some parents cannot afford the costs associated with digital learning, further exacerbating disparities in educational access.

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### 3.3.2. Reflection on the Social Emotional Learning.

Summary of Reflections on Social and Emotional Learning (SEL) from a Behavioral Science Lens:

#### a)Infrastructure for Developing Values and Socio-Emotional Learning in Schools:

The infrastructure to foster values and socio-emotional learning within schools is inadequately defined. There is a notable effort to integrate ICT in the teaching and learning processes, particularly for inclusive education. Over 80% of parents recognize the benefits of inclusive educational practices. The study highlights that support for excluded children comes from multiple sources and varies greatly in type and intensity. The PWPER report emphasizes that Value-Based Education and Community Service Learning are essential components of the Competency-Based Curriculum (CBC), advocating that their inclusion promotes comprehensive learning. However, the frameworks outlined by the Ministry of Education must be communicated to teachers in clear and simple terms to facilitate effective implementation.

#### b)Varying Understanding of SEL Among Stakeholders:

Stakeholders exhibit diverse understandings and levels of knowledge about social-emotional learning (SEL), affecting the consistency and effectiveness of its implementation. This variance can be attributed to cognitive biases such as the framing effect and confirmation bias, where stakeholders perceive and interpret SEL based on their individual experiences and beliefs. This results in inconsistencies in how SEL is conceptualized and practiced across different contexts. To mitigate this issue, it is essential to establish clear, standardized definitions of SEL and engage in continual communication and training to promote a common understanding among all involved parties.

#### c)Need for Integrated SEL Approaches:

To create a cohesive and supportive ecosystem for learners, integrated approaches to SEL are crucial. By leveraging behavioural science principles, such as social norms and social modelling, stakeholders can optimize behaviour change and enhance sustainable skill development. Integrating SEL into daily curricula, capitalizing on peer influence, and fostering positive social interactions are key strategies. Additionally, employing behavioural prompts and reminders can help reinforce SEL practices and integrate them into routine activities. Such comprehensive approaches ensure that SEL skills are consistently modelled and practised, promoting a supportive learning environment.

#### d)Varied SEL Competencies Among Teachers:

The diversity in SEL competencies among teachers necessitates targeted interventions that use behavioral science strategies for professional development and skill enhancement. It's essential to provide personalized coaching and feedback to help teachers develop specific competencies. Using behavioral prompts and reminders to consistently reinforce SEL practices and establishing social norms that promote continuous improvement are effective strategies. By integrating behavioral science principles into professional development programs, stakeholders can enhance teachers' SEL competencies, leading to more consistent and effective SEL instruction across classrooms.

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## 3.4. Inclusion in education.

Stakeholders are committed to supporting children with special education needs and other vulnerable community members. Key issues include the recognition of excluded and vulnerable children, stakeholder actions, reasons for exclusion, ICT infrastructure to support inclusion, and the necessary support to ensure effective inclusion. The Bottom-up Economic Transformation Agenda (BETA) identifies education and training as critical enablers that promote equity, aiming to provide equal opportunities for all children regardless of their background. Additionally, the Parliamentary Service Commission's Budget Office highlights that the education sector accounts for the largest expenditure, with a significant 26% of the total budget (Parliamentary Budget Office, 2023).

### 3.4.1. Findings on Inclusion.

The study findings show that:

#### 1) Parents demonstrate knowledge, positive attitudes, and support for inclusion:

In the counties of Isiolo, Kisumu, and Makueni, parents exhibit a strong understanding, favourable attitudes, and active support for the inclusion of learners with disabilities under the Competency-Based Curriculum (CBC). A significant majority of parents advocate for the education and integration of these children into mainstream schools. Notably, over 80% of parents know the benefits of inclusion. Furthermore, 77% support the integration of learners with special needs, and an equal percentage engage in practices that foster inclusion.

The findings reveal that in terms of knowledge, a majority of parents across all three counties—Isiolo, Kisumu, and Makueni—acknowledge that learners with disabilities thrive better under the Competency-Based Curriculum (CBC). They also recognize that students who are academically less proficient have a higher likelihood of succeeding in this system. Overall, parental knowledge regarding inclusion is quite high, averaging 83% across the counties.

In regards to attitudes, a significant number of parents from all counties believe that the government should allocate more resources to the education of children with disabilities than to other children. They also advocate for the integration of these children into mainstream classrooms. The general attitude toward inclusion is overwhelmingly positive, with an average approval of 77%.

Concerning practices, the majority of parents across these counties actively support and encourage the education of children with disabilities. They are also willing to assist children from disadvantaged backgrounds in accessing education. The collective parental practice towards inclusion stands at 77%.

However, the data also highlight areas for potential enhancement. While parents generally exhibit a robust understanding of and positive attitudes toward inclusion,

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their practices might still benefit from improvement to fully realize inclusive education. Particularly in Isiolo, the proportion of parents supporting the integration of children with disabilities and assisting disadvantaged children is lower than average, with both metrics at 63% compared to an overall average of 72%.

**2) A substantial majority of teachers (85%) possess a high level of knowledge concerning inclusion issues.**

However, their attitudes reveal some reservations: only 45.1% of teachers agree that the Competency-Based Curriculum (CBC) serves only children from affluent families who can afford expensive materials, suggesting that a majority believe the CBC is inclusive of all learners. Regarding practices, three-quarters of teachers (66.8%) report that they develop Individualized Education Programs (IEPs) for all children with special needs in their classes. This indicates that nearly a quarter of teachers do not engage in inclusive practices, which could significantly impact the small number of learners with special needs in schools.

**3) Stakeholders widely recognize that numerous factors contribute to the exclusion of children in Arid and Semi-Arid Lands (ASAL) from effectively participating in the learning process.**

These challenges encompass household and community barriers that are structural, social, and economic, and exhibit various interconnections.

The findings indicate that specific groups of children, including orphans, those with special needs, and those from impoverished backgrounds, are often excluded from the Competency-Based Curriculum (CBC) or Competency-Based Assessment (CBA). Disadvantaged and vulnerable learners include children affected by HIV/AIDS, those from single-parent or disabled-parent households, and those lacking basic necessities. Factors leading to children missing school or dropping out include poverty, cultural practices, child labour, lack of educational materials or sanitary products, and disciplinary issues. Stakeholders emphasize the urgent need for action and support to reintegrate these children into educational systems.

Regional variations highlight the unique challenges faced in different areas: In Kisumu, boys are particularly prone to dropping out due to poverty, food scarcity, hawking, and family conflicts. In Isiolo, both boys and girls face challenges from pastoralism, cultural norms, insecurity, sand harvesting, and a lack of food and medicine. In Makueni, children suffer from issues related to sand harvesting, poverty, food scarcity, and parental neglect, with parents often moving to cities and leaving children behind. These regional insights underline the diversity of factors leading to educational exclusion and underscore the importance of context-specific interventions.

To effectively address these challenges, stakeholders recommend several support measures, including providing essential resources like food and school materials, and

assisting with educational fees. They highlight the importance of empowering both learners and their parents, advocating for government support to secure resources and hire qualified teachers, and urging the creation of more inclusive school environments. These findings underscore the necessity for increased funding and enhanced training for teachers in inclusive education practices that support vulnerable children. This approach aims to promote equity and broaden access to education for all students, particularly those with disabilities. Overall, it is crucial to tackle the exclusion and various challenges that disadvantaged and vulnerable learners face, particularly in Arid and Semi-Arid Lands (ASALs) and urban informal settlements. Ensuring equitable and inclusive education for all children remains a central goal.

#### 4) Sources and Variability of Support for Excluded Children:

Support for excluded children is multifaceted and varies significantly in both type and intensity. The data indicates that assistance is provided by a diverse group of contributors, including parents, school leaders, government agencies, churches, community members (sponsors), and civil society organizations (NGOs). The types of support provided to vulnerable children in schools encompass a range of necessities such as food, clothing, accommodation, and school supplies. Furthermore, modifications are made to school structures to better accommodate children with disabilities. Additional support mechanisms suggested for vulnerable learners include transportation to school, particularly for those with special needs or disabilities who are otherwise unable to attend. The variability and extent of support provided to these children are detailed in the accompanying figure, which illustrates the differences in support types and their distribution among the various sources.



Figure 6: Support towards vulnerable children

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## 5) Variation in ICT Integration Across Counties:

The integration and application of Information and Communication Technology (ICT) in teaching and learning show significant variations across counties, characterized by both challenges and successes. Among the obstacles encountered are issues such as insecurity, limited access to digital devices, and a pressing need for comprehensive teacher training. Despite these challenges, there are noteworthy successes, including instances of effective ICT utilization and collaborative efforts within certain schools that serve as positive examples of what can be achieved.

### 3.4.2. Findings on ICT Adoption.

Findings on the application of Information and Communication Technology (ICT) in teaching and learning across three counties reveal significant differences in utilization and challenges:

1. **Isiolo:** Teachers employ mobile phones and tablets in classrooms. However, security issues in certain areas hamper the innovative use of ICT. While some schools suffer from a lack of digital devices and dedicated ICT rooms, others benefit from government-provided laptops. Notably, the Ministry has equipped several schools with digital tablets and complimentary Wi-Fi access.
2. **Kisumu:** There is effective use of ICT in some schools, particularly in subject-specific online research by both teachers and students. However, many Alternative Provision of Basic Education and Training (APBET) schools lack government-issued digital devices, and the availability of ICT lessons is sporadic.
3. **Makueni:** While teachers often use their personal data plans and mobile phones, students access smartphones provided by the school to facilitate digital learning. Despite these initiatives, some schools face shortages of ICT teachers and lack adequate facilities for group study.

The differences in ICT adoption across counties reveal specific challenges and initiatives. In Isiolo, challenges such as insecurity impede the safe and innovative use of ICT, and there is a significant lack of initiatives aimed at boosting digital literacy. Kisumu faces a shortfall of government-provided digital devices in APBET schools, which limits access to modern educational tools. In contrast, Makueni utilizes personal data and phones, showing a reliance on individual resources over systemic support. However, a notable success in Makueni is one school that excels in ECD teaching and learning through ICT, thanks to strong collaboration among parents, teachers, and local authorities. These disparities highlight the varying levels of implementation and resources available for integrating ICT in education across the counties.

Additionally, the 2023 Parliamentary Budget Office report acknowledges government efforts to enhance education through ICT. It details budgetary allocations for improving ICT infrastructure to support the Competency-Based Assessment (CBA), including the construction of Junior Secondary School (JSS) classrooms and integrated resource centers/laboratories at the basic education level, along with initiatives at the tertiary level. These measures aim to create a more equitable and effective educational environment nationwide.

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### 3.5. Parental Engagement & Empowerment.

The stakeholder opinions on parental engagement and empowerment in schools are varied, yet there is a general agreement that parents could be more involved. The study highlights several key points:

- 1. Teachers acknowledge that while the curriculum is primarily their responsibility, parental involvement is crucial for effective curriculum implementation.** According to the findings, 61% of teachers rely on parents to provide necessary materials for practical activities in the Competency-Based Curriculum (CBC). Additionally, 90% of teachers report being able to provide feedback to parents about student performance easily. An impressive 87% actively engage parents in supporting their children's education from home, and 83% regularly invite parents to discuss their children's work.
- 2. Parental opinions on their involvement in the educational process differ, influenced by socio-economic factors and the availability of information.** Many parents identify a lack of sufficient information as a major barrier to their involvement. Socio-economic factors such as income and literacy levels across the three regions also significantly hinder parental participation. Moreover, some parents admit to not creating time to engage with their children's education.
- 3. School Boards of Management (BoMs), education officials, and head teachers actively strive to include parents in the teaching and learning process.** Parents contribute by providing school resources and generally respond to invitations to discuss the CBC curriculum. However, challenges such as heavy workloads, as well as issues like alcoholism and domestic violence, are cited as significant obstacles to effective curriculum implementation.

The Kenya Institute of Curriculum Development introduced the 2019 guidelines on parental empowerment and engagement, outlining key strategies to facilitate active parental involvement in education. These strategies focus on three main areas: training, advocacy, and resourcing. Training is designed to inform and strengthen parents, enhancing their capacities to collaborate effectively with teachers. This includes improving their knowledge, attitudes, and practices concerning their children's education. Advocacy aims to boost awareness of the importance of parental participation, promote supportive family systems that back educational efforts, and enhance informed communication among all stakeholders involved in the educational process. Resourcing encourages greater parental involvement in mobilizing resources, aims to improve the resource base at the school level, and fosters enhanced accountability and efficient use of resources in schools. These comprehensive strategies are intended to empower parents to take an active role in the educational journeys of their children, ensuring a collaborative approach to learning and development within the educational system.



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## 4. RECOMMENDATIONS.

The report outlines several key recommendations to enhance the implementation of the Competency-Based Curriculum (CBC), based on the findings and insights gathered:

1. **Strengthen Teacher Training:** There is a critical need to enhance teacher training by providing comprehensive and ongoing professional development opportunities. While nearly all teachers (98%) are familiar with concepts such as learner-centered pedagogy, there is a noticeable gap in actual classroom practices. For instance, 55% of teachers were found to score below expectations in utilizing learner feedback effectively.
2. **Foster Parental Engagement and Support:** Building collaborative partnerships and launching targeted empowerment programs are essential to boost parental engagement. Although 72% of parents have not been adequately sensitized, there remains a strong willingness among them to support CBC implementation. However, socio-economic barriers significantly limit their involvement, highlighting the need for focused initiatives to overcome these challenges.
3. **Address Infrastructure and Resource Gaps:** It is important to invest in school-based facilities and technology to bridge infrastructure and resource gaps. School boards generally understand their mandated roles; however, their capacity to enable effective curriculum implementation varies, particularly in areas where infrastructure is lacking.
4. **Develop Competency Frameworks and Toolkits:** Providing stakeholders with the necessary knowledge and skills for CBC implementation is vital. Field officers are knowledgeable but often face workload challenges that hinder their ability to offer effective support. Only 42% of them could provide adequate technical assistance to teachers on integrating ICT into teaching, indicating a need for better resource allocation and support systems.

### 4.1. Policy Recommendations.

Therefore, it is essential to enhance the skills of head teachers and education officers. This improvement will empower them to better support parents and Boards of Management, and to advance the professional development of teachers for more effective implementation of the CBC. The following specific policy recommendations are proposed:

#### **Ministry of Education (MOE) Policy Recommendations:**

- **Reskill and Retool Field Officers:** MOE should reskill and retool field officers on the Competency-Based Curriculum (CBC) and Competency-Based Assessment (CBA), learner-centered pedagogy, Positive Education Environment (PEE) strategies, and the integration of Social and Emotional Learning (SEL) and resilience in school and classroom programs. Additionally, implement a Whole School Approach to the Values-Based Education (VbE) that incorporates SEL and Community Service Learning (CSL).

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- **Parental Involvement:** Develop a PEE training module to educate parents on CBC implementation, enhancing their ability to support their children's education effectively.
  - **Support Programs in Schools:** Strengthen pastoral care, chaplaincy, mentorship, guidance, and counseling programs to provide robust emotional and psychological support to students.
  - **Logistical Support for Education Officers:** Enhance logistical support for education field officers to ensure they can reach and impact more schools.
  - **Continuous Professional Development:** Develop and implement a structured Continuous Professional Development (CPD) program for teachers, field officers, and head teachers to continuously enhance their professional skills.
  - **Quality Assurance:** Recognize and support quality assurance in low-cost private, community, and APBET (Alternative Provision of Basic Education and Training) schools.
  - **Talent and Activities:** Strengthen mechanisms for talent identification and the development of co-curricular activities in schools to foster well-rounded education.
  - **Inclusive Education:** In collaboration with the Kenya Institute of Special Education (KISE), enhance monitoring of the implementation of inclusive education policies, including the provision of assistive technologies.
  - **Digital Skills and Infrastructure:** Support schools in developing digital skills to effectively utilize digital devices. Collaborate with the Ministry of Information, Communication and Technology (MoICT) to develop ICT infrastructure for curriculum delivery and assessment.
  - **Digital Literacy:** Work with the Teachers Service Commission (TSC) and the Kenya Institute of Curriculum Development (KICD) to improve digital literacy among teachers, parents, and other key stakeholders.
  - **Educational Resources:** Consider implementing a book distribution policy to ensure that all schools receive the required learning materials in a timely manner.

#### **Teachers' Service Commission (TSC) Recommendations:**

- **Capacity Development for Early Years Teachers:** Develop and implement a capacity development program specifically for early years educators. This program should focus on assessing the acquisition of competencies and facilitate the recognition of these skills for promotion and reward purposes.
- **Increase Teaching Staff:** Hire additional teachers for early years, primary, and Junior Secondary School (JSS) levels to address the high pupil-to-teacher ratios and ensure more personalized and effective learning experiences.
- **Support for APBET Schools:** Hire and assign teachers to Alternative Provision of Basic Education and Training (APBET) schools to promote educational equity.
- **Ongoing Professional Development:** Develop and implement a continuous professional development program focused on the Competency-Based Curriculum (CBC) to ensure teachers are well-versed in modern educational strategies and techniques.

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- **Enhanced Classroom Observation:** Increase classroom observations and provide targeted support to teachers. This will ensure effective shifts in teaching practices to embrace competency-based approaches, enhancing overall educational outcomes.

#### **Kenya National Examinations Council (KNEC) Recommendations:**

- **Structured Capacity Building on CBA:** Develop and implement a structured capacity-building program for all stakeholders involved in the Competency-Based Assessment (CBA). The framework for CBA should focus on monitoring learners' progress rather than merely placement. Additionally, consider developing a specific assessment framework for Alternative Provision of Basic Education and Training (APBET).
- **Collaboration with Training Agencies:** Ensure that training on the Competency-Based Curriculum (CBC) and CBA is conducted in tandem by collaborating closely with agencies responsible for CBC training. This will promote consistency and coherence in teaching and assessment methodologies.
- **Cost-Effective Assessment Materials:** Address the issue of cost-effectiveness regarding assessment materials, particularly the assessment progress records for learners in marginalized settings. This will help ensure that all learners, regardless of their geographic or economic circumstances, have equal access to the resources needed to track and support their educational progress.

#### **Kenya Institute for Curriculum Development (KICD) Recommendations:**

- **Curriculum Training for Teachers:** Train teachers on the interpretation of the curriculum, improvisation, and the utilization of locally available resources. This approach aims to reduce the financial burden on parents and foster a more adaptable and resourceful teaching environment.
- **Strengthening SEL Instruction:** Develop effective strategies to enhance Social Emotional Learning (SEL) instruction in classrooms. This involves equipping teachers with the necessary tools and techniques to integrate SEL effectively into daily teaching practices.
- **Addressing Workload Challenges:** Re-examine the range of subjects offered under the Competency-Based Curriculum (CBC), particularly for Junior Secondary School (JSS) learners. This review should aim to address the workload challenges faced by students and teachers, ensuring a balanced and manageable curriculum that promotes thorough learning and well-being.

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## 5. CONCLUSION.

There is a critical need for a holistic and comprehensive strategy to overcome the challenges encountered in the implementation of the Competency-Based Curriculum (CBC). By adopting the outlined recommendations, stakeholders can ensure that learners are provided with a quality education that equips them for the demands of the 21st-century job market. The successful implementation of CBC hinges on sustained support, collaborative efforts, and active engagement from all educational stakeholders. This approach will lay a robust foundation for the future of education in Kenya.

It is anticipated that the insights and recommendations offered in this report will serve as a valuable guide for policymakers, educators, and other relevant stakeholders as they work towards developing an effective and impactful CBC framework.



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## APPENDICES.

### Appendix 1: Parental knowledge and practices towards inclusion

Parents' KAPS Inclusion		Isiolo	Kisumu	Makueni	Total
Knowledge	Learners with disabilities are happy since they are better supported under CBC - True	79%	70%	71%	73%
	Those less endowed academically stand a better chance to succeed in school under CBC - True	88%	90%	96%	91%
	Overall, Knowledge				83%
Attitude	The government needs to provide more resources for children with disabilities than ordinary ones for their education	83%	77%	88%	82%
	Children with disabilities need to be integrated and learn with ordinary children	63%	70%	83%	72%
	Overall Attitude on Inclusion				77%
Practice	I encourage parents with children with disabilities to educate them	83%	77%	88%	82%
	I do support children from poor backgrounds get education where I can	63%	70%	83%	72%
	Overall Practice				77%

Appendix 2: Head teachers current KAPs

Teachers KAP	Teaching learning and SEL	Inclusion	PEE	Resilience
<b>Knowledge</b>	Supporting roles, provision roles, administrative and planning and management roles. instructional leadership roles, mobilizing resources, understanding the role of other key stakeholders; Fair understanding of the CBC and CBA	Can identify talents Can partially identify children who are vulnerable and have special needs	Understands the role of parents in CBC such as the provision of local learning materials and supporting a feeding programme	Understand children come from different backgrounds and have to be supported to cope in the school settings
<b>Attitude</b>	Positive attitude towards CBC approach but feel implementation of CBC hampered by inadequate resources and cost	Appreciate children with special needs but schools lack the infrastructure to support them depending on the need	Some parents feel the need to support while others do not, leaving the teacher to source the materials	Head teachers willing to support children from vulnerable conditions with support from parents
<b>Practice</b>	Ensure the provision of teaching and learning resources. Curriculum implementation; Teacher motivation; Handling cases of discipline Mentorship career guidance BOM and parents' meetings. Resource mobilization for learning material	Identify and support pupils with special needs	School leaders ensure provision of teaching and learning resources is availed. They organize parents' meetings to discuss CBC	Resource mobilization to support vulnerable pupil  Teacher motivation and ensuring job satisfaction  Support talent identification through games and clubs

Appendix 3: Parents current KAPs

Parents KAP	Teaching, Learning and SEL	Inclusion	PEE	Resilience
<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Awareness of roles including attending school meetings and nurturing morals and values</li> <li>• Almost all (99%) parents across the three counties understand the advantages of SEL skills for learners</li> <li>• All (100%) parents across the 3 counties teach their children the importance of relating with others well.</li> </ul>	<ul style="list-style-type: none"> <li>• The majority (73%) of parents in the 3 counties understand the advantages of CBC for learners with disabilities but (17%) do not know.</li> <li>• Parents confirmed learners with disabilities are happy and better supported under CBC.</li> <li>• A majority (91%) of parents in the 3 counties confirmed those less endowed academically stand a better chance to succeed in CBC.</li> </ul>	<ul style="list-style-type: none"> <li>• The majority (72%) of the parents underwent CBC sensitization while 28% had not received briefing on CBC requirements.</li> <li>• Nearly half (54%) of the parents are unable to assist in their child's homework due to their level of education.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents across the three counties taught children to build contentment</li> <li>• Parents knew school feeding programs and school uniforms equalize children from different backgrounds.</li> </ul>

Parents KAP	Teaching, Learning and SEL	Inclusion	PEE	Resilience
Attitudes	<ul style="list-style-type: none"> <li>Parents seem to appreciate CBC, good for their children but, very involved especially working parents who struggle on time to assist their children.</li> <li>A significant proportion have embraced CBC viewing it as good for their children but, on average, the attitude scores were lower compared to the knowledge scores (Only 64% of the parents display a positive attitude towards CBC compared to 78% of parents displaying appropriate knowledge and 84% for practice.</li> </ul>	<ul style="list-style-type: none"> <li>Parents appreciate inclusion &amp; SNE and children with special needs are accepted in schools but few schools have assistive technology and SNE teachers</li> <li>Majority (72%) of parents Strongly Agreed (SA) that children with disabilities need to be integrated and learn with regular children.</li> </ul>	<ul style="list-style-type: none"> <li>Parents find CBC great but taxing in money and time</li> <li>Some parents cannot afford the CBC resources and levies required</li> <li>Over two-thirds (75%) of parents do not like the 'burden' of looking for learning materials for their children.</li> </ul>	Parents sympathetic to children from poor backgrounds.

Parents KAP	Teaching, Learning and SEL	Inclusion	PEE	Resilience
Practices	<ul style="list-style-type: none"> <li>• Teaching and Learning scored the lowest in terms of parental practices at 60.9%.</li> <li>• Nearly half of the respondents (54%) have not taken time to update their technological skills</li> <li>• Providing essential for children to feel comfortable and learn better</li> <li>• Moderate the home activities and chores.</li> <li>• Installing internet and buying data.</li> <li>• Collaborating with teachers.</li> <li>• Helping children with special needs to adapt to home and at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring children with special needs attend school</li> <li>• Provision/ buying assistive technology</li> <li>• Supporting schools &amp; government to provide human resources &amp; school structures that are accessible</li> </ul>	<ul style="list-style-type: none"> <li>• Attending parents' CBC implementation meetings, trainings and sensitization forums</li> <li>• Engaging schools and teachers to learn what is required of them as parents</li> <li>• Taking time to learn and update their skills in digital skills</li> </ul>	<ul style="list-style-type: none"> <li>• Parents constantly check and monitor their children's progress and encourage hard work for success.</li> <li>• Taking time to update their technological skills to better engage children in school work.</li> </ul>

Appendix 4: Teachers' current KAPs

Teachers' KAP	Teaching learning and SEL	Inclusion	PEE	Resilience
<p><b>Knowledge</b></p>	<p><b>Teachers have some knowledge on</b></p> <ul style="list-style-type: none"> <li>• Understanding of BECF &amp; BECAF</li> <li>• Interpretation of curriculum designs</li> <li>• Some of the learner-centered methodologies</li> <li>• Developing schemes and lesson plans</li> <li>• Undertaking CBA</li> </ul> <p><b>Most of the knowledge questionnaire items were well answered by the teachers with scores over 70%.</b></p> <p><b>Some basic facts on teaching and learning are poorly understood e.g. role of play in ECD learning</b></p>	<p>Have some knowledge of inclusive learning</p>	<p>Know about organizing for CSL with parents</p>	<p>Can identify and grow talents in children.</p> <p>Teachers (30%) agreed that It was difficult to cope with the challenges of CBC implementation.</p> <p>Teachers (39%) agreed that they felt stressed due to the heavy workload of CBC</p>

Teachers' KAP	Teaching learning and SEL	Inclusion	PEE	Resilience
<p><b>Attitude</b></p>	<ul style="list-style-type: none"> <li>• Generally, the attitude scores for teachers were fairly good.</li> <li>• It is difficult to cope with the challenges of CBC implementation</li> <li>• Feel stressed due to the heavy workload under the CBC</li> <li>• Stressed by the many assessment records demanded in CBC implementation.</li> <li>• Teacher self-efficacy is low / not confident in delivering the CBC</li> </ul>	<p>Teachers (88%) feel children with special needs stand a better chance of success under CBC</p>	<p>75% of the teachers feel parents are not committed enough to support CBC in terms of material provision</p>	<p>Quite several teachers agree that it is difficult to cope with the challenges of CBC implementation (30%)</p> <p>Teachers appreciated the challenges of</p> <p>a) Stress due to the heavy workload under CBC.</p> <p>b) Tired due to many assessment records demanded in CBC implementation.</p>

Teachers' KAP	Teaching learning and SEL	Inclusion	PEE	Resilience
Practice	<ul style="list-style-type: none"> <li>• According to the self-rating tool, the most rarely used instructional methods are journaling, community service learning, independent study and graphic organizers while the most used include role-playing, group discussions, cooperative learning and inquiry-based learning.</li> <li>• Teacher self-rated practices as regards CBC are high at 84%.</li> <li>• Self-mentioned values imparted by teachers include love, mentioned by 83%, unity (75%) and respect (72%). Social justice and patriotism values were mentioned least. Disaggregating by county, Kisumu had the lowest mentions for all these values</li> <li>• Classroom teaching observation does not reflect the self-assessment scores (see narrative below)</li> <li>• Supporting Learners and parents</li> <li>• Teachers' use of digital devices</li> <li>• Teachers use local materials in class</li> </ul>	<p>Although 67% of teachers develop IEPs, a third of teachers do not prepare or use IIEPs in class (33%)</p>	<p>Teachers ask for materials from parents, though parents complain about the expenses and sometimes lack time or capability to assist their children in home tasks</p>	<p>Support talent growth through games and clubs in school and also the practical tasks.</p> <p>Teachers (83.4%) had attended training on CBC implementation.</p> <p>Teachers (83%) affirmed they had taken time to update their technological skills to better engage their pupils</p>

Appendix 5: Officials current KAPs

EOs KAP	Teaching learning and SEL	Inclusion	PEE	Resilience
<p><b>Knowledge</b></p>	<p>EO are aware of their roles including teacher support, Teacher supervision curriculum supervision, Monitoring and evaluation, Classroom support, Teacher recruitment and monitoring book distribution.</p> <p>EO have basic knowledge of the BECF and CBA. Have challenges in curriculum design interpretation, learner-centred learning, and behaviour change communication.</p> <p>EO understand their liaison roles</p>	<p>They are aware of inclusive practices</p>	<ul style="list-style-type: none"> <li>• EOs are aware of the parents' roles but lack strategies and clear guidelines on how to conduct parental empowerment.</li> <li>• EO are aware of low parental involvement in CBC</li> </ul>	<ul style="list-style-type: none"> <li>• EO are aware of the factors causing stress affecting learner well-being including-insecurity, banditry, cattle rustling, poor parenting.</li> <li>• EO has little knowledge of supporting and ensuring the safety and emotional well-being of learners and teachers. healthy identities(self-awareness); manage emotions(self-management); Achieve personal and collective goals (social awareness).</li> </ul>

EOs KAP	Teaching learning and SEL	Inclusion	PEE	Resilience
<b>Attitude</b>	Appreciate CBC but note that 'CBC is so demanding and requires resources and a times the government capititation delay.	Appreciate SNE learners	While EO appreciate the role of parents, they see some parents having negative attitudes towards CBC	Appreciate challenges of stress among learners and teachers.
<b>Practice</b>	<ul style="list-style-type: none"> <li>• Visit school for quality assurance</li> <li>• Monitor and report on education programmes in ECD, primary, secondary and TTC's</li> <li>• Assess teachers to ensure curriculum implementation</li> <li>• Train teachers</li> <li>• Pedagogical support by CSOs</li> <li>• Recruitment of teachers- TSC</li> <li>• Support in TPAD</li> </ul>	<ul style="list-style-type: none"> <li>• Search for children who are not enrolled</li> <li>• Encourage schools to ensure inclusive infrastructure, T&amp;L, and inclusion of SNE</li> </ul>	<ul style="list-style-type: none"> <li>• Hold meetings to sensitize parents.</li> <li>• Handling discipline cases.</li> <li>• Sensitizing parents on their roles</li> <li>• Sensitize parents during parent days.</li> <li>• They face a shortage of resources to carry out parental engagement and empowerment.</li> </ul>	<ul style="list-style-type: none"> <li>• EO are relying on the support of religious leaders to talk about learner welfare</li> <li>• Encourage guidance and counselling for wellbeing</li> <li>• Talk to parents to be role models</li> <li>• TSC has formed a support group for teachers.</li> <li>• Participate in discipline committees</li> <li>• Supporting guidance and counselling programs, clubs and societies like the CU.</li> <li>• Pastoral program</li> </ul>

Appendix 6: Boards of management KAPs

BOM KAP	Teaching, Learning and SEL	Inclusion	Parent Engagement & Empowerment	Resilience
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• They are aware of their roles as per the Act.</li> <li>• Basic knowledge of CBC</li> <li>• Basic know-how in planning – not all are trained</li> <li>• Resource mobilization</li> <li>• Teacher performance recognition and motivation</li> <li>• Discipline</li> <li>• Learner motivation through key speakers.</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of the need for inclusivity</li> <li>• Aware that some schools are not inclusive</li> <li>• Vulnerable children leave school for work – child labour</li> <li>• Limited use of ICT to promote inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic awareness of school planning and management oversight.</li> <li>• Inadequate structure on sensitization of parents</li> </ul>	<p>Understand Community service is a key principle under CBC (93%)</p> <p>65% take their pupils for community service work outside the school</p> <p>Know the importance of talent identification under the CBC</p>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• BOM across the counties appreciated CBC as a critical system.</li> <li>• BOMs also see CBC as costly and taxing to implement</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate SNE and children with special needs are accepted in schools</li> </ul>	<ul style="list-style-type: none"> <li>• CBC is great but taxing to parents in money and time.</li> </ul>	<p>Appreciate the need to address emerging challenges and addressing discipline.</p>

Appendix 6: Boards of management KAPs

BOM KAP	Teaching, Learning and SEL	Inclusion	Parent Engagement & Empowerment	Resilience
Practices	<ul style="list-style-type: none"> <li>• They are performing most of their roles including planning for school development and engaging the parents.</li> <li>• Advocate for government policies and guidelines.</li> <li>• Oversight of school funds- mobilizing resources &amp; managing capitation.</li> <li>• Handling discipline issues</li> <li>• Linkage between school and community</li> <li>• Hiring additional teachers</li> <li>• Planning for school development</li> <li>• Annual budgeting approval</li> <li>• Sponsor teachers for training</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and encourage vulnerable children to enrol in school so they benefit from CBC.</li> <li>• Storage of ICT facilities.</li> <li>• Provide advice to schools to ensure school infrastructure is disability friendly.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking to parents about their role in supporting schools despite the costs involved.</li> <li>• Creating awareness about some parents who struggle economically.</li> <li>• Academic days and class meetings.</li> <li>• Following up on inclusion matters to ensure vulnerable children are not facing stigma in their schools.</li> <li>• Parents sensitization</li> </ul>	<ul style="list-style-type: none"> <li>• Nurturing learner's talents in partnership with parents.</li> <li>• Recognizing the role of teachers in the mentorship of learners</li> <li>• Recognizing the opportunities of other stakeholders to address emerging challenges</li> <li>• ICT is being used effectively</li> </ul>



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