



IMPLEMENTING NATIONAL CURRICULUM REFORMS THROUGH
APP-BASED LEARNING FOR SCHOOL LEADERS IN SECONDARY EDUCATION
(INCREASE)

TRAINING NEEDS ASSESSMENT REPORT

Strengthening the capacity of school leaders to effectively lead implementation
of Competency Based Curriculum in
Junior Secondary School (JSS)

MARCH
2023

INTRODUCTION

Implementing National Curriculum Reforms Through App-Based Learning for School Leaders in Secondary Education (INCREASE) is a five-year (2022-2026) programme aimed at providing necessary pedagogical support to foster effective implementation of Kenya's competence-based curriculum at junior secondary schools, through school-based continuous teacher professional development. INCREASE is a partnership between the Ministry of Education and VVOB Kenya and is being implemented by the Kenya Education Management Institute (KEMI). The programme will complement the existing government efforts to support the effective implementation of a competency-based curriculum (CBC) at the Junior Secondary School (JSS) level.

Junior Secondary level of education is a critical transition stage from primary to secondary education. The successful implementation of the CBC at Junior Secondary will depend, among other factors, on the effectiveness of the school leaders' understanding of the curriculum changes. School leaders have multiple roles to play in the school to ensure teaching and learning activities are taking place for the benefit of the learners. With the transition from primary to junior secondary, school leaders are expected to offer instructional leadership to the teachers.

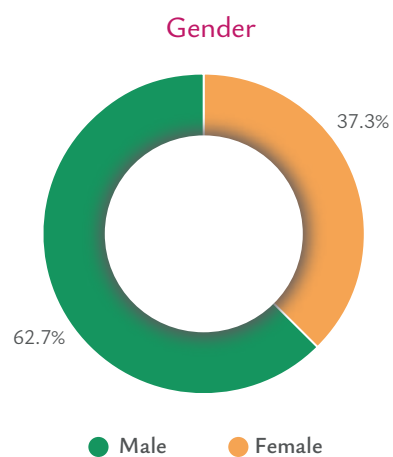
The INCREASE programme underscores the vital role school leaders play in creating the conditions for the effective implementation of the CBC. School leaders at the Junior Secondary School level will require capacity building on the ongoing curriculum reforms and instructional leadership through the provision of relevant targeted continuous capacity development. Hence, the purpose of this Training Needs Assessment, conducted in November 2022, was to understand the readiness of school leaders to effectively implement CBC at JSS to inform the design of a targeted school leadership training programme.

This is a popular version summarizing the study's main findings and drawing the key conclusions and implications for strengthening the capacity of school leaders to effectively lead the implementation of the Competency-Based Curriculum in Junior Secondary Schools.

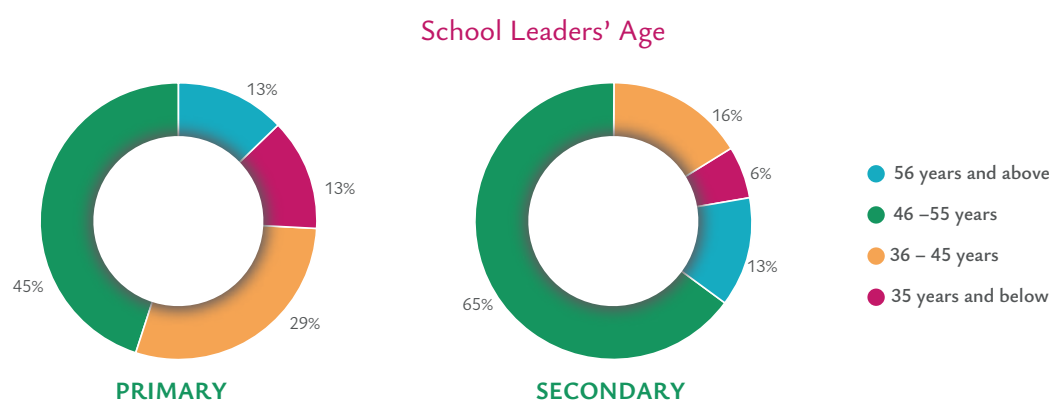


School leaders' demographic characteristics

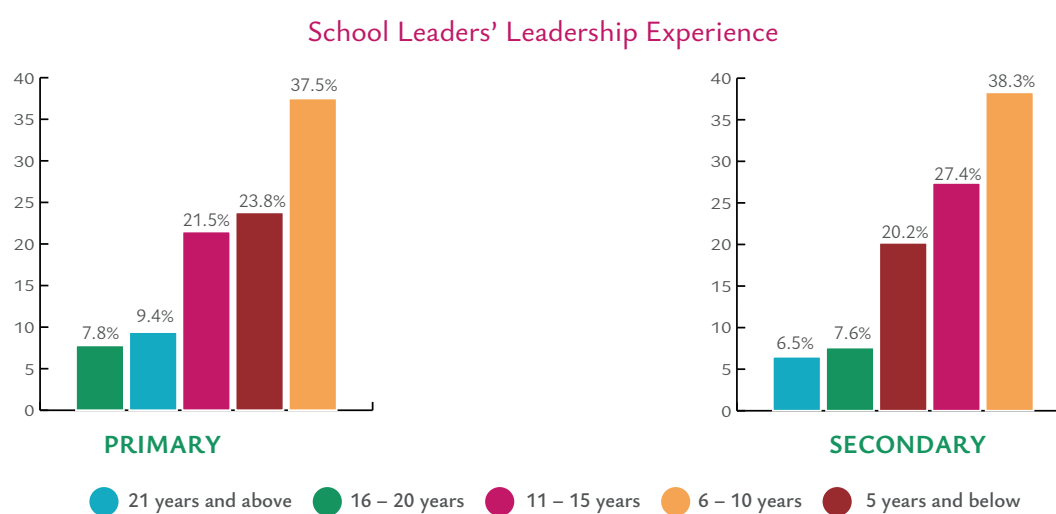
1). Gender of surveyed respondents



2). Age



3). Years of experience



Methodology

Research objectives: The overall objective of the training needs assessment was to identify the school leaders' training needs for effective implementation of CBC at Junior Secondary Schools. The specific objectives were to:

- 1). Assess the readiness of school leaders to lead the implementation of CBC at the junior secondary education level.
- 2). Analyze the contribution of existing capacity development programs on the instructional leadership skills of school leaders.
- 3). Determine school leaders' modes of learning preferences in professional development training.
- 4). Identify school leaders' motivational factors for enrolling and completing a capacity development programme.

Research design: Convergent parallel mixed method combining qualitative and quantitative data collection methods.

Tools:

- 1). Online survey questionnaire
- 2). Individual Interview guide

Target population: 85,662 school leaders (primary 64,688 and secondary 20,974)

Sampling

- 1). Clustering of counties into 4 clusters/strata: urban, peri-urban, rural and ASAL
- 2). A stratified proportionate random sampling of 10 counties across the four clusters.
- 3). A stratified proportionate random sampling - number of leaders in sampled counties
- 4). The sample size was scientifically calculated at 759 (primary 382, secondary 377) school leaders, a representative sample of the target population.

Table 1.0: Sampling Summary

Sampled Counties	Population of Primary School Leaders	Sample Size Primary School Leaders	Population of Secondary School Leaders	Sample Size Secondary School Leaders
Kakamega	2272	66	886	73
Narok	1426	41	342	28
Turkana	818	24	126	10
Mombasa	794	23	298	25
Nyandarua	1032	30	422	35
Uasin Gishu	1184	34	496	41
Machakos	2078	60	920	77
Kwale	942	27	212	17
Mandera	440	14	162	13
Homabay	2178	63	706	58
Overall Sample Size		382		377
Population in Sampled counties	13164		4570	
Population in Kenya	64688		20974	

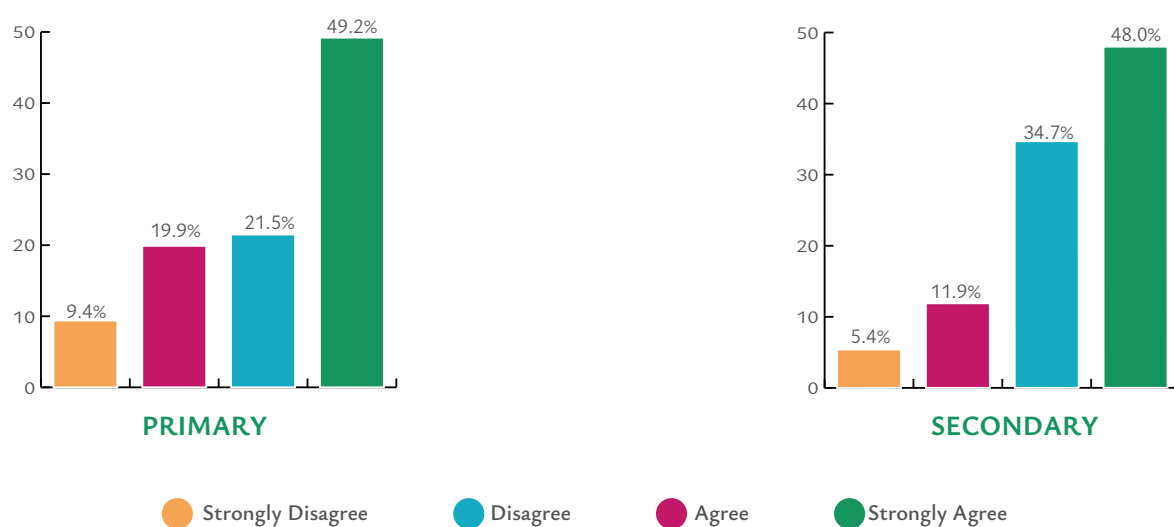
Table 1:1 Sample size per county

Cluster	Counties	Primary	Secondary	Total
Urban	Mombasa	23	25	48
Per-urban	Machakos	60	77	137
	Nyandarua	30	35	65
Rural	Uasin Gishu	34	41	75
	Homa Bay	63	58	121
	Kakamega	66	73	139
ASAL	Mandera	14	13	27
	Turkana	24	10	34
	Narok	41	28	69
	Kwale	27	17	44
Total		382	377	759

Findings related to Objective 1: Assessment of the readiness of school leaders to lead curriculum implementation at JSS.

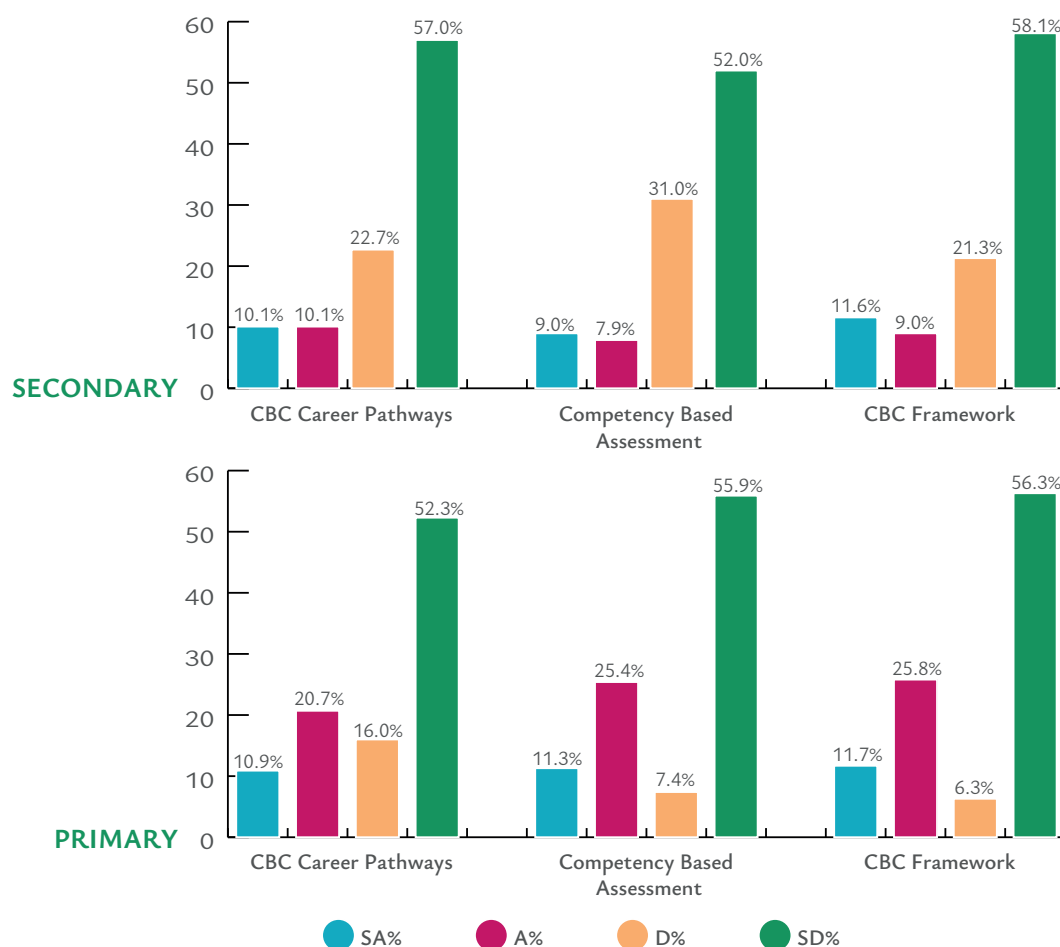
Most school leaders indicated inadequate capacity to mentor and support teachers on all components of the CBC curriculum (Secondary 82.7% & 70.7 % Primary)

Capacity to mentor and support teachers on CBC components



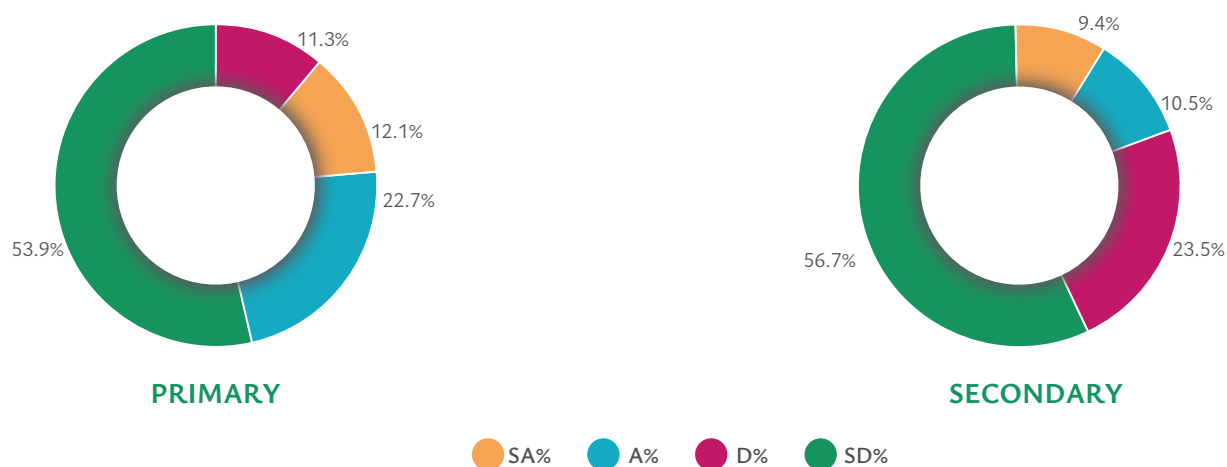
Overall, the majority of school leaders indicated that they do not have capacity to mentor and support teachers on CBC career pathways (Primary 52.3; Secondary 57%), CBA (Primary 52%; Secondary 55.9%) and CBC framework (Primary 56.3%; Secondary 58%).

Readiness to mentor and support teachers on Competency Based Curriculum Career pathways, Assessment and Framework



Majority (Primary 65.2%; Secondary 80.2%) of school leaders are not confident in mentoring and supporting teachers on CBC curriculum design.

Readiness to mentor and support teachers on interpretation of curriculum design



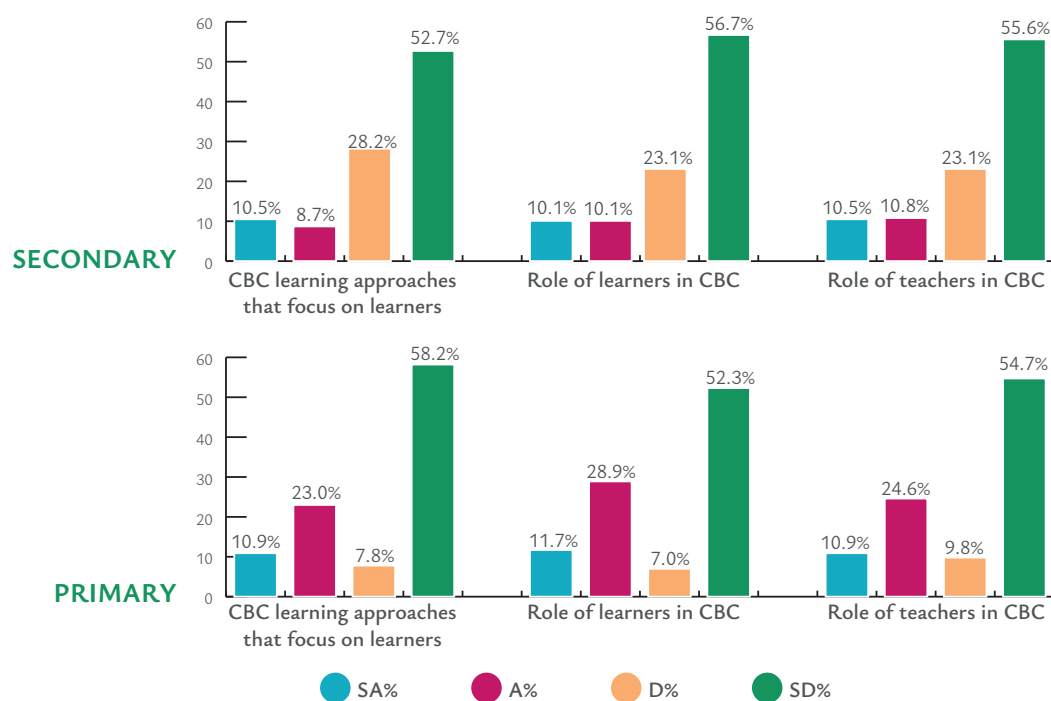
School leaders indicated inadequate capacity in CBC's core competencies and core values.

Readiness to mentor and support teachers on the Tenets of CBC



Majority of school leaders are ill-equipped to mentor and support teachers on learner centered approaches for a CBC.

Readiness to support and mentor teachers in CBC learning approaches



Implications

To effectively implement CBC at junior secondary school leaders, require capacity building in the following areas: CBC framework, CBA, inclusive learning, career pathways, curriculum designs, Learner-centred approaches, ICT integration, interpretation of curriculum designs, community engagement and innovativeness and improvisation.

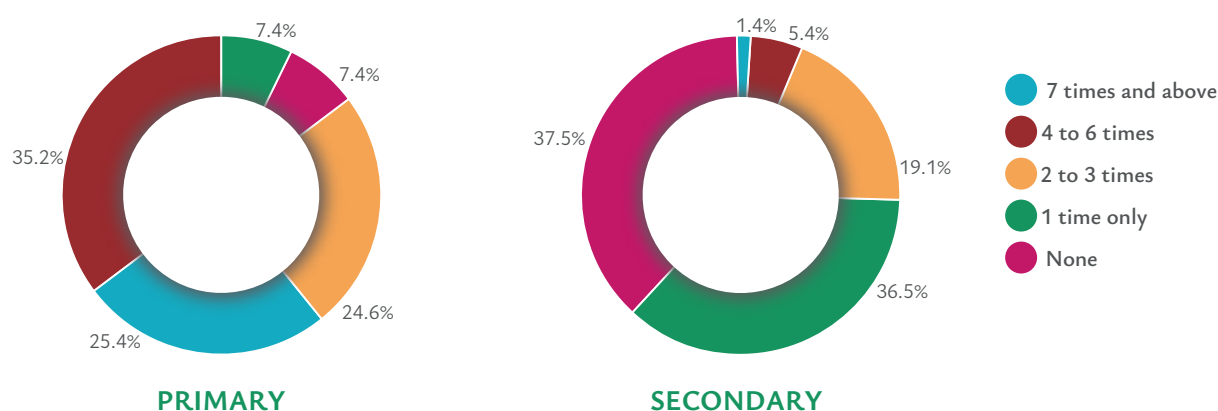
Findings related to objective 2: Analysis of the contribution of existing capacity development programs on school leaders' instructional leadership skills.

Primary school leaders have attended more training on CBC implementation compared to school leaders in secondary schools.

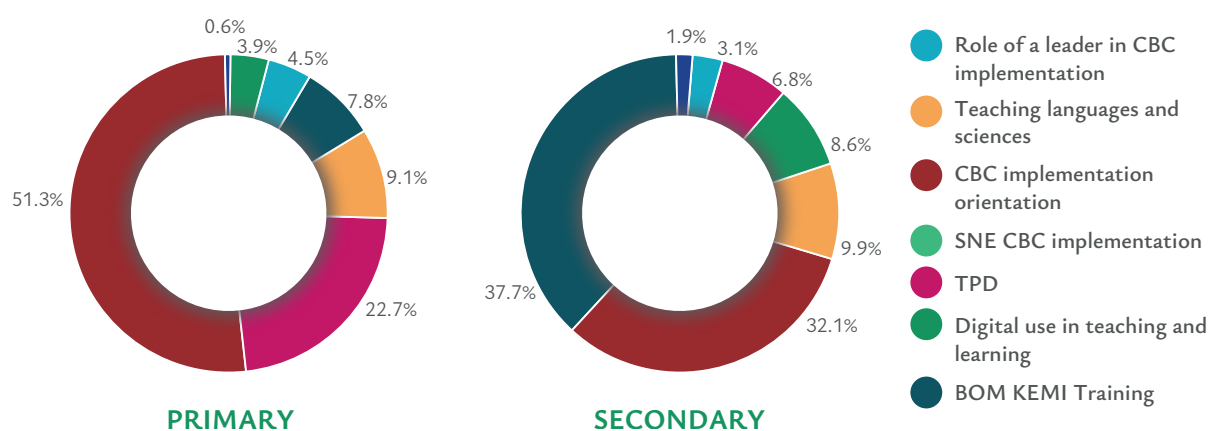
Over 70% of secondary school leaders had attended training once.

School leaders interviewed did not accredit their instructional leadership skills on the CBC training attended.

Number of times school leaders had attended training on CBC implementation



Trainings attended by school leaders on CBC implementation



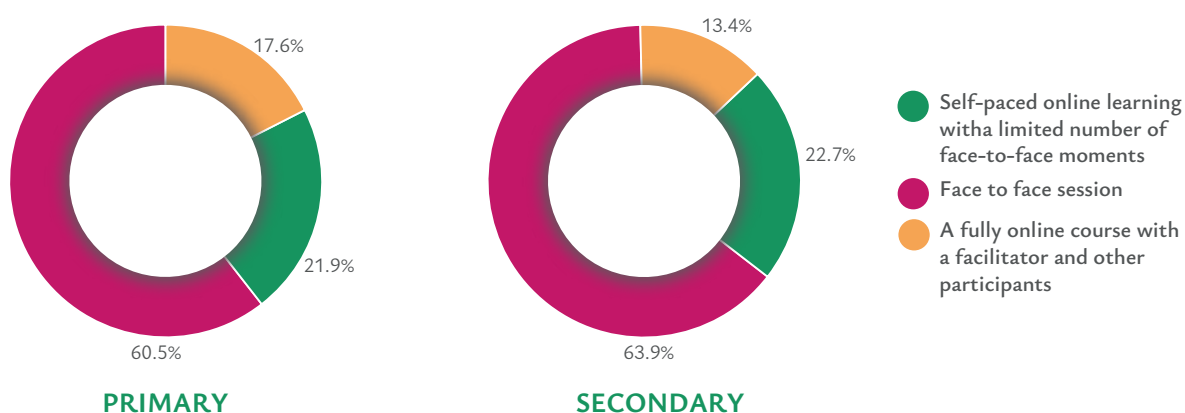
Implications

- 1). School leaders should undergo comprehensive and integrated capacity building on instructional leadership skills.
- 2). Effectiveness of the training programs should be reviewed and evaluated regularly to identify areas that need improvement and adjust accordingly.
- 3). Need to relook at the various trainings to ensure a focused outcome.

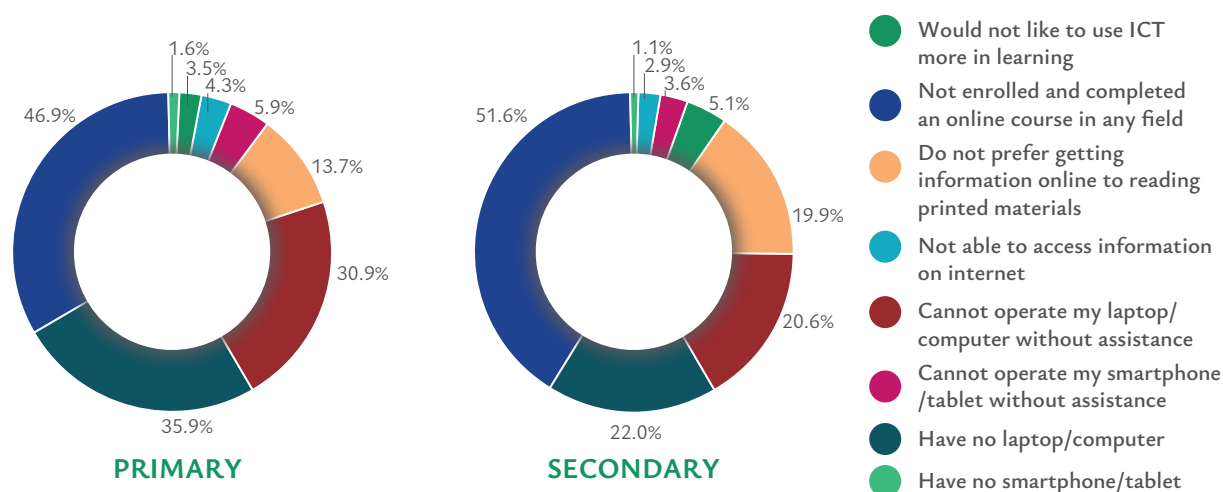
Findings related to objective 3: School leaders' modes of learning preferences in professional development training.

- Most school leaders have smartphones/tablets compared to those with laptops/computers.
- 46.9% of primary school leaders had not enrolled and completed an online course in any field compared to 51.6% of secondary school leaders.
- Majority of school leaders preferred face to face sessions.
- Most school leaders have smartphones/tablets compared to those with laptops/computers.
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Modes of learning preferences



School leaders ICT preparedness



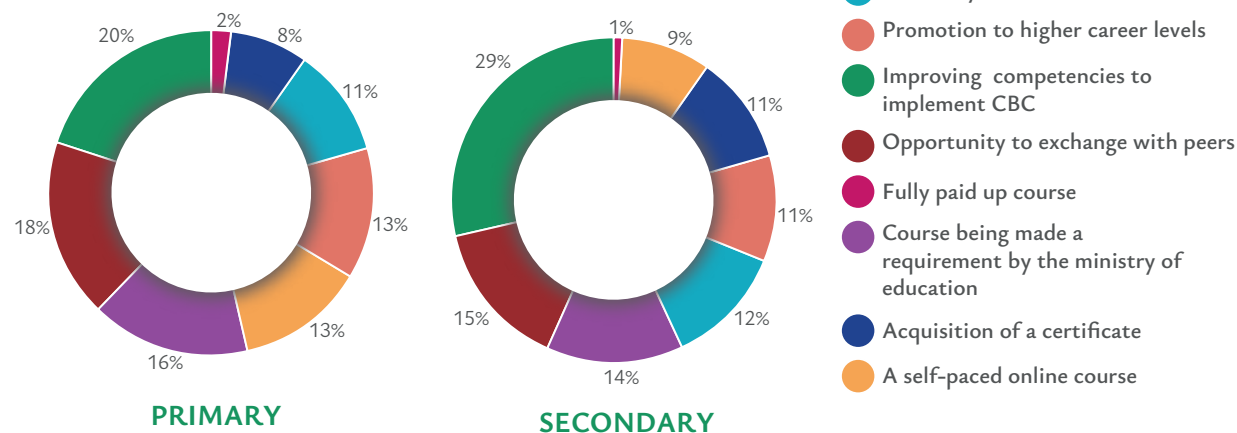
Recommendations

- 1). A blended mode of training that comprises of some face to face sessions and online training would be the most ideal.
- 2). School leaders require an ICT-targeted training course before course delivery to improve their preparedness and effective application of ICT skills in online training.
- 3). Where possible, support and resources such as internet connectivity and data could help to bridge the digital divide.
- 4). Training programmes should support access to online and offline materials and sessions.

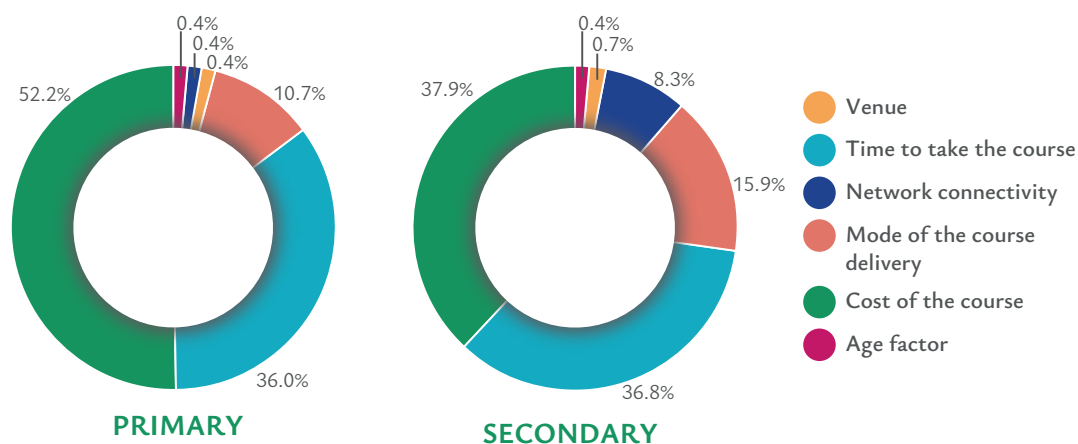
Findings related to objective 4: School leaders' motivational factors for enrolling and completing a capacity development programme.

- The majority of school leaders are motivated to enroll for a capacity development course by the desire to improve their competencies and become better leaders.
- A fully paid-up course by itself is the least motivator for school leaders to enroll and complete a course on CBC implementation.
- The cost of the course is a barrier to enrollment and completion, with interviewed school leaders proposing a 50% subsidy.
- Interviewed school leaders reported that peer learning needs to be coordinated and works best when participants are organized into clusters/groups within participants in proximity to each other (communities of practice).

MOTIVATORS



BARRIERS



Recommendations

- 1). Offering opportunities for peer learning and networking, potentially by organizing participants into clusters or groups within proximity (communities of practice) and allowing them to be involved in the allocation of groups.
- 2). Making the course a requirement by the Ministry of Education or providing opportunities for career advancement.
- 3). Online aspects of the course should be self-paced with resources available for participants to read in their free time.
- 4). ICT training on tools and applications to be used in the course should be provided.
- 5). Holding in-person training in accessible locations and at convenient times, such as during school holidays or weekends, and staggering the course over time.
- 6). Providing a certificate that is earned and recognized, for example, through assessment or course assignments.
- 7). Subsidizing the cost of the course or offering scholarships to offset the costs as a barrier for school leaders.
- 8). Involving the school owners while training if school leaders are from private schools.
- 9). Flexibility of times so as not to hinder school leaders' participation.

