

THE SENATE  
RECEIVED  
18 FEB 2019  
DIRECTOR LEGISLATIVE AND  
PROCEDURAL SERVICES

THE SENATE CLERKS DEPT.  
RECEIVED  
18 FEB 2019  
P.O. BOX 41842 - 00103, NAIROBI

To:

The Clerk of the Senate

Parliament Buildings

P.O. Box 41842 – 00100

NAIROBI.

Mr. Mogeno  
In process  
18/2/19

2. Ws. Ntwar  
Please facilitate  
and update the  
internal tracker  
D. Clavin  
19/2/19

11<sup>th</sup> February, 2019

RE: PETITION TO THE SENATE UNDER ARTICLE 37 AND 119 OF  
THE CONSTITUTION, TO PETITION MINISTRY OF EDUCATION  
TO REVIEW THE BASIC EDUCATION CURRICULUM  
FRAMEWORK DOCUMENT TO IMPROVE THE QUALITY OF  
2,6,3,3 COMPETENCY BASED EDUCATION.

I, Eric Mugambi Kinyua, the under signed,

A citizen of the republic of Kenya and resident of Meru County wish to state that it is in public interest that I formally lodge this petition concerning Basic Education Curriculum Framework (BECF) document prepared by Kenya Institute of Curriculum Development (KICD) and launched in January 2017 as the guide on a 2,6,3,3 competence based curriculum to replace the 8.4.4 education system. This is to Petition the Ministry of education (MoE) to oversee a review to improve on design and quality of the new education curriculum.

2. Mr. Clavin  
please process within  
timeframes.  
ZM  
19.02.19

**RE: PETITION TO THE SENATE UNDER ARTICLE 37 AND 119 OF THE  
CONSTITUTION, TO PETITION MINISTRY OF EDUCATION TO REVIEW THE  
BASIC EDUCATION CURRICULUM FRAMEWORK DOCUMENT TO IMPROVE  
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**I humbly draw the attention of the Senate to the following —**

1. **THAT** several issues were identified in a report by a ‘Task force on the re-alignment of education sector to the constitution of Kenya towards a sustainable economic development’ submitted in 2012 to the Ministry of education that provided a basis upon which changes in basic education curriculum have been initiated and undertaken. These issues need to be addressed in the BECF document.
  
2. **THAT** students in senior secondary studying career and technology track subjects do not directly qualify for diploma or degree courses is discriminative -
  - a) The career and technology studies track needs to be reviewed in the BECF to have subjects equivalent to artisan courses currently being taught in village polytechnics and vocational training that do Kenya National Examination Council (KNEC) stage examinations should be offered at junior technical secondary schools in grade 7 to 9 and not senior secondary.
  - b) Leading to related subjects that are equivalent to craft courses being taught in senior technical schools allowing learners to proceed into diploma and under graduate programs after grade 12 just like other learners pursuing different pathways and tracks.
  
3. **THAT** the MoE should recognize nursery schools, kindergartens, day care centers and home-based learning as necessary institutions offering Pre- Primary education and mention them in the BECF as essential in a stage of child growth in relation to Article 53 (2) of the Constitution.



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- a) Nursery school and day care centers should be registered, licensed and operations inspected by county governments. These facilities shall provide many working parents a place to leave their children in safety to stay from 6:30 am to 6:30 pm when between 4 months old and about 4 years of age during working days.
- b) County governments to finance development of public and community day care centers by providing infrastructure and employment of manpower.

4. **THAT** Kenyan indigenous languages will be discriminatively offered to learners and also foreign languages against Article 27(4) of the Constitution.

- a) Students in rural areas should not have learning activities using vernacular of their catchment area (mother tongue) in grade 1 to 3 and not those in townships.
- b) If foreign languages are to be taught as optional subjects in upper primary. Public schools which depend solely on government will have no teachers since these languages are not taught in primary teacher training colleges, unless primary schools employ private tutors.
- c) Other languages apart from Kiswahili and English should be offered to all learners in equal depth of content covering grammar, literature and culture of the ethnic speakers. BECF should be reviewed to have all students in primary schools do a third language selected either from indigenous or foreign languages. Otherwise optional languages should be offered only in secondary schools.

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5. **THAT** subject names and sequencing needs to be reorganized in the BECF document as follows—

a) Subjects in senior secondary should be arranged in pathways with tracks similar to the clusters currently used in form 3 and 4 to allow schools offer more than one pathway since all secondary schools in Kenya have teachers who teach a combination of 2 subjects cross cutting the pathways and tracks offered in the 2,6,3,3 curriculum.

b) Number of minimum subjects to be done by a specific pupil should be equal in all the tracks in senior secondary , yet BECF provides —

- i) sports and performing arts – to do a minimum of 5 subjects,
- ii) humanities and languages—minimum of either 5, 6 or 7 subjects,
- iii) pure science - to do a minimum of 6 subjects,
- iv) applied science - to do a minimum of 4 subjects,
- v) technical and engineering - to do a minimum of 7 subjects and
- vi) career and technology studies - to do a minimum of 4 subjects.

Extra subjects give more class work to students yet progression to colleges depends on which learner as the highest scores in Kenya Certificate of Basic Education (KCBE) therefore discriminative.

c) Integrated science is being taught in junior secondary as a single subject yet in upper primary home science, agriculture and science are separate subjects.

d) The sports science track needs restructuring to include all sports and games with federations or organizations in Kenya.

e) Kenyan indigenous and foreign languages should be introduced preferably in junior secondary. It is also easier to train indigenous language teachers e.g. Kamba, Maasai, Borana, Kisii etc. at undergraduate level as one of the teaching



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subjects in bachelor of education programs either as a major or minor subject to distinguish between teacher who can only teach at junior secondary and those who also teach senior school and even proceed for master's degree.

- f) Some senior secondary subject content is too narrow to be taught for a period of 3 years e.g. martial arts, boxing, dance, theatre, fire fighting and elocution. These proposed subjects need to be merged with others and learners who need practice to perfect their skills can join talent academies.
  - g) Otherwise the mean grade criteria of admission should be abolished e.g. C+ as minimum qualification for bachelor's degree admission. Have tertiary colleges use only the cluster points in required subjects for admission during selection of students. Unless subjects done by all are pick from equivalent weighted groups.
7. **THAT** the subjects proposed to be taught in upper primary, junior and senior secondary should be reorganized and some merged. In the BECF document secondary schools will offer over 85 subjects, which are too many compared with currently less than 25 subjects done in 8.4.4, yet most secondary schools offer less than 15 subjects and schools still have a shortage of teaching staff.
8. **THAT** tertiary colleges need to know the ability of 2,6,3,3 curriculum learners by obtaining curriculum designs or syllabi in all subjects at least 5 years before the first group doing a subject exits grade 12 and are awarded KCBE, to —
- a) Enable universities reorganize training syllabus in line with their entry behavior and have the syllabi approved by Commission of University Education which is quite a lengthy process.

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- b) Determine duration of degree programs and the required subject clusters for admission during placement of undergraduate courses.
9. **THAT** the KICD should issue curriculum designs or syllabus for grade 4 to 12 before proceeding with further piloting of Basic Education Curriculum.
- a) The planned pilot program where grade 3 of 2018 cohort is to be used for 8 consecutive years of piloting should be changed; the piloting should be completed in just two years by doing 4 classes each year. To provide space for corrections and publishing of teaching materials.
- b) Why should KICD stagger piloting of grade 4 to 9 for six years yet they did pre-primary 1 and 2 together with grade 1 to 3 (a total of 5 classes) in less than half a year in 2017.
10. **THAT** the middle school concept plans to joining upper primary with junior secondary will have its main challenge not in building grade 9 class rooms in the existing primary schools but in ensuring the following:-
- a) It does not disadvantage pupils in lower academically performing schools that have inadequate infrastructures.
- b) Principals in these schools may have to be appointed from graduates employed to teach junior secondary section because of their higher educational qualifications yet the bulk of staff will remain those teacher in the primary section who may resist the new management.
- c) Teachers trained in secondary education shall have to be posted to all primary schools (over 25,000 nationally) to teach grade 7, 8 and 9 due to requirements of subject methodology and their specializations.



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d) Some primary schools have no land for expansion to construct the required workshops and laboratories that are necessary in junior secondary education.

11. **THAT** the junior secondary section should be allowed to stand alone so that school managements are free to decide whether to establish junior secondary in the neighborhood of existing primary school or have both junior and senior secondary in the same institutions. While others schools offer only junior secondary especially the current single streamed secondary schools which lack facilities and teaching staff.

12. **THAT** Primary education should have 3 sections as follows —

i) The lower primary, first 2 years of formal education. Currently pre – primary 1 and 2 in BECF.

ii) The middle primary with grade 1, 2 and 3.

iii) The upper primary with grade 4, 5 and 6.

a) The first two years determine a child's ability to read and write precisely.

b) Early childhood education trained teachers should not only teach in pre – primary 1 and 2 but also teaching in grade 1, 2 and 3; while having an opportunity to be engaged in management as principals or senior teachers in their respective primary schools.

13. **THAT** village polytechnics should be transformed into technical secondary schools to offer career and technology studies track in the BECF since:-

a) With 100% transition from primary to secondary school policy in place the institutions will be disserted.

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b) Artisan courses currently offer in village polytechnics will also be taught in secondary schools and students issued with dual certification.

14. **THAT** adult education centres should be recognized as providers of basic education in the BECF, which shall offer single subjects to persons with specific interest providing lifelong learning to citizens who need skills like:-

a) Language proficiency test in foreign languages like French or Germany, and even working skills in subjects like Accounting or Agriculture etc.

b) The adult education centres should register learners as private candidates for national examinations, to provide facilities for secondary school leavers who want to do supplementary or special examinations offered by KNEC without having to repeat all the subjects in a regular school.

15. **THAT** the implementation plan requires a two-tier approach to avoid an overlap in joining secondary schools by the pioneering class that completes grade 6 (those currently at grade 3 in 2019) with the last class of 8.4.4 who will be in standard 7 in 2022 then standard 8 in 2023 when the pioneers of 2,6,3,3 will be joining junior secondary at grade 7 in 2023.

a) To avoid these scenario standard 8 pupils in 2020 to 2023 should join grade 9 instead of form 1 and do Kenya Learners Assessment Evaluation (KALE) 3 enabling them to select the pathways offered in BECF as pioneers in senior secondary. Since current 8.4.4 subjects are still offered in the senior secondary.

b) Then have standard 7 of 2022 do a special KNEC examination and proceed to grade 8 in junior secondary.



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- c) To allow secondary schools without the ability to immediately construct extra classrooms and other teaching facilities to just provide junior secondary education i.e. grade 7, 8 and 9, then have a national selection based on KALE 3 for learners to joining senior secondary schools to pursue their preferred pathways.
16. **THAT** students exiting grade 9 should have ability slightly above the current form 2 class content of 8.4.4 so that grade 12 can be equivalent to form 6 or any other advanced level secondary education in common wealth countries.
17. **THAT** it is important to have a curriculum equivalent to other East African Community member countries in relation to agreements made by member states and incorporated into the National Curriculum Policy of December 2015 on harmonization of basic education.
18. **THAT** the learners who pass grade 9 (KALE 3) shall qualify for admission into certificate course, avoids a major challenge in the current system where students who score a mean grade of C- at K.C.S.E. qualify for the same certificate and diploma courses in a specific field when admitted into tertiary colleges.
19. **THAT** more than half of the students who have completed form 4 in the last three consecutive years (2016 - 2018) K.C.S.E. have scored grade D and below. To check on this trend is better in the 2,6,3,3 curriculum to enroll willing students completing junior secondary for certificate / craft and artisan courses rather than

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push them through senior secondary for 3 more years to grade 12 where if they score grade D+ or below will join the same craft or artisan courses.

20. **THAT** there will be no national individualized examination at the end of upper primary but random sampling of grade 6 learners to assess their ability and only 30% at the end of junior secondary in grade 9 as a sit in examination with no official certificates to pupils by KNEC up to the end of senior secondary school.

I wish to submit as follows —

- a) Class teacher evaluation may lack fairness due to personal interests, biasness and even pressure by school managements to award students higher scores.
- b) Without uniform national individual examinations, then national and extra county secondary school selection will be replaced by school interviews for admission which will deter national integration.
- c) A National examination should be done at the end of upper primary in grade 6 (KALE 2) which is individualized providing 50% of the score under KNEC supervision, setting and marking. Then merge with teacher's evaluation done by continuous assessment of competencies to determine learner progression.

21. **THAT** every stage (at the end of grade 6, 9 and 12) should be terminal with KNEC certification to all pupils, ensuring equality and credibility of the basic education. Otherwise grade 12 school leavers will be subjected to entrance examinations by specific universities and other colleges before being given admission letters for any courses at tertiary level.



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22. **THAT** all secondary schools currently can offer junior secondary subjects comfortably but could lack facilities required to teach subject content for grade 11 and 12. This allows the MoE to maintain the numbers of current form 1 admissions in what will be grade 7 at junior secondary. All secondary schools must maintain their current enhanced enrolment numbers in junior secondary and continue offering more streams (student population) in junior secondary than in the senior secondary section.
23. **THAT** I have delivered hard copies explaining the above issues, by postal services and emails to the Ministry of Education, KICD and several other national offices that guide education policies since mid 2017. In response, I have only received a single acknowledgement letter from the director KICD but the reply given was not satisfactory as it proposed that the issues can be addressed during implementation.
24. **THAT** to the best of my knowledge, the issues in respect of which this petition is made are not pending before any court of law or constitutional or legal body.

**WHEREFORE**, your humble petitioner **PRAYS** that—

- a) The Senate deals with this petition immediately in view of the urgency of the matter and seriousness of the issues presented herein;
- b) The Senate directs the Ministry of Education to convene a national conference open to all members of public for at least three (3) days to

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receive, discuss and adopt guiding resolutions to improve quality of 2,6,3,3 basic education curriculum.

- c) The Senate directs the Kenya Institute of Curriculum Development to review and edit the BECF document and issue a revised edition that includes all necessary improvements and corrections that will be agreed on in the national conference by June 2019.
- d) The Senate to ensures that a sessional paper on reforming education and training for sustainable development that will be presented by the Ministry of Education in Parliament to actualize the 2,6,3,3 basic education curriculum resolves the challenges addressed in this petition.

**AND YOUR petitioner will ever pray.**

NAME OF PETITIONER	FULL ADDRESS	ID. NUMBER	SIGNATURE
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