

## **Research Proposal**

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Research field	Comparative education, Teacher education, Educational psychology
Research Title	Secondary education in Kenya and Rwanda - Looking into competence-based curriculum and teachers' motivation
Research Objective	<p>Research objective is to consider current situation of secondary education in Kenya and Rwanda through looking into competence-based curriculum (CBC). Competence-based curriculum has been recently introduced in East African countries such as Rwanda and Kenya in the levels of pre-primary to secondary education. The idea of competency has been discussed in various countries and international institutions mainly led by OECD's DeSeCo (Definition and Selection of Competencies) project. However, introducing its idea from pre-primary education is such a new attempt. Kenya and Rwanda can be very good examples and looking into the situation in the two countries would provide a new model or implications to lead competency related discussion. Amongst many kinds of competences, this research particularly focuses on critical thinking of students and assess attitude toward it, skills itself and its relation with career development. In addition, the research would also focus on teachers' point of view to better understand the situation of competence-based curriculum in classroom teaching. The research will be carried out next year as well in order to observe how CBC contributed to improving critical thinking skills and its relation with career development.</p>
Research methods	<p>Since CBC is introduced in P4, S1, S4 and not in other grades this year in Rwanda, I have selected S4 and S5 as target of the research with considering their knowledge and English level. A reason for conducting the research with S5 is to compare the critical thinking skills of current S4 student who will also take the same questionnaires next year.</p> <p>For Kenya, the research will be carried out to grade 10 and 11 which would be equivalent to S4 and S5 in education system of Rwanda.</p> <p>The research will involve both quantitative and qualitative approaches. For the quantitative approach, three types of questionnaire will be used: two about competences and the other about career decisions. For critical thinking, one is to know attitude toward critical thinking and the other is to assess critical thinking itself. And in order to observe relation between critical thinking and career development, questions regarding career maturity and self-efficacy of choosing career path are asked in the third questionnaire.</p> <p>For the qualitative approaches, focus group discussion and interviews to students, teachers, directors and possibly policy makers would be adopted in order to supplement the results which would be gained from quantitative analysis. They will be used to better understand challenges the schools</p>

	<p>have been facing and their reaction to the new curriculum. In addition, classroom observation would also be carried out to observe teachers' interaction with students. Competence-based curriculum entails learner-centered pedagogy and formative assessment but since the approach relies heavily on dialogue, students and teachers need adequate linguistic skills in the medium of instruction to express ideas and to ask critical questions. In addition, national exams continue to be based on exams that largely test students' ability to recall factual information. Therefore, balance between teacher-centered and learner-centered pedagogy would be an important issue to consider through classroom-observation.</p> <p>The researcher would visit 4 public schools located in Westlands. Schools would be chosen based on the levels of implementation of CBC. The researcher would decide after seeking advice from the educational officer of the division. Research samples would be 200 to 300 per grade. Although it depends on the number of students at school, the researcher would try to get samples of 50 to 70 per grade for each school. The reason for the number of samples is to analyze the data using SEM analysis which requires hundreds of them to accurately observe the relationship between factors.</p>
<p>Research plan</p>	<ul style="list-style-type: none"> <li>● Early October <ul style="list-style-type: none"> <li>- Preparation for the field research <ul style="list-style-type: none"> <li>- Apply for research permit</li> <li>- Print out questionnaire</li> <li>- Nurture a good sense of locality</li> <li>- Find translator</li> <li>- Visit targeted schools to introduce myself</li> </ul> </li> </ul> </li> <li>● Middle of October to the end of October <ul style="list-style-type: none"> <li>- Carrying out the field research <ul style="list-style-type: none"> <li>- Visit targeted schools to distribute questionnaire</li> <li>- Conduct interviews to students and teachers</li> <li>- Carry out classroom observation</li> </ul> </li> </ul> </li> <li>● November to December 3rd <ul style="list-style-type: none"> <li>- Continue carrying out the field research</li> <li>- Share findings with teachers and professors at Nairobi University</li> </ul> </li> </ul>
<p>Expected results</p>	<p>There should be three major expected results. First, the researcher expects to have a clear and better understanding about secondary education in Kenya and Rwanda, primarily focusing on competence-based education. Second, the researcher could compare the situation of Kenya and Rwanda and see similarities and differences in teaching and challenges. Third, the researcher is expected to make some implications about education in Kenya and Rwanda by revealing the discrepancy between policy aim and implementation level.</p> <p>Obtaining the above three outcomes would be expected to contribute to a better quality of education in Kenya and Rwanda. In addition, the researcher also looks into cases of other countries which have been focusing on competences in general education. This brings the knowledge to the field and there would be more chances to think about further possibilities to enhance the quality of education in East Africa. Moreover, the researcher would conduct a workshop or seminar to share the research results with teachers in Kenya and hopefully promote discussion and communication between teachers.</p>