

Implementation of the New Curriculum (2-6-3-3-3) In Kenya.

Samson Kiprop Maluei

Abstract

Education system in Kenya started in 1728. In 1967, EAC adopted 7-4-2-3 education system. EAC collapsed in the year 1977 but Kenya Government continued with the education system but changed the name of the examinations. The post-independence 7-4-2-3 system was replaced in 1985 by the 8-4-4 system, a curriculum that was thought to encourage innovation and self-reliance. This curriculum underwent several changes with abandonment of some subjects and syllabus modification to reduce workload. 34 years later, the government of Kenya saw the need to change education system, and formed the Douglas Odhiambo task force, which was mandated to propose the best model of addressing shortcomings of 8-4-4 system. The ministry of education also developed a policy statement on December 2015 that paved way to the 2-6-3-3-3 curriculum (Curriculum Reform Policy, December 2015). The new curriculum has been adopted in pre-primary school and has been rolled out in January 2019. This paper examines the position of implementation of the new education curriculum in Kenya following a series of implementation plans, piloting and the challenges drawn from the previous education system.

Key words: Implementation, New Curriculum (2-6-3-3-3), Kenya

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