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### **COMPETENCY-BASED CURRICULA**

**The State of the Competency-Based Curriculum (CBC) In Kenya: The Benefits and Weaknesses of the CBC, Achievements, Obstacles on the CBC Implementation, Some of the Strategies Employed by the Government to Mitigate the Difficulties Encountered and Recommendations to Propel the Implementation Process.**

#### **Introduction**

Following the task force findings by MoEST that Professor Douglas Odhiambo authored, Kenya launched the Competency-Based Curriculum in 2017 (GoK, 2016). KICD conducted the study and designed the CBC (KICD, 2017). CBC was launched to help every Kenyan become an involved, informed, and moral citizen. This was to be accomplished by offering every Kenyan student top-notch standards in the knowledge, skills, and abilities needed and required to prosper in the twenty-first century.

The education sector is facing new problems as a result of the world's rapid and complicated change, dynamic technology breakthroughs, and the labor market's significant need for trained workers in an ever-expanding global market (Mulenga & Kabombwe, 2019). After gaining independence, many African nations began to look to education to help their citizens assume positions of leadership and work in a variety of sectors to aid in the management of their nations.

However, this is no longer the case as skills, knowledge and information have expanded, necessitating the need for education to offer the ideal knowledge that can be applied efficiently and successfully. As a result, Kenya introduced the Competency Based Curriculum (CBC) in 2017 to assist her people in acquiring the necessary knowledge, skills, moral standards, and perceptions through education, with an emphasis on providing students the ability to obtain, improve, and use knowledge, values, and attitudes which would then lead to the use of acquired skills (Mulenga & Kabombwe, 2019). Competency is a wide concept, and programs based on it can vary greatly in their theoretical orientation, scope, aims, and scientific approach (Barman & Konwar, 2014). Since teachers serve as the last group of specialists to work on the curriculum's final component before it is delivered to its consumers-the students, their knowledge, attitudes, competencies, and abilities are crucial to its implementation(Gross, 1971). As a result, their involvement cannot be taken for granted.

Kenya developed CBC based on its unique patterns and requirements, looking for an alternative conceptual framework suggested by academicians like Walter Rodney (Rodney, 1994). Kenya will find it simple to adopt CBC beyond primary school because it already has a national qualification framework (NQF) (GoK, 2016). Every nation is trying to incorporate ICT into its curricula, from primary to higher education, and Kenya has not lagged in this effort. ICT integration into the teaching and learning process must be achievable for teachers. Instructors must have a positive mindset when implementing CBC to be effective.

Increasing competition in the local, regional, national, and international labor markets led to the introduction of the Competency-Based Curriculum (CBC). The fundamental purpose of CBC's introduction was to give students access to world-class standards in the knowledge and competencies they deserved and required to succeed in the twenty-first century.

Mylona (2013) defined competence as integrating and applying knowledge, abilities, and personality traits necessary to serve the individual, the community, and the profession. A set of fundamental capabilities that may be subject or cross-curricular are the focus of competency-based programs. A system of instruction, assessment, grading, and academic reporting described as competency-based is based entirely on students proving that they have acquired the information and knowledge they expected to learn throughout their education.

Sahara (2017) argued that CBC is a learner-centered teaching and learning activities approach. The foundation of CBC is particular competencies, defined by the specific, sequential, and provable acquisition of the tasks, activities, and abilities that make up the act that learners are expected to acquire and do. A flexible framework and parameters that change and adapt in response to the demands of the learners characterize CBC, where learning is focused on the needs and potential of individual learners. CBC is a form of collaborative learning where the student and the teacher work together to find answers and solutions to basic and difficult learning demands that benefit humanity.

Competency is a wide concept, and programs based on it can vary greatly in terms of their theoretical orientation, breadth, aims, and scientific emphasis (Barman & Konwar, 2014). CBC emphasizes flexible learning and places the student rather than the teacher or instructor at the center of the learning process (Deißinger & Hellwig, 2011; Hodge, 2007). The CBC is learner-centered and prepared to adapt to the evolving demands of students, instructors, and society. Adopting CBC requires a shift in interest and attitude from national and local education authorities, administrators, teacher trainers, teachers, parents, students, and society.

According to IBE-UNESCO (2017), competency-based education is a teaching, evaluation, grading, and credit reporting system focused on students proving that they have acquired the knowledge, skills, and abilities. The CBC is student-centered and prepared to adapt to the evolving demands of students, instructors, and the community. Changes in mindset are necessary for implementing CBC among national and regional education officials, administrators, teacher trainers, teachers, parents, students, and the general public.

Adopting a new curriculum necessitates a shift in the methods employed in classrooms, by teachers, and in the resources they utilize (OECD, 2017). In some nations, there is a long-standing legacy of education that maintains the status quo and resists change, according to research on public sector operations (OECD, 2017). Stakeholders may prefer the status quo over change, given the expense of changes and the uncertainty around the results (OECD, 2017).

The CBC changes the role of the teacher from head to education facilitator. Teachers are now expected to support the development of critical reflection by assisting students in retrieving and retaining knowledge and applying it to help students form lifelong learning habits. It entails imposing a significant responsibility for curriculum implementation on instructors, who must

undergo retraining and acquire the necessary expertise and understanding of CBC. The adoption of CBC is a great step. However, it must occur in the context that most implementations take place with little consideration for the available capacities or resources, notably the instructors' values, practices, and beliefs. Several factors related to the academic environment in which the innovation is being practiced might limit the reform and implementation of the curriculum. Time, parental expectations, public scrutiny, the lack of necessary teaching materials, the lack of clarity surrounding curriculum reform, the insufficient skills as well as knowledge on the part of instructors, and the initial misalignment between the instructor's "residual philosophies" and the principles guiding the curriculum change are among the issues they address.

The CBC has to examine the real learning environment, financial capacity, human resource capacity, philosophical foundation, labor market requirements, and vision of African nations. The infrastructures, resources, instructors' competencies, leadership, and cohorts of students, with classes crowded with eager learners, are just a few of the issues that African schools face. To the objectives of the curriculum, the states have to plan for the efficient implementation of CBC in the classroom. If the necessary implementation is carried out, CBC will raise African educational attainment to the international standard. Before the implementation of CBC, instructors' competence should be adequately established, and they should be included in the crucial stage of curricular reform. Every curriculum implementation should prioritize educator retraining.

The beginning to change in instructional techniques from teacher-centered to learner-centered techniques is emphasized by CBC. The employment of CBC methodologies rather than the basic techniques of education is required of instructors as a result. As a result, it is necessary to alter the teaching approach, assessment methods, instructional resources, and classroom setup. The trainer, facilitator, and leader in the cognitive process assume the instructor's responsibilities. Learning in CBC is more individualized and experiential and demands reflection on the part of instructors and students to allow the proper delivery of responses.

According to Gross (1971), there are several considerations to take into account when implementing a curriculum, including having a thorough knowledge of it, being able to demonstrate the perceptions, interests, beliefs, and habits that are appropriate for doing so, and having the motivation to put forth the best efforts. As a result, those who implement the CBC

should thoroughly be knowledgeable of the curriculum, be prepared to put out the maximum effort and exhibit good interests, perceptions, beliefs, and conduct.

Gross (1971) asserts that for the curriculum to be successfully implemented, all parties must be dedicated and prepared to assist the entire process. To properly support the implementation of the CBC, the government(s), Ministry of Education officials, investors, sponsors, well-wishers, school administrators, teachers, parents, and students must be ready and dedicated to doing so.

According to Gross (1971), to successfully execute a curriculum, implementers must have a thorough understanding of it, the essential capabilities necessary, and the dedication and desire to do so. Consequently, for the CBC implementation to be successful, all parties participating in the process must have a thorough grasp of the curriculum, the intellectual skills necessary to execute it, and a solid commitment to doing so.

For CBC to be successful, the government must include parents and educators and ensure they fully grasp the program's objectives. The CBC and its objectives should be clearly defined, its instructors should get proper training, and all parties involved in the education sector should be committed to and ready to help the CBC's implementation in order for it to be successful.

CBC is a form of collaborative learning where the student and the teacher work together to find answers and solutions to basic and difficult learning demands that benefit humanity. CBC emphasizes flexible learning and places the student rather than the teacher or instructor at the center of the learning process (DeiBinger & Hellwig, 2011; Hodge, 2007).

According to Roger T. (1981), who concurred with Gross, instructors and other interested parties must be ready and dedicated to fully execute the curriculum. Instructors must also possess the necessary credentials and undergo retraining in colleges and universities to be licensed to instruct the new curriculum and increase their proficiency.

### **The Review of CBC Implementation in other countries in Africa and the World**

Globally, countries such as France, Finland, England, the United States of America, Indonesia, Canada, Australia, New Zealand, Sweden, Germany, the Netherlands, and Norway have created their competence frameworks, which require instructors to implement them.

Concerns over low student success and inadequate teacher preparation led to the introduction of the CBC in the USA. It advocated for the need to organize learning outcomes in a way that will drive teachers to describe their teaching goals in terms of noticeable student actions. It anticipated that the strategy would increase the efficiency of schools, teachers, and educators and help to quell society's concerns over the poor results in the design of teacher education programs in the USA.

In Indonesia, the CBC changed the role of the teacher from head to education facilitator. Teachers are now expected to support the development of critical reflection by assisting students in retrieving and retaining knowledge and applying it to help students form lifelong learning habits. It entails imposing a significant responsibility for curriculum implementation on instructors, who must undergo retraining and acquire the necessary expertise and understanding of CBC.

South Africa, Zambia, Zimbabwe, Mozambique, Ghana, Cameroon, Tanzania, Rwanda, Ethiopia, and Kenya are among the African nations that have adopted CBC. Establishing AU through NEPAD has greatly boosted indigenous knowledge systems and led to their recognition in CBC and lifelong learning (Semali & Stambach, 1997; Sifuna & Ebonyi, 2019). Many academics believed that teachers in African nations lacked adequate CBC training because even policymakers lacked a deep understanding of CBC (KNUT, 2018).

South Africa was forced to abandon outcome-based education in 2010. Studies have focused mostly on CBC implementation, its difficulties, and perceptions regarding CBC.

In East Africa, Kenya, Tanzania, and Rwanda all adopted CBC. The implementation has, however, been made despite difficulties such as an inadequate understanding of the characteristics of African schools. Data from several investigations on CBC adoption show significant shortcomings, particularly deficient and poorly prepared teachers.

Tanzania implemented CBC, although it is currently dealing with several issues, including a shortage of resources and poorly prepared instructors (Makunja, 2016). Rwanda switched to CBC to revolutionize education; however, implementing it has been difficult due to inadequately trained instructors.

In reality, policymakers often do not prioritize implementing new policies. Frederick M. Hess (2013), a scholar in education, highlights how decisions and policymakers frequently concentrate on developing the policy, with little to no follow-up on how to make the policy take effect in

education. There is frequently a huge gap between policy and practice in education (Hess, 2013). The actual processes required for implementing educational programs receive less consideration when developing in third-world nations (OECD, 2010).

### **Benefits of the New Curriculum (CBC) in Kenya**

**Competency-based assessment-** The new curriculum is set to change how children are tested. It tests their ability to apply the knowledge they acquire to perform specific tasks within different settings.

**Continued evaluation-** Children will be subjected to Continuous Assessment Tests (CATs) in the new curriculum.

**Life Skills-** The new curriculum focuses on educating children on life skills such as interpersonal and psychosocial, developing self-management, coping, and decisions making skills.

**Ethical skills-** The new curriculum is designed to develop children's ethical skills. Ethics is a very sensitive topic in the country, especially with multiple unresolved corruption cases.

**Great childhood-** Children will be allowed to be children through the new curriculum.

**Learner-Focused System-** CBC education system majors focus on the learner rather than the school performance.

**Balance Education System-** The education system provides a distinctive assessment with many areas of the learner's development in classwork and co-curricular activities. According to CBC, the learner's ability is tested all-round.

**Focus on Competencies-** CBC's central focus is on learners discovering their potential in life. It creates a platform where the learner can positively relate to acquiring knowledge and skills to connect with various disciplines as they advance to their heights.

**Digitally Based-** The teacher-learner alliance creates an opportunity for progressive learner support in a flexible teamwork environment.

**Synchronous Development-**The CBC system encourages corporative learning with learners to assimilate, enhancing positive growth among learners compared to meaningful learning where little positive change is realized.

**Collaborative Model-** the CBC system is a collective responsibility for stakeholders and curriculum partners to produce local experts who can enhance developments.

**Community Service Learning-** Involving learners in community services exposes them to apply the knowledge acquired during their learning period; this creates a ground for the teachers to spot learners' creativity and potential in discovering specific talents.

**The distinction between Theory and Practical-** The learners are tested on the ability to distinguish what they have learned in class and how practically they can follow instructional approaches in applying the skills outside style.

**Parental Empowerment and Engagement-** the CBC form of education requires parents to participate in their children's positive outcomes during their primary education levels.

**Fosters Excellence-** According to the learners' CBC system, excellence is based on pre-eminence and interest areas rather than just completions for excellence in internal and external examinations and ranking.

**Expands Learner's Opportunities-** CBC provides learners with diver's opportunities to learn from to help them narrow to talent identification and potential exploration according to their needs and capabilities.

**Diversity and Inclusion-** CBC system is programmed to help the learners appreciate that everyone is different and unique in terms of brain capacity.

**Problem-Solving and Critical Thinking-** CBC exposes the learners to a learning system that demands them to reason, make a reasonable judgment and use creativity in arriving at solutions. Every challenge has an explanation attached.

### **Weaknesses of a Competency-Based Approach**

CBC focuses on immediate employer needs and less on preparing learners with the flexibility needed for a more uncertain future, it ignores the importance of social learning, it also takes an objectivist approach to learning. It does not suit subject areas where it is difficult to prescribe specific competencies or where new skills and knowledge must be rapidly accommodated, and CBC does not fit the preferred learning styles of many students.

## **Achievements in the implementation processes of the Competency-Based Curriculum**

In Kenya, KICD is responsible for developing the entire curriculum, while instructors are responsible for implementing it. Having a central body responsible for developing the entire curriculum has reduced staff-off among various educational bodies' hence realizing effectiveness and efficiency in the implementation processes.

TSC and the Ministry of Education have applied a multi-sectorial strategy to train employees responsible for CBC implementation. Previous studies have demonstrated a multi-sectorial strategy to train employees participating in the CBC implementation at different levels has been beneficial. According to Ondimu (2018), head teachers have received in-service training to implement the competency-based curriculum in the upcoming grades. They are now prepared to implement the CBC.

181 Master trainers from the Ministry of Education, the Teachers Service Commission (TSC), the Kenya Institute of Special Education (KISE), the Centre for Mathematics, Science, and Technology Education in Africa (CEMASTE), the Kenya National Examinations Council (KNEC), and the Kenya Education Management Institute (KEMI) have received training, according to Muraya (2019) as cited by Amunga et al., (2020). The report also indicates that 1165 Competence Based Curriculum Champion Teachers and Curriculum Support Officers received training to serve as Teacher Trainers. Additionally, in order for them to be able to understand the curriculum and perform supervisory duties during the implementation of the Competency-based curriculum, 1468 Education Field Officers, including representatives from the Ministry of Education (MOE) and Teachers Service Commission (TSC), have received training (KICD, 2016).

Head teachers have undergone in-service training to prepare for the CBC implementation in the subsequent grades. Ondimu (2018) concurs that school administrators have received in-service training to implement the competency-based curriculum in the subsequent phases and are prepared to do so. To monitor, supervise, and support instructors who implement the CBC curriculum effectively and efficiently, school administrators are responsible for possessing a thorough knowledge of the curriculum, being able to anticipate issues that teachers will likely face, and being able to put in place the proper solutions (Gross, 1971). During the vacation, 91,000 teachers

from both public and private primary schools have received training to assist them comprehend the curriculum's standards and to provide them with the information, knowledge, skills, and mindsets required for the successful implementation of the competency-based curriculum (Amunga et al., 2020).

These training are crucial because they equip the officers with the skills necessary to oversee and carry out the implementation of the new curriculum. According to (Ondimu, 2018), many instructors have adopted a good mindset toward implementing the competency-based curriculum due to the training they received, and they have the motivation and willpower to do so. The interests, perspectives, and attitudes of instructors, according to Eggan and Sahak (2011), are essential for effective teaching and impact on student achievement, which is key to the successful implementation of CBC. TSC used a multi-agency strategy to coordinate the training 229,292 primary school educators from public and private schools (TSC, 2021). In the fiscal year 2021/2022, TSC planned to train 180,000 educators and 23,000 school head teachers (TSC, 2021). This training is a success in the curriculum's implementation since instructors who have cultivated a positive attitude are better able to do so than those who do not. Additionally, the knowledge and confidence they have gained through the training are enhanced, which is crucial for the execution of this new approach. In order to prepare for the CBC implementation in the subsequent grades, head teachers have received in-service training.

The TSC has employed many teachers in recent years. There has been mass recruitment of teachers in secondary and primary institutions in the last five years. TSC has employed about 104,947 teachers in 5 years. These teachers have helped a lot in implementing CBC and reducing the teacher shortage in the country. See the table below.

<b>FY/CATEGORY OF TRS</b>	<b>2019/2020</b>	<b>2020/2021</b>	<b>2021/2022</b>	<b>2022/2023</b>	<b>2023/2024</b>
INTERNS -PRI.	4,300	1,998	1,038	4,000	2,000
-SEC.	6,000	4,676	957	21,550	18,000
<b>SUB-TOTAL</b>	<b>10,300</b>	<b>6,674</b>	<b>1,995</b>	<b>25,500</b>	<b>20,000</b>
PnP - PRI.	295	1,000	12,579	1,000	—
-SEC.	5,122	4,000	7,482	9,000	—
<b>SUB-TOTAL</b>	<b>5,417</b>	<b>5,000</b>	<b>20,061</b>	<b>10,000</b>	—
<b>TOTAL TRS PER YR</b>	<b>15,717</b>	<b>11,674</b>	<b>22,056</b>	<b>35,500</b>	<b>20,000</b>

The State has implemented a refresher program for unemployed teachers to improve their certificate (P1) to a Diploma in Primary Teacher Education level (DPTE) to be CBC compliant through the Ministry of Education and TSC (TSC and MOE, 2021). TSC claims that by providing teachers with CBC abilities, they can implement CBC once recruited. According to the director of quality assurance (QA), Nthamburi Reuben, the TSC evaluation found that newly hired teachers who have yet to have CBC training find it challenging to instruct the new curriculum cohort (TSC, 2021).

The first cohort of the CBC upgrading diploma program completed their examination on July 2023. One thousand eight hundred sixty-nine students were enrolled in September 2021, and 838 graduated successfully. TSC has been considering DPTE-trained teachers during recruitment by awarding them 15 marks. They have presented evidence of going through the DPTE program (TSC, 2023). The second cohort of DPTE started training in September, 2022 in the eight selected TTCs in Kenya. The selected TTCs are Muranga TTC, Kericho TTC, Kaimosi TTC, Asumbi TTC, Shanzu TTC, Aberdare TTC, and Thogoto TTC (MOE, 2022). In 2022 approximately 229,000 teachers are pursuing DPTE in various accredited Teacher Training Colleges (TTC) across the country (TSC, 2023).

The State has also launched another retraining program called Teacher Professional Development (TPD) Modules through the Ministry of Education and TSC for all in-service teachers or working teachers (TSC and MOE, 2021). The Ministry of Education and TSC stated that the in-service or refresher training program would give teachers new skills, knowledge, and abilities. In-service training makes them updated and more capable of implementing CBC. According to Akhter, Alishah, and Nasee (2011), in-service training is any activity intended to help school instructors develop their careers and enhance their skills to do their duties more effectively.

Gerard, Varma, Corliss, and Linn (2011) found that teacher-student performance significantly improved after participating in continuing training programs for more than a year. According to Matthew, Devin, Soto, and Johnson (2016), teachers must receive ongoing training to maintain their capabilities up to date, given the numerous new technologies being created concurrently with their teaching professions. According to Higgin and Moseley (2011), teachers' ongoing professional development might aid in effectively adopting new technology and curricula in the classroom. Andrea (2010) claims that nations promoting in-service training for teachers to enhance their professional growth or preparation include instructors in such essential curricular schools.

The government has invested heavily in the education sector in the last eight years, allocating Ksh.3.78 Trillion. There has been increased funding for the education sector, making it the greatest beneficiary of budgetary allocation compared to other sectors in Kenya.

See the table below.

<b>FINANCIAL YEAR(FY)</b>	<b>AMOUNT IN KSH(B)</b>
2016/2017	339.12
2017/2018	370
2018/2019	426
2019/2020	473
2020/2021	497.7
2021/2022	503.9
2022/2023	544.4
2023/2024	628.6

The Kenyan government is proud that the first and earlier phases of the curriculum's implementation were completed effectively, and the pupils successfully transitioned from grade six to grade seven (JSS) (GoK, 2023).

### **Obstacles encountered in the process of implementing the competency-based curriculum**

Many obstacles have been encountered throughout implementation of the competency-based curriculum in Kenya, including a need for more practical learning and teaching resources and materials of poor quality. According to Momanyi and Rop (2019) and Ondimu (2018), who is cited by Akala (2021), there have been discrepancies in the preparation of books, slowdowns in their publication, and occasionally it is challenging to get specific books for a particular grade. It has hurt the implementation of this curriculum because it frustrates parents and teachers who need these books for their students' learning and instruction.

Adopting the competency-based curriculum was threatened by circumstances in which additional teaching and learning tools were not readily available in many schools (Amunga et al., 2020). The implementation of CBC continues to experience significant obstacles due to inadequate and readily available teaching materials. Due to this issue, instructors and students have gone above and beyond to improvise resources using locally available materials. Students employ homemade wheelbarrows and safety gear (Kahenda & Kiplagat, 2019). Learners must be able to engage with natural resources to develop the needed competencies while using natural resources, even though being innovative and capable of improvising with the resources is excellent.

One of the biggest obstacles to implementing a competency-based curriculum is the need for more human resources. The Teachers Service Commission admitted that the lack of instructors in Kenya's public schools had been a problem for a long time. In 2023, 96,345 instructors were needed for primary and post-primary institutions nationwide, 38,054 and 58,291, respectively (TSC, 2023). The implementation process is highly challenging due to the need for more instructors, and the substantial work teachers are expected to do.

Inadequate parental support is another issue that creates many obstacles to implementing the competency-based curriculum. Apart from those who work in the education sector and have received training as part of their jobs, most parents of students currently enrolled in competence-based education were recipients of outcome-based education (8-4-4 curriculum). As a result, they

need to be made aware of the new curriculum. It is very challenging for parents to comprehend what is being taught in the classroom and to help their children with their homework and other responsibilities at home. Due to the lack of parental support and engagement, the CBC is difficult to execute. However, instructors and parents are expected to collaborate and co-educate for the new curriculum to be implemented successfully (Amunga et al., 2020). Some parents displeased with the CBC have attempted to express their opposition through the legal system. For CBC to be successful, the government must include parents and educators and ensure they fully grasp the program's objectives.

Another additional obstacle to competency-based curriculum adoption is curriculum structure. If a student were to be unable to attend school for whatever reason, it would be highly challenging for him or her to catch up with the others who were in class during that time due to the curriculum structure's architecture, which places the majority of activities virtually at the same time (Amunga et al., 2020).

The teachers' extensive record-keeping is another challenge. Despite ongoing training during the breaks, they feel that transitioning to a competency-based curriculum has tripled their workload. They now have much work to do maintaining each student's academic and non-academic records in addition to the previous records, such as the schemes of work that were initially present (Amunga et al., 2020). This extra work on records prevents the instructors from having sufficient time to give the students the individualized attention they desperately need to develop their abilities.

Opposition from the teachers. Teachers in Kenya have attempted to oppose the new curriculum multiple times through their union (KNUT, 2019). Many researchers argued that educators in African nations needed more CBC training, and even policymakers required a thorough knowledge of CBC (KNUT, 2018). According to KICD's (2018) research on teachers educated in ICT integration for the CBC curriculum, 61% of instructors lack ICT training as one of the essential competencies of a competency-based curriculum, digital literacy; teachers should be trained in ICT skills. Gatlin (2009) argues that instructors must be sufficiently equipped to provide comprehensive, adaptive, and flexible ways of considering curricular changes. Instructors who are not knowledgeable in their subjects cannot implement a curriculum effectively (Akpan, 2012).

Wilson Sossion, the secretary general of the KNUT, claimed that the introduction of CBC in schools could have been more timely and well-planned; failing to consider the preparation of the instructors or the country's resource limitations was disastrous (KNUT, 2018). Scholars have recently emphasized CBC due to Kenya's handling of the rollout of the new system instead of the plan's promises (Sifuna & Obonyo, 2019). CBC was hurriedly created and piloted in 2017 for around ten weeks (Kaviti, 2018). Adopting a new curriculum requires a change in the methods employed in classrooms, by teachers, and in the resources they utilize (OECD, 2017). According to several researchers, Kenyan instructors needed to be more adequately trained in CBC, and even policymakers needed a thorough understanding of the CBC (KNUT, 2019). Wilson Sossion, the secretary general of KNUT, stated that "CBC implementation was poorly planned and hurriedly adopted in schools without taking into account the preparation of the instructors and the nation's resource limitations" (KNUT, 2019). Scholars have recently emphasized CBC due to Kenya's execution of the rollout of the new system rather than the program's objectives (Sifuna & Obonyo, 2019). CBC was hurriedly created and piloted in 2017 for around ten weeks (Kaviti, 2018). Many teachers need more preparation in CBC knowledge subjects and instructional techniques.

Economic Survey (2021) states that 178,024 teachers (81.6%) obtained P1 certificates by the end of 2020, although they must have a diploma at the minimum to execute the CBC. As of grade 6, the Ministry of Education has begun providing short courses for selected instructors to aid in restarting. However, this does not replace the necessity for a diploma, so they must return to school (Economic Survey, 2021).

### **Some of the strategies employed by the Kenyan government to mitigate challenges encountered during the CBC implementation**

The State has launched a retraining program called Teacher Professional Development (TPD) Modules through the Ministry of Education and TSC for all in-service teachers or working teachers.

TSC used a multi-agency strategy to coordinate the training of primary school educators from public and private schools.

Government has increased funding for the education sector in recent years more than any other sector.

The State has introduced a refresher and upgrading program for unemployed teachers to improve their certificate (P1) to a Diploma in Primary Teacher Education level (DPTE).

Introduction of internship program by TSC in primary and secondary schools, the introduction of CBA(S) to end teachers' strikes and the introduction of Teacher Performance Appraisal and Development (TPAD).

Formation of a Task Force to assess the CBC nationwide. The President of Kenya, Dr. William Ruto, was prompted by the controversy surrounding the implementation and roll-out of CBC in Kenya to constitute a Task Force on September 30, 2022, to assess the CBC nationwide.

### **Recommendations**

This paper recommends the following to be done to mitigate the challenges facing the implementation of CBC in Kenya;

The Ministry of Education should build enough classrooms and supply the necessary materials to implement CBC successfully in primary and secondary schools. The Construction of classrooms and other structures will ensure that the growing number of learners enrolled in schools can be accommodated.

To improve digital learning, downloading and uploading educational resources, and facilitating learning, the government should install internet and electricity in all public institutions.

Funds allocated to the Ministry of Education should be prudently and appropriately utilized. Those found to have misappropriated the funds should be taken to a court of law and punished severely.

The Boards of Management (BOM) of various public schools should employ qualified teachers under BOM terms to help bridge the teacher shortage gap and enhance efficient and effective CBC implementation in Kenya.

All regions should host the in-service training to ensure that all schools have instructors who have received CBC training for the successful implementation of CBC in Kenya.

Government should sensitize the parents and general public on the benefits, objectives, and goals of CBC. Due to the responsibility played by parents in the implementation process, the government should involve them in the crucial stages of CBC through public participation.

Government should ensure that the remittance of funds for primary and secondary schools is done in time to facilitate the effective implementation of CBC.

To avoid resistance, the government should engage all stakeholders, parents, teachers, donors, well-wishers, religious organizations, and government bodies in the implementation process.

The government should continue allocating more funds to the education sector, ensuring that the needed resources are available for the successful implementation of the CBC.

The government employs more teachers to bridge the gap caused by the shortage we have in public institutions of learning in the country.

All institutions that train teachers should prepare them using CBC content and materials in their courses and programs; this will ensure they are competent to implement the new curriculum in Kenya.

TSC and MOE should reduce the number of documents frequently filled in by the teachers to help them focus and concentrate on teaching and learning processes, which are crucial parts of CBC implementation.

Government should encourage and create a conducive environment for private investors to invest in education, such as introducing new private schools and reducing congestion and overcrowding in learning institutions.

The government of Kenya should involve NGOs, religious organizations, donors, and well-wishers in financing education; giving scholarships and bursaries to students will lead to increased funding for learning institutions in Kenya.

## **Conclusion**

The government of Kenya is proud that the first and earlier phases of the CBC implementation were successful, with pupils transitioning from grade six to grade seven (JSS). The in-service training organized by TSC and MOE has impacted the knowledge and skills needed for teachers, making them more capable of implementing CBC effectively. The government of Kenya has heavily invested in the education sector by allocating a total of 3.78 Trillion in the last eight financial years. However, the implementation of CBC in Kenya has encountered various obstacles, such as a lack of enough teaching and learning resources, a shortage of teachers, especially in JSS,

and a lack of enough parental support. This paper explored the benefits and weaknesses of the CBC, achievements and obstacles to CBC implementation, some of the strategies employed by the Kenyan government to mitigate the difficulties encountered, and some recommendations to enhance the successful implementation of CBC in Kenya. The obstacles facing CBC implementation need immediate measures to be taken to ensure CBC implementation is successful in Kenya.

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