

## **A CRITICAL REVIEW OF THE CHALLENGES FACING THE COMPETENCY-BASED ASSESSMENTS IN THE COMPETENCY-BASED CURRICULUM IN NAIROBI COUNTY, KENYA**

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### **Abstract**

*The introduction of the Competency Based Curriculum (CBC) in Kenya by the government was seen as a positive innovation and a paradigm shift from the examination-oriented curriculum of 8-4-4 to the assessment of learners' competencies through Competency Based Assessment (CBA). The objective of this study was to identify the challenges facing the Competency Based Assessment (CBA) in the Competency Based Curriculum (CBC). The study adopted a descriptive research design from a target population of 385 grade six teachers of which a sample of 120 teachers were selected through simple random sampling within Nairobi County, Kenya. A structured questionnaire was administered to the teachers to collect information about the challenges hindering the effective implementation of Competency Based Assessment (CBA) in the current Competency Based Curriculum (CBC). Validity and reliability of the study instruments were established through consultation with experts, triangulation and piloting. The structured questionnaire was piloted in one of the schools outside the sampling frame and reliability of the Cronbach's alpha was found to be 0.86 making it suitable for collection of information. The data was analyzed using descriptive statistics and the study findings presented in form of frequency tables, means and graphs. The study findings show that there is slow pace of transition of learners in the 2.6.6.3 Competency Based Curriculum with a transition uncertainty after grade six. It was further noted that the challenges facing the CBA implementation include lack of clear educational policies for effective implementation of the CBC curriculum, lack of validity and reliability of learners' scores, lack of ICT infrastructure, lack of adequately trained teachers, and negative attitude among educational stakeholders towards the new curriculum. The Ministry of Education should provide adequate resources for the effective implementation of CBC and CBA. The government of Kenya should enact educational policies to aid in the effective implementation of the new curriculum.*

**Keywords:** Competency Based Assessment, Competency Based Curriculum, School Based Assessment

### **Introduction**

Education is a fundamental human right that promotes sustainability and quality of life among human beings. The Organisation for Economic Co-operation and Development (2011) noted that the development of humankind is greatly dependent on the quality of education offered to the people in the world. Education is a basic tool that accelerates the economic and social development of society. Kenya has tried to improve the quality of education by forming several educational commissions to review the curriculum since the time of independence in 1963 to merge with the international standards of globalization (Sifuna, & Obonyo, 2019). The first curriculum since independence was the 7-4-2-3 (7 years primary school, 4 years in Ordinary level, 2 years in Advanced level, and 3 years minimum in University education) in Kenya which was later changed to the 8-4-4 (8 years in primary education, 4 years in secondary education, and at least 4 years in the University education) education system in 1985 running until 2017. Since 1985, Kenya has had 8-4-4 system of education that replaced the 7-4-2-3 system that was

started as a result of the recommendation of the Ominde Commission of education to provide workers who would replace the whitemen who were leaving the country after Kenya gained independence (the Republic of Kenya, 1981). The 8-4-4 system of education was introduced based on the presidential commission's recommendation of developing a system of education that would be used to solve local problems affecting Kenyan citizens. The philosophy of the 8-4-4 system of education was to make learners self-reliant and be able to gain practical skills to be self-employed or secure employment opportunities. The 8-4-4 curriculum started well with a variety of subjects being offered to learners to discover and nurture their talents. The system of education was to motivate more learners to access education and ensure that the parents are aware on the kind of education that their children were being exposed to compared to the previous curriculum of 7-4-2-3 that was associated with white collar jobs. To demystify the White collar job mentality in the country, the 8-4-4 system of education was introduced to equip learners with hands-on skills and knowledge for self reliancy in the workforce to enhance the faster economic development of the country.

According to UNESCO (2015) on educational policies, it is important for any curriculum to be evaluated and reviewed periodically and the Kenya Institute of Curriculum Development (KICD) has continuously reviewed the basic curriculum to meet the educational demands of the society. The evaluation report by KICD (2017) established that the 8-4-4 system of education was majorly examination oriented and more academic as opposed to exploring and nurturing explicitly learners' potential in terms of competencies and capabilities. The KICD evaluation report further indicated that the curriculum was overloaded and the teachers were insufficiently trained to effectively implement the curriculum and equip learners with practical skills. It was also observed that the 8-4-4 system of education did not provide flexible pathways for the career development of learners in terms of talents, aptitudes, and interests. The rigidity of the curriculum was pushing out more students before completion leading to a high dropout rate and deteriorating social norms resulting in students engaging in crime, drug abuse, and unplanned pregnancies among school-going girls. The 8-4-4 system of education has been releasing out half-baked graduates who cannot effectively fit in the job market resulting in a high rate of unemployment in the country. It is the desire of the stakeholders of education to have an educational program that focuses on the development of learners' competencies rather than just examining what they know. Wanjohi (2017) observed that following the gaps identified in the 8-4-4 education program, the government through the ministry of education established a Competency Based Curriculum (CBC) in 2017 to train holistic learners equipped with 21<sup>st</sup>-century skills for the job market. The main purpose of the Competency Based Curriculum is to nurture each learner's potential and ensure that learners can use their talents in the development of the Kenya`s economy.

The CBC shifts from an examination-oriented option to the formative assessment of each learner's potential. The teachers would have the responsibility of assessing each learner's potential from pre-primary to the secondary level as they are guided to select their individualized pathway of learning. The critics of the education system in Kenya have singled out several factors such as overcrowded classrooms, lack of teaching and learning resources in schools, low

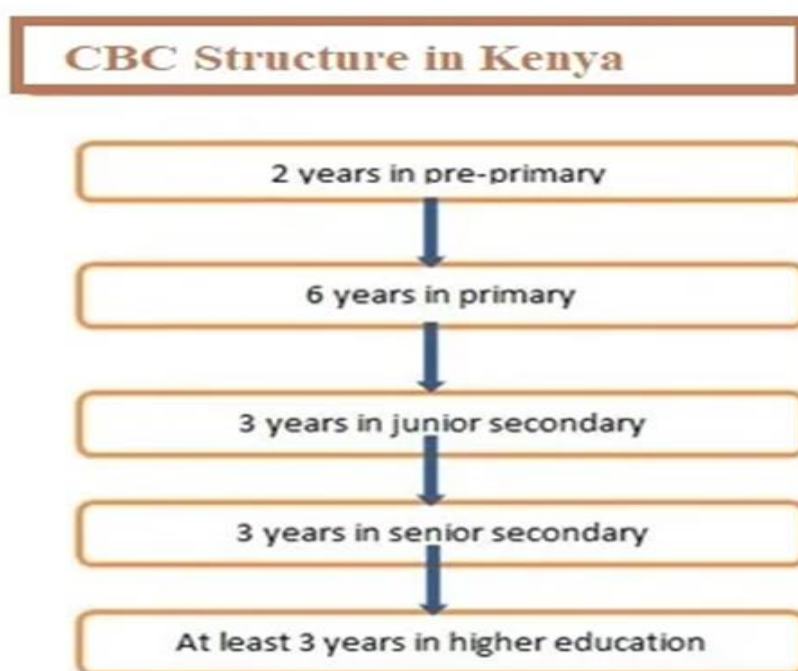
teacher-pupil ratio, lack of support from government and parents, financial constraints, mismanagement and embezzlement of school funds, poor leadership and management, poor educational policy formulation and lack of integrity in national examinations as the key factors that might deteriorate any education program that has been introduced in the country (Inyega et al.). Therefore, the introduction of the Competency Based Curriculum (CBC) in Kenya faced a lot of criticism since some stakeholders were of the view that there is no need to introduce a new curriculum but to adequately address the challenges facing the 8-4-4 system of education as explained by Ondimu (2018). The government of Kenya was of the view that they have tried to do reforms in the current education system but the reforms are not yielding any positive impact on its citizens hence there was need to design a new curriculum that would address the needs of its people. This paper critically examines challenges facing the new Competency Based Curriculum as well as the method of assessment to measure the output of the proposed curriculum.

### **The Basic Structure of the Competency Based Curriculum (CBC)**

An in depth understanding of the basic structure of the Competency Based Curriculum (CBC) is very important to critically analyze the challenges facing the CBC in Kenya. The study of Komba & Mwandangi (2015) explains that Competency Based Curriculum is where learners are allowed to demonstrate their abilities on how to apply knowledge, skills, attitudes, and values so as to solve their daily problems as they progress through formal education. The structure of CBC is divided into Early years of education, Middle school education, and Senior school education. The CBC has adopted the 2-6-6-3 (2 years in Pre-Primary education, 6 years in primary education, 6 years in secondary education, and at least 3 years for University education) system of education as opposed to the previous system of 8-4-4. It is critical to note that learners are given more years at the secondary level to explore their ambitions, talents, and interests by venturing into subjects that they might have intrinsic motivation to pursue and construct their career pathways. The subject teachers are supposed to integrate technology across all the disciplines in the teaching and learning process to ensure that learners have acquired technological skills that would help them solve problems in the technological world today. Feruzi & Yang (2019) argue that the CBC will enable learners to grow mental ability to handle issues and problems that cultivate capabilities of learners founded on their desires and gifts. In addition, CBC emphasizes the use of Continuous Assessment Tests (CATs) over one-time examinations like the KCSE and KCPE in the previous 8-4-4 system of education. The CBC curriculum has incorporated the needs of special needs children that integrate ICT at all levels of education. The learning areas of the CBC curriculum at the lower primary include Kiswahili, English, literacy, Mother tongue, Science, Social studies, and Agricultural activities.

The learning areas for the upper primary are Kiswahili, English, Mathematics, Home Science, Agriculture, Science and Technology, Creative Arts (art, craft, and music), Moral and Life Skills, and Physical and Health Education. The junior secondary learning areas are Mathematics, Kiswahili, English, Life skills, Health education, social studies, Integrated Science, Business studies, religious education, Agriculture, Life skills, Sports, and physical education. The learners

at this level are required to take a minimum of one and a maximum of two optional subjects that suit their career choices, personalities, abilities, and interests. The CBC education at senior secondary would include Arts and sports science, social sciences, Science, Technology, Engineering, and Mathematics. At the end of senior secondary education level, learners would transit to either University or Technical and Vocational Education and Training (TVET). Figure 1.0 shows the basic structure of the CBC education program in Kenya as designed by KICD (2017).



**Figure 1.0:** The Basic Structure of CBC in Kenya (KICD, 2017)

### **The Evaluation of Competency Based Assessment (CBA)**

Evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program's activities, characteristics, and outcomes. Its purpose is to make judgments about a program, improve its effectiveness, and inform programming decisions (Patton, 1987). Competency based assessment focuses on the learner and learning and not the teacher and what is taught. It calls for the use of authentic tasks-real life situations that are mainly assessed by formative assessment that defines, signals, and prompts students' learning (Hipolite, 2019). However, in the current system of education, teachers tend to use more summative than formative assessments.

Teachers as facilitators of CBC will be required to apply both formative and summative assessments but use more formative assessments in assessing learners' competences. According to Section 10 of the Constitution of Kenya Act, No 29 of 2012, the Kenya National Examinations Council (KNEC) is an examination body mandated with the responsibility of administering various Examinations in Kenya. KNEC was established under KNEC Cap 225A following the breakup of the East African Community (the Republic of Kenya, 2013). The major function of

KNEC was to evaluate the 7-4-3-2 curriculum and measure the efficiency and effectiveness of the program. The introduction of the Competency Based Curriculum (CBC) in Kenya required that KNEC needs to restructure its operations in terms of assessments and evaluations. The major function of the Kenya National Examinations Council would be conducting assessment of the students learning for policy intervention. The organization would majorly focus on the systematic collection, review, and use of information about the new educational program to improve student learning. KNEC Assessment focuses on what students know, what they can do, and what values they have when they exit one level to the next level of learning. According to the study by Waweru (2018), the mode for assessment of Competency Based Assessment (CBA) involves the collection of enormous information that includes Standardized tests (nationally constructed or school-based to assess cognitive achievement), Course-embedded assessment (class activities, and assignments), Portfolio analysis (collection of student work), Performance-based measures (activities such as writing an essay, making a presentation, completing a problem-solving exercise, giving a performance, and simulations), Capstone courses for graduating seniors (summary course for major), Surveys, interviews, and focus groups of students, alumni, and employers and Institutional data on transition and retention (Lukindo, 2016).

Therefore, CBA is a systematic process of gathering learners' knowledge, skills, and attitude. The CBA focuses on formative assessment rather than on examination as compared to the traditional methods of education that were examination-oriented. The 8-4-4 system of education had two summative tests namely the Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) that have been replaced with assessments at different levels of the new CBC system of education. Nyaboke et al., (2021) explained that in the summative tests learners are required to master the content of each cycle and reproduce the same information in the examination. The learners who completed each cycle of learning were awarded a certificate to signify the successful completion of the specific stage of learning. The teachers would be empowered and trained with psychometric skills to accurately assess their respective learners in their schools based on the competencies that they exhibit. Wambua (2019) stressed that CBA requires a high degree of integrity among the teachers so that learners across the country are given the same valid and reliable scores. The 21<sup>st</sup> century teachers are supposed to use a variety of methods to evaluate, measure, and document the academic readiness, learner progress, and skills acquisition of the learners. The information about a particular learner is gathered from multiple sources to determine the learning progress of the learner. The assessment portfolio of the candidate provides the academic progress of the student in real-time and therefore students don't need to wait for the summative test to decide on the next course of action in their lives. According to the Competency Based Assessment Framework, KNEC would offer both summative and formative assessments to triangulate the reliability and validity of the assessment tools. The formative assessment would be done continuously during the learning process that would form part of the summative assessment carried out at the end of a particular cycle of learning. Classroom assessment would be carried out at the basic level of education from the Early years of education (PP1 and PP2), middle school (Grade 3, 4, 5,6,7,8 and 9), and senior



school (Grade 10, 11, and 12). In the early years of education, the assessment tools are developed and assessed by the subject teacher in the schools.

The school-based assessment starts in grade 4 to grade 12 and the school principal is required to download from the CBA KNEC portal and administer assessments to the learners. The schools are provided with usernames and required to set their preferred passwords to be able to access the CBA portal. The school-based assessments are developed and moderated by the Kenya National Examinations Council moderators but administered and marked by the respective schools across the country. The rubrics for marking the school-based assessments are developed by KNEC and schools are allowed to access them to use for scoring the candidates' work. Muneja (2015) noted that the major setback with this type of assessment is the lack of validity and reliability of the scores awarded to candidates from different schools across the country since the respective schools are supposed to upload the marks of the individual candidates on the KNEC portal. The Kenya National Examinations Council has tried to improve the quality of assessment by monitoring how assessments are done across the country. The monitoring process ensures that the stakeholders involved in the administration of assessments are adhering to the rules and regulations set by the examining body. The quality assurance through monitoring is hindered by a lack of financial resources and adequate human resources to ensure that there is quality assessment in the field.

The summative assessment is carried out in grades 6, 9, and 12 for policy formulation and intervention measures to improve the quality of learning. In the early years of education, learners are assessed internally by their respective subject teachers and allowed to transit to the lower primary Grade 1 and 2. In Grade 3, learners are allowed to sit for a school-based assessment that is not used for ranking or placement since all the learners are allowed to proceed to grade 4. In upper primary (Grade 4, 5, and 6), formative assessment is done at each level to track the learning process of the students as they prepare for the national summative assessment. The school-based formative assessment accounts for 60% while the national summative assessment accounts for 40% in grade 6. For the upper primary (Grade 4, 5, and 6), each grade level would have a school based assessment of 20%. The junior secondary schools (Grade 7, 8 and 9) have also formative and summative assessments to place the learners in the senior secondary depending on the learners' career pathways.

### **The Challenges Facing the Implementation of CBA in Kenya**

The introduction of a new system of education in Kenya faced numerous challenges from stakeholders of education. Some stakeholders of education like the teachers' union were of the view that the country was not ready for the new curriculum. Makunja (2016) studied "*Challenges Facing Teachers in Implementing Competence-Based Curriculum in Tanzania: The Case of Community Secondary Schools in Morogoro Municipality*" and cited several factors like lack of trained teachers, financial constraints, and lack of integrity among the tutors as the key factors affecting the implementation of CBC. Therefore there was need for the KICD to design a new curriculum based on the new system of education and KNEC had to restructure new ways of

assessments based on the requirements of the new curriculum. Momanyi, & Rop (2019) examined that the implementation of CBA was not an easy task for KNEC since there were several obstacles in its attempt to implement it. The challenges included lack of clear policies and documented procedures for the effective implementation of CBA. There were no clear procedures to be followed by the assessing body on how to implement the assessment procedures. KNEC had to quickly swift into action and draft a Competency Based Assessment Framework (CBAF) to guide its activities in ensuring that correct procedures are followed laying the ground framework for assessment. The CBA framework involved the installation of the ICT infrastructure, training of staff and teachers, and continuous sensitization of its stakeholders on the effective ways of implementation of CBA.

The sensitization of the staff involved holding educational workshops to change their attitude about the new mode of assessment and trust that once the teachers are trained, they would accurately assess the learner's abilities. The CBA lacks standardization procedures to ensure that the assessment and scoring tools provided to the schools yield the same results under the same conditions. Marion (2020) insisted that there is a need for the continuous training of the teachers on measurement and evaluation to improve their psychometric skills of assessments for effective implementation of CBA in Kenya. The process of candidate registration and administration of assessments is also faced with numerous challenges that include lack of registration of candidates, double registration, missing of assessment numbers for monitoring learner's progress, transfer of learners without their assessment marks, and poor network connectivity for registration of candidates across the country. At the moment of writing this paper, there were no clear documented procedures for registering, assessment administration, marking procedures, and awarding methods for the grade 6 national assessment.

There was need for KNEC to increase the size of its ICT infrastructure to collect more information from the school about the learners' progress from grade 3 to grade 6. The administration of CBA involves uploading and downloading assessment tools as well as uploading the scores of the learners, hence the increase in ICT storage capacity was necessary. The increase in the size of the ICT infrastructure increases the speed of uploading and downloading with stable and reliable internet connectivity. The study of Mulenga & Kabombwe (2019) on the understanding of a competency-based curriculum and education in Zambia stressed the need for the government to invest in ICT infrastructure in schools so as to make it easier for the teacher to download assessment tools and upload scores of candidates. It is common to find teachers using the locally available cyber cafes to download and upload assessment tools which possess a great risk to the integrity and confidentiality of the assessment tools. The provision of sufficient ICT infrastructure to schools would ensure there is e-education and e-assessment in the country so that learners could sit for examinations online in real-time. The study by Murithi & Yoo (2021) noted that the constrained allocation of financial resources to schools makes it difficult for them to invest in the ICT infrastructure to improve efficiency in the assessment process. There is need for continuous training and capacity building on the implementation of CBC and CBA for the teachers to understand their responsibilities and be able to differentiate

from the previous 8-4-4 system of education. The training of teachers should involve the use of technology so that they can integrate technology into the teaching and learning process of their respective subjects.

### **Research Objectives**

- i) To examine the basic structure of Competency Based Curriculum (CBC) in Kenya
- ii) To identify the challenges facing the Competency Based Assessment (CBA) in the competency based curriculum (CBC).

### **Methodology**

The study adopted a descriptive research design and targeted 385 grade six (6) teachers of which a sample of 120 were selected through simple random sampling within Nairobi County, Kenya. A total of ten (10) primary schools within Nairobi County were also selected through simple random sampling for the study. The grade six teachers were purposively selected because of their valuable information about CBC and their skills in preparation of learners for the national assessment. A structured questionnaire was administered to the teachers to collect information about the challenges hindering the effective implementation of Competency Based Assessment (CBA) in the current Competency Based Curriculum (CBC). Validity and reliability of the study instruments were established through consultation with experts, triangulation and piloting. The structured questionnaire was piloted in one of the schools outside the sampling frame and reliability of the Cronbach's alpha was found to be 0.86 making it suitable for collection of information. The data was analyzed using descriptive statistics and the study findings presented in form of frequency tables, means and graphs.

### **Results and Discussion**

#### **Demographic Factors of the Participants**

Table 1.0 shows the demographic factors of the grade six primary teachers that participated in the study. The response rate male and female was 36.67% and 63.33% respectively with majority of the teachers having certificate qualification as their highest level of academic qualification. The study established that the majority of teachers were having teaching experience of 2 to 5 years within the same station.

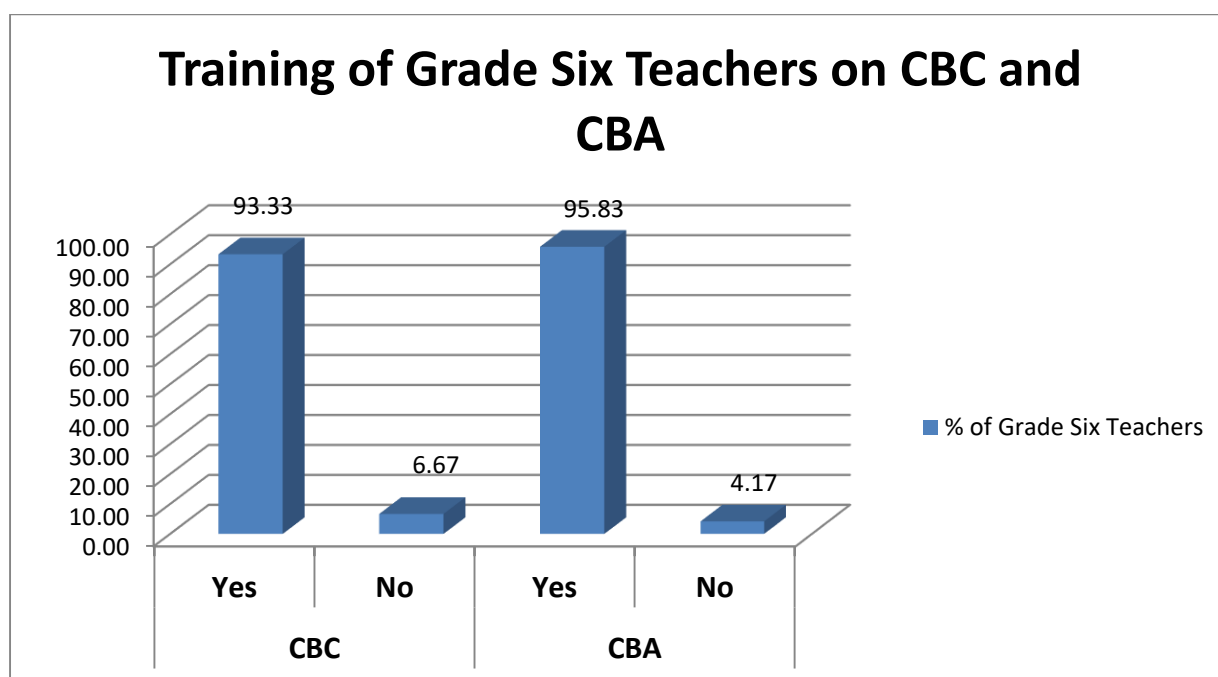


**Table 1.0: Demographic Factors of the Teachers**

Demographic Factors	Variables	Frequency	Percentage
<b>Gender</b>	Male	44	36.67
	Female	76	63.33
<b>Academic Qualification</b>	Masters	2	1.67
	Bachelor's Degree	6	5.00
	Post Graduate Diploma in Education	3	2.50
	Diploma	34	28.33
	Certificate	75	62.50
<b>Teaching Experience</b>	Less or equal to 1 year	12	10.00
	2 – 5 years	65	54.17
	6 – 10 years	27	22.50
	Above 10 years	16	13.33

### Training of Teachers on CBC and CBA

The training of the teachers and sensitization about the Competency Based Curriculum as well as Competency Based Assessments is very critical for its effective implementation in schools. The training of teachers on the new education structure was important for enabling seamless transition from the 8-4-4 system of education to competency based curriculum. The study revealed that majority of grade six teachers had been trained about the competency based curriculum and competency based assessment as shown in figure 1.0. It was further established that grade six teachers had been trained several times from the inception of competency based curriculum in the year 2017.



**Figure 1.0:** Training of Grade Six Teachers on CBC and CBA

### **Perception of the Grade Six Teachers about CBC and CBA**

The study sought to find out the perception of the grade six teachers on Competency Based Curriculum in comparison with 8-4-4 system of education. The teachers were given statements regarding their perception about competency based curriculum to indicate their agreement and disagreement depending on their understanding of the new curriculum. Table 1.1 shows that majority of the grade six teachers (85.00%) were having information about the competency based curriculum and significantly a large of number of teachers don't enjoy conducting competency based assessments. The negative attitude towards competency based assessment is associated to lack of technology skills in accessing the assessments, lack of technology infrastructure in most primary schools and overcrowded classroom with few grade six teachers. It is significant to note learners enjoy the Competency Based Curriculum despite the numerous impediments in its implementation.

**Table 1.1:** Perception of the Grade Six Teachers on implementation of CBC and CBA

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>
1. I have information about the new competency based curriculum	28.33	56.67	13.00	0.00	0.00	19.60	21.27
2. I enjoy conducting competency based assessment	5.83	15.00	20.83	37.50	9.17	17.67	11.16
3. CBC is more involving than the 8-4-4 system of education	21.67	45.00	28.33	5.00	0.00	20.00	16.26
4. I have the required skills for implementation of CBC and CBA	15.83	28.33	15.83	28.33	11.00	19.87	7.13
5. The school is supportive about the implementation of CBC	35.83	25.83	5.00	25.00	8.33	20.00	11.58
6. The parents are supportive about the implementation of CBC and CBA	6.67	5.83	11.67	22.00	40.00	17.23	12.76
7. The learners enjoy the process of learning in the CBC	35.83	25.83	14.17	5.78	6.67	17.66	11.59
8. I am able to download assessment from the KNEC CBA portal	6.67	3.33	10.83	53.33	25.83	20.00	18.36
9. I understand how to administer assessments	5.83	6.75	12.76	37.50	33.33	19.24	13.49
10. I understand how to mark and upload scores of learners to KNEC portal	4.17	5.83	5.83	54.17	30.00	20.00	19.59

From table 1.1, the study found out that slightly more than a half (66.67%) of the grade six teachers felt that the implementation of Competency Based Curriculum (CBC) was more involving than the previous 8-4-4 system of education. The primary school administration supports the effective implementation of CBC and CBA by providing support and educational resources required. It was also noted that the parental support and involvement in the implementation of CBC was minimal such that slightly more than a half (61.66%) of grade six

teachers sampled were of the view that parents are not supportive about CBC and CBA in schools. The majority of grade six teachers have challenges in the administration of school based assessments such that 79.16% of teachers are not able to download assessment from the KNEC portal for school administration.

### **Challenges Facing Grade Six Teachers in the Implementation of CBC and CBA**

Table 1.2 shows the challenges faced by teachers in the effective implementation of Competency Based Curriculum and competency based assessments. The statements of the challenges were evaluated on a likert scale from Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and strongly Disagree (SD). The majority of grade six teachers were of the view that lack of teaching and learning resources, inadequate teachers, and lack of clear legislative policies in the implementation of CBC and CBA were the major challenges hindering effective implementation of the new curriculum. It is significant to note that teachers feel that the implementation of CBC is very expensive and require more resources from the government to enhance its implementation.

**Table 1.2 : Challenges facing Grade Six Teachers in the implementation of CBC and CBA**

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>
1. The school lack teaching and learning resources for CBC and CBA	46.67	35.83	7.50	0.00	0.00	18.00	19.48
2. There are very few teachers to handle assessments in the school	74.17	24.17	0.00	0.00	0.00	19.67	28.81
3. The school infrastructure is inadequate for handling CBC and CBA	90.83	3.33	0.83	0.00	0.00	19.00	35.94
4. The school does not have ICT tools for conducting CBA	82.50	10.00	5.00	0.00	0.00	19.50	31.72
5. The teachers are not knowledgeable enough to understand the implementation of CBC and CBA	10.83	8.33	45.83	28.33	5.00	19.67	15.37
6. The grade six classes are overcrowded for effective implementation of CBC and CBA	55.83	20.00	2.50	3.33	1.67	16.67	20.73
7. The implementation of CBC is very expensive	77.50	19.17	3.33	0.00	0.00	20.00	29.61
8. There is minimal support from parents	46.67	28.33	5.83	6.67	0.00	17.50	17.48
9. The teachers were not ready for the implementation of CBC	8.33	3.33	11.67	28.33	35.83	17.50	12.43
10. The government needs to increase the capitation to primary schools for effective implementation of CBC	93.33	4.17	0.00	0.00	0.00	19.50	36.95

### **Conclusion and Recommendation**

The paper has critically reviewed the literature on the challenges facing the effective implementation of Competency Based Curriculum (CBC) and Competency Based Assessment (CBA) in Kenya. The systematic implementation of the CBC structure of education has been discussed outlining the transition levels of each cycle of learning. It was noted that the effective method of evaluation of the CBC is through several formative assessments as compared to a one-time summative examination. The study found out that there are several challenges facing the CBA implementation in the country and they range from lack of clear educational policies for implementation of the CBA curriculum, lack of ICT infrastructure, lack of adequately trained teachers, and negative attitude among education stakeholders about the new curriculum. The CBA is also coupled with challenges of validity and reliability of scores uploaded on the CBA KNEC portal hence there is a need to increase the monitoring activities of quality assurance of the assessment process. . The Ministry of Education should provide adequate resources for the effective implementation of CBC and CBA. The government of Kenya should enact educational policies to aid in the effective implementation of the new curriculum.

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