

STAKEHOLDER PANEL SESSION – June 30th.

INSPECTOR CONCERNS

- clear roles of different school actors to be reflected in the curriculum: teachers, board of governors, principals. Identify weaknesses to be improved. How to get the involvement of the communities. Quality education

INDUSTRIAL SECTOR CONCERNS

- skill oriented curriculum, VE training. Technical and vocational fields to be included, entrepreneurship, self employment, finance. Quality focus. Moral and values as a worker, effective communication in nat. Languages but also in other (2) foreign languages. A well informed person, who can make personal decisions. A creative person. Practice what has been learned in small scale settings at school or attached to working places

COMMERCIAL SECTOR CONCERNS

- entrepreneurship ed. “the education of the young”. Content related to business and economy. Provision of services. Success stories of innovators. Attitudes. Values: loyalty, honesty

TEACHER TRAINERS CONCERNS

- quality, relevance, raising costs of education. ICT to be included to enhance efficiency and reduce cost

RELIGIOUS AUTHORITY CONCERNS

- Moral decay. The reason is religion doesn't receive a fair share in the curriculum. To cherish moral values and demonstrate in their life: prepare adequate religious content, government to support the development of the curriculum, teachers etc. for teaching religion. Religion as one of the possible combination at the high school level. It has to be assessed.

PARENTS CONCERNS

- Associate them to work. Focus on the social success of their children. Life skills.

POLITICIAN CONCERNS

- better life for every citizen. Eradication of poverty, raising standards of life. Mobilise funds and resources to build schools and infrastructure, enough motivated teachers and learning materials. Cross cutting issues to be introduced: HIV-AIDS, democracy, human rights, ICT, entrepreneurship. Civic education to be introduced at all levels to have loyal citizens and productive members of the society

TEACHERS CONCERNS

- Prepare children to cope with free market, to be self employed. The issue of foreign languages to cope with the tourism industry.

UNIVERSITY PROFESSOR CONCERNS

- the (low) level of the school system graduates. Students that come to university dropping in the first year not being able to cope with the pressure. Form people

that can realise their full potential. Balance of the curriculum to fit all the possibilities of different careers. Make more relevant choices for the vocational orientations to fit those students in adequate careers. Poor communication skills of the students.

JOURNALISM

- human rights, democracy, rule of law. Free expression. Civic education to be taught in all levels. Understand rights and privileges.

GOVERNMENT OFFICER

- what we would need in curriculum and what we would do? A curriculum that can address the needs of the people: productivity, IT based, skill based. The role of government to provide funding, advise, monitor, assess.

ART PERSON CONCERNS

- Self expression (music, oral, dance, etc) needed for the spiritual health and well being. Art to be provided from the beginning in various forms. Practice art skills in other content areas. Benefits of art in promoting well being, self-expression, confidence, participation. A central subject in the curriculum and also a therapy.

STUDENT CONCERNS

- leaving school without a job, involving in drugs, crimes, alcohol, prostitution and building a bad image in society. Knowledge explosion, children can learn at home without supervision. Feeling that they don't have a part to play, not feeling important. Change school culture: more supportive schools, helping us to develop our potential in front of this coming world. Subjects like science, history can be obtained from internet. School to teach us to think critically, to be independent, to be honest and respect values and models. Choose the teachers: many times they cannot teach us, they are not prepared. We want to contribute to our community. Learn more about politics, about our environment, how we can participate.

CURRICULUM EXPERTS QUESTIONS AND STAKEHOLDERS' FEEDBACK

On Language and Literature

Ability to communicate effectively. Language as the vehicle. The first five years are devoted to local/national language. What do you feel about starting English from grade 3? In secondary we are teaching African and (a bit of) Western literature. What do you feel about introducing more Asian?

- Ans (University): reading ability, literacy to be firmly achieved.
- Ans (inspector): better learning of mother tongue improves further learning of English
- Ans (T. Trainer): The day-to-day language is better. A case for Kiswahili. Language cannot be separated from communication. If communication skills are emphasised, the chosen language is not so much important.

On Foreign Language

What is your opinion to introduce English/French/Arabic as a second language as early as grade 4? One or two foreign languages as core subjects? One of them as a medium of instruction? What about Chinese?

- Ans (student): English is best, as is the language of entertainment and global culture, and in Internet, and for further studies. It enhances mobility

On Science and Technology

Usually science is compulsory, sciences taught in theoretical way, developing few practical competencies, sciences working as a “filter” and producing drop-outs. Alternative curricula for sciences, for weaker students and for more interested students or “gifted” students? Extended sciences? Optional sciences? A general science core, and then...?

Students leaving without technical skills: Is necessary/viable to have alternative curricula for sciences?

In-servicing of teachers for introducing more practical focus

A general science as a functional knowledge base for everybody.

- Ans (Art, but speaking from the country point of view): focusing on thinking skills, analysis skills, discovery and invention rather than knowledge. Constructivist approach. Cutting down topics.
- Ans (sharing Kenya experience). Even when materials and facilities for teaching science are there, the way of teaching science was still very traditional
- Ans (Industry, but speaking from the country point of view). Practice is very important, teaching and availability of materials/textbooks as well. Poor trained teachers in practical aspects of science teaching.
- Ans: (religion but speaking on a personal point of view) Remind of multiple intelligences – Each child has its own way of being “gifted”

On Mathematics and Computer science

What kind of basic mathematics does a person need if they go to different branches of further education? What are the perceptions of learners on Math? Teach Math only to “gifted” students? Or devise another alternative curriculum for weaker students? – Introduce ICT as a subject? Starting at what level of schooling? Elementary?

- Ans: Instead of dividing math between “gifted/poor achievers”, the problem is with the teaching strategies and teacher attitudes discouraging students. Excess theory and too few applications.
- Ans: clarification asked on the meaning of “functional” math, science, language, etc. What is intrinsically difficult in the subject and what is difficult because of the teaching methodology? The limits imposed by the methodology: what is possible/not possible?
- Ans: the need of teachers to reflect on their own practices.
- Ans: Math as a language, the problem of inadequate communication between the mathematical understanding of the student and the mathematical language of the teacher. A Math teacher as a facilitator,

- Ans: introduce components of ICT from grades 1-4, and teach ICT from grade 5 onwards.
- Ans: children do mathematics, but probably not the kind of school mathematics.
- Ans: ICT not only computers, but also TV, radio, mobiles, newspapers. But schools do not always have enough equipment, or well prepared teachers. Are we driven by the fear of lagging behind in technology?
- Ans: different learning styles, consider teaching strategies. ICT teaching depends on available resources. Students can use it to be

On History and social studies

What needs to be taught in History? Content-based topics that promote a negative attitude in our students, such as slavery, etc? – What competencies should be developed in History and social studies? Secular education doesn't allow the introduction of religious values. How do you feel about this issue?

- Ans: other places in the curriculum where values can be addressed, apart from religious education. Or Spiritual Education without emphasis on a particular religion.
- Ans: Analytical skills. Life skills. Interpersonal Skills. Core contents and flexible contents, allowing the students to choose.
- Ans: Moral education joining general principles of different faiths, but not religious education as such.
- Ans: a place in the school timetable to allow priests or other religious leaders to teach the students as per their choice, but not a subject. Civic education.

On Creative Arts

How far should we go at primary level? How can we give this subject enough time and respect? Do we teach Arts as separate subjects or as an integrated one? Are they to be compulsory or elective subjects?

- Ans: primary – drawing, dance, music, arts & crafts. In lower secondary all students practice different branches of art.
- Ans: (student) – Retain art as a way to express individuality

On Child psychology-cognitive development

What do we do with special need children? At what age students have to learn critical skills? Opinions about the teaching methodology to be introduced in the curriculum? Active learning methodologies are feasible with actual classroom size? – Entrepreneurship education as a subject or infused in other subjects? At what age does EE start?

- How much are teachers committed to implementing active methodologies?
- Where are the resources coming from?
- How do we solve the tensions between new trends in knowledge building and old classroom methods? Are we talking about learning outside the classroom?

- Ans: critical thinking can be started at an early age, EE implementation depends on teaching methodologies; active methodologies produce Entrepreneurship competencies.

- Ans: Let students take an active part in learning, including decision making abilities.
- Ans: teacher centre moments are good to introduce topics, and student participation can be fostered later
- Ans: If there are not enough resources available, special needs education is very difficult to implement.
- Ans: there are active methodologies that not always need small groups. Short lectures mixed with individual or group activities. Even different students can be doing separate tasks in the same classroom moment under one particular topic, with the teacher as facilitator.
- Ans: Child-centred strategies not as the only way of teaching.