



Teachers poke holes in new Kenya curriculum

BY OUMA WANZALA
Monitor correspondent

NAIROBI. The Kenya National Union of Teachers (Knut) has issued a harsh critique of the new curriculum set to be rolled out next week in nursery and primary schools, describing it as a tragedy to the education system.

Knut says the Education ministry did not carry out a comprehensive survey of international best practice and that no research was done to prove that a competency-based curriculum is more effective than the current learning-outcome-based framework.

The union claims the testing of the new system was hurried and was done without the appropriate syllabus, pupils' books and teachers' guides.

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It is tragic that the experts charged with the responsibility of framing the new curriculum have not noticed the gaps more so the missing links between the stakeholders and the curriculum framework itself.” WILSON SOSSION, KNUT SECRETARY GENERAL

It says curriculum specialists had not stated the expected learning outcomes such as knowledge, skills, attitudes and values.

“The technical training courses should be removed from the curriculum, which should not be implemented before teachers' concerns are addressed,” the document says.

The union added that no study had been conducted to identify dialects of indigenous languages that should be taught.

“The glaring gaps call for a quick fix of the entire process and that is the reason why we have brought the matters to your attention in a rather detailed form,” Knut Secretary General Wilson Sossion said in a December 19 letter to Education Cabinet Secretary Fred Matiang'i, which accompanied the report.

The head of the Kenya Institute of Curriculum Development, Mr Julius Jwan, said they have received Knut's analysis and are studying it.