

# **Competency Based Curriculum in Primary Schools in Kenya: Prospects and Challenges of Implementation**

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## **Abstract**

This article discusses the implementation Competency-Based Curriculum in Kenya which adopts a learner-centered pedagogy, formative, authentic assessment approaches and emphasizes on the development of competencies and application of knowledge in real life context. It is generally perceived as an education that seeks to develop in learners the ability to apply appropriate skills and knowledge to successfully perform a function or task. The discussion establishes that it was not systematically planned and implemented; with minimal the training of a majority of teachers on its contents and teaching methods which tends to hinder their application of essential knowledge and skills of the curriculum. There is also a general lack of adequate approved textbooks for teachers and learners as well as instructional materials. Parents and other education stakeholders' involvement and public participation in the curriculum reform process was quite inadequate. With these kinds of challenges, unless urgently addressed, the success of the new curriculum is in serious doubt.. It is therefore recommended that the Ministry of Education and other stakeholders should adequately create a framework for training teachers on the new curriculum, assist in the construction of classrooms in primary schools as well as the provision of adequate resources and facilities and sensitize and involve parents through the school committees and Parents' Teachers' Associations (PTAs).

**Key words:** Kenya, Competency Based Curriculum, Primary Schools, Education Stakeholders

**Full text:** <https://kenyasocialscienceforum.files.wordpress.com/2019/09/pdf-daniel-sifuna-mark-obonyo-competency-based-curriculum-in-primary-schools-in-kenya-prospects-and-challenges-of-implementation.pdf>