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Revisiting education reform in Kenya: A case of Competency Based Curriculum (CBC)

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Abstract

Competency-based curriculum (CBC) is the new curriculum that Kenya is adopting. The Kenyan government continues to spend extensively on education because of the positive effects it has on the economy and society as a whole, as well as on the well-being of its citizens. The purpose of this paper is to investigate how much early implementation difficulties are slowing down the spread of CBC. To ensure that students get the most from these reforms, the paper argues that any obstacles to this transformation goal must be swiftly addressed. In order to analyze, study, and assess the benefits and drawbacks of education reform in Kenya, this article has relied on secondary literature and data. The article's study shows that the implementation of CBC was haphazard, with problems stemming from insufficient human and material resources, incongruities between content and educational techniques, and low public engagement. The essay suggests that teachers, as the innovation's lifeblood, should be reskilled and taught on CBC, as well as schools receiving sufficient funding, in order to realize CBC's full potential.

Introduction

There is an undeniable link between education and economic prosperity. As a consequence, Kenya has juxtaposed education at the center of its national and developmental goals. You may find eloquent explanations of the catalytic roles played in the development of human abilities that promote functionings and wellbeing in the works of Ojiambo and Otiato (2009, pp. 1-133), Sen (1982), Nussbaum (1998), the Republic of Kenya (1964), and the Government of Kenya (1964).

The education sector is crucial to economic progress because of the information it can provide in the form of human and mechanical resources. Nussbaum (1998) and Sen (1982) share a belief in the importance of education and the manner in which increased

capacities contribute to societal safety and independence. The advancement of women's education has

It has been lauded for its ability to decrease reproduction, improve family nutrition, and increase life expectancy by researchers such as Akala (2016), Chege and Sifuna (2006), and Onsongo (2008). Lewin (1985), who analyzes the selection and allocation functions of education, identifies the intricate relationship between the two.

Although there are significant financial and social advantages to working in the contemporary industry, there are a large number of high school graduates fighting for a tiny pool of employment each year.

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The majority of the previous generation's school-leavers at a given level found employment in the modern-sector; the professional infrastructure of education (teacher-training, in-service education, advisory staff, etc.) is underdeveloped; systems of examination and assess are inefficient; the stakes (both monetarily and in terms of prestige) are high; the modern-sector labor market is bureaucratized and heavily and incrementally depends on academic qualifications for selection and promotion;

Allais (2014) disagrees with the conventional wisdom that linking schooling and economic growth is essential. Competency and outcome-based certification systems are argued to be useless and harmful by Allais. These ineffective and destructive strategies predominate in countries with weak educational systems and cultural norms, such as those in the developing world. Education reform, it has been argued (Young, 2010; Bernstein, 2003; Hoadley, 2011), should be based on powerful bodies of knowledge rather than the existential realities of students, which CBC seems to advocate for. Concerns about equity drive the shift from a traditionalist to a constructivist approach to school reform. Even if the knowledge issue highlights identity, culture, power, and social standing, it is of secondary consequence. Despite claims that it would provide voice to underrepresented groups and place an emphasis on employability skills, erodes the basis of valuable information that students should be exposed to (Hoadley, 2017). Constructivism's flaws stem from the fact that it does not provide students from lower socioeconomic backgrounds with an educational opportunity that goes beyond their local surroundings, hence contributing to the entrenchment and perpetuation of social inequities (Young, 2010). Against this backdrop, a historical perspective on Kenya's education reform trajectory reveals that racism, inequality, and discrimination permeated the educational system throughout colonialism, prompting the first reform moment. The local population's access to secondary and tertiary education was severely lacking. The native population was taught substandard material that only served to educate them for menial labor, religious rules, and vocational education. According to Ochieng' (1989), the indigenous people ready to take on menial tasks like chopping wood and carrying water. The dominance of European culture and language in educational institutions during colonial times alienated native peoples. Efforts are being undertaken throughout the African continent to showcase a multiplicity of cultures and traditions in knowledge discourses (Woolman, 2001; Gatsheni - Ndlovu, 2015), which would free the curriculum from propagating a single narrative of knowledge and

cultural superiority. Wa Thiong'o (1992), Dei (2000), and Ndlovu- Gatsheni (2015), among others, have argued that Afrocentrism should be at the heart of education reform initiatives throughout Africa.

2. The paradoxes in the changing education systems in Kenya

Since its independence in 1963, Kenya has made significant strides in bettering its educational system. Republic of Kenya (GoK), 1964: incorporating Africanization and national goals into the curriculum; Republic of Kenya (GoK), 1976: revising national objectives of education and policies; Republic of Kenya (GoK) 1981: establishing the Second University; Republic of Kenya (1985): altering the curriculum; Republic of Kenya (1988): establishing a working party on education and training for the next decade and beyond; Republic of Kenya (1999): implementing the Koech Report. Kenya is in the midst of adopting a new curriculum, which has been met with its fair share of protests and difficulties. It's worth noting that the Kenyan reforms have been carried out by Com-missions headed by professionals from both within and outside the nation. Ominde Commission (The Ominde Report, 1964); Bessey Com- mission (The Bessey Report, 1972); Gachathi Com- mission (The Gachathi Report, 1976); Mackay Com- mission (The Mackay Report, 1981); Kamunge Com- mission (The Kamunge Report, 1988); and Koech Com- mission (The Koech Report, 1999) have all led reform processes in Kenya. Several studies

(Eshiwani, 1993; Amutabi, 2003) support this theory. Despite several reform efforts, Muricho and Chang'ach (2013) argue that the shift toward a more modern approach to education in Kenya is hypocritical. Instead of fulfilling their goals, the changes, according to Muricho and Chang'ach (2013, p.142), have generated greater difficulties, particularly with respect to the high unemployment rates of graduates leaving the school system.

It's not hard to see why the Republic of Kenya's youth development goals over the years have included things like expanding access to higher education by founding a second university and fostering a generation of young people who are proud to be Kenyan, committed to their country's values, and eager to put their education and experience to use in public service. The 8-4-4 system, which CBC is replacing, presented additional difficulties. The 8-4-4 system included eight years of basic education, four years of secondary school, and four years of higher education. Given that 30 percent of the government's budget goes into education, questions of access, equity, and equality, as well as how to do a cost-benefit analysis, have been on the table for some time.

When it comes to reducing the country's high unemployment rate, several academics have recommended that technical and vocational education should be explored. Recommendations have also been made to address issues like class size and teacher turnover to better foster a sense of national unity and social responsibility in the classroom. Amutabi (2003), Eshiwani (1993), Sifuna (1990), and others advocate for the establishment of free universal primary education, free day secondary school education, the acceleration of industrial and technical development, and lifelong learning. Some of these proposals are already being implemented (such as making elementary and secondary education free for all students throughout the school day), but the long-term viability of these programs is in doubt since they are not likely to be funded indefinitely by the country's fiscus.

Impossibilities and inefficiencies seen in the 8-4-4 system motivated the present reform program. It has been stated that the method was inefficient and difficult for both students and instructors to use. Impediments to the 8-4-4 system included high teacher-to-student ratios, a lack of teaching and learning resources, socioeconomic factors, and unprepared teachers as a result of inadequate training. Students become emotionally and physically exhausted as a consequence of their overwork. Significant challenges were a lack of time for in-service training, insufficient continuous professional support for educators, and a dearth of necessary materials. Abagi and Odipo (1997), Bunyi (2013), Kaviti (2018), Momanyi and Rop (2019), and others have all noted how these variables have undermined the effectiveness and quality of schooling. Reduced focus on verifying the efficacy of individual models and a shift toward a more holistic multi-model approach were both deemed to be better.

3. Theoretical considerations for implementing education change

system by gauging students' mastery of material through test scores (Momanyi & Rop, 2019). Kenya's most recent reform plan is called Vision 2030, and it aims to make the country a middle-income, high-quality-of-life destination by 2030.

The economic pillar, the social pillar, and the political pillar all support the vision (GOK, 2007). Recommendations made in Vision 2030 include making primary and secondary school education free, making it more vocational so that students can acquire marketable skills, and bringing Kenyans together through the study of languages, history, and science and technology. If implemented, the proposals would serve as a defining characteristic of the economic, social, and political tenets of Vision 2030. It's worth

noting that the Vision 2030 priority areas have been discussed in many reform Commissions. When changes are not implemented quickly, people begin to doubt the point of them (Ball, 2006) since they are not achieving the intended results. It's clear that the reform agenda would benefit from more precise definitions of key terms. In response, Jansen (1997) and Chisholm (2007) argue that the ambiguity of the terms contributed to the failure of the Outcomes-based Curriculum (OBE) in South Africa. This created difficulties for educators in transforming knowledge into useful skills. The issue was exacerbated by a failure to address the heterogeneous nature of education in South African classrooms (Hoadley, 2011). Because of the problems identified by Jansen and Chisholm (2007), it is crucial to agree on a common definition of terms like "competency" that can be put into practice by all relevant parties in the Kenyan setting. The ability to perform an activity or provide a service to an acceptable degree and quality that is acceptable to the industry and the customer in a time frame within which a competent person at the level could reasonably be expected to perform the task is what is meant by "competency" (Momanyi & Rop, 2019, p. 12). According to Whiddett and Hollyforde (2003), a competence may be thought of as a capacity that one has honed via the accumulation of information, skills, and refined beliefs and attitudes. On the other hand, competencies are skills that are directly tied to one's job and the needs of the organization for which one works (Mackay, 2003). Although Mulenga and Kabombwe (2019) believe that education innovation is misinterpreted due to the terminology used, it is made clear that competences and outcomes are equivalent words.

Until recently, pre-colonial Traditional African education and Islamic education were only two of Kenya's many educational options.

Colonial rulers and missionaries were instrumental in establishing schools of higher learning (Muricho & Chang'ach, 2013). The 8-4-4 system (8 years of elementary education, 4 years of secondary school, and 4 years of higher education) has been in effect for almost 30 years, but is being phased out in favor of a more modern model (Muricho & Chang'ach, 2013; Kaviti, 2018; Koskei & Chepchumba, 2020; Momanyi & Rop, 2019). The 8-4-4 system was implemented to replace the 7-6-3 system that had been in effect since independence and was primarily meant to prepare a work force to take over white collar professions from the British. CBC is already being used in classrooms in many Western nations, including France, Canada, and the United States of America. Rwanda, South Africa, Mozambique, Zambia, Zimbabwe, and Tanzania are only some of the African nations that

have adopted CBC (Kaviti, 2018; Ondimu, 2018; Mulenga & Kabombwe, 2019). According to the new system's breakdown (2-6-6-3), students spend their time as follows: (i) in Kindergarten (Pre-- Primary Education) and Grades 1-3; (ii) in Middle School (Grades 4-9); and (iii) in Senior School (Grades 10-- 12) (Kaviti, 2018; Koskei & Chepchumba, 2020). Both the language and the name of things have evolved. There is no mistaking the shift from the 844 system to the CBC and from standard to grade. The new jargon is understandable all throughout the world, lending credibility to the shift on a global scale (Kaviti, 2018).

1. Traditional classrooms, seen as dictatorial and teacher-centered, are gradually being phased out of the 21st century classroom. They are being redesigned and refocused to better meet the demands of students in the twenty-first century in terms of knowledge and abilities. The educator's role is also being analyzed and altered significantly since it should be tailored to the requirements of the students and the course material.
2. I contend, however, that schools in rural areas and low-income communities are especially vulnerable to falling behind the technological curve and missing out on this exciting period of progress and development. In order to avoid interventions based on a one-size-fits-all paradigm, it is crucial to keep these facts in mind while conceptualizing transformation. Last but not least, a robust public education system is essential, particularly in light of the meteoric rise in demand for top-notch instruction. The trend is also seen at both public and private universities. Although some academics have said that the unchecked growth has lowered the quality of education, the need for it remains strong in Kenya (Lewis, 1985; Wangenge- Ouma, 2010; Bunyi, 2013). There have been renewed calls for change due to the interplay between students' and parents' goals for their children's education, students' and parents' perceptions of the role of education in achieving those goals, neoliberalism, technical instrumentalism, market-driven force, and political expediency (Lewis, 1985). The second part looks at the contrasts in today's rapidly evolving educational system.

Six, the contradictions of Kenya's evolving schooling systems

A nation has to regularly review, amend, and evaluate its educational system and curriculum, which is why education reform is so important. A curriculum serves several purposes, including guiding what students study and how that study is structured via careful consideration of topics to cover, order of presentation, and pedagogical

approach. Since it is grounded on a knowledge- based social order rather than one based on tradition or faith, it may be a powerful tool for fostering social harmony and unity (Stenhouse, 1988). According to Durkheim (2006), students are socialized via curricular practices into adopting the established moral order. The ongoing agenda of transformation in Kenya began in. It has been widely held since 1963 (Muricho & Chang'ach, 2013) that high-quality education is a driving force behind economic and political progress. This article focuses on the competency-based education system as an alternative to the 8-4-4 system, which has several drawbacks. The following guiding concepts must be considered while implementing a Competency-Based Curriculum: Proven competence is the basis for promotion. Competencies are learning goals that are concrete, observable, and transferrable in nature, and they are what enable students. Evaluation serves as a constructive tool for education (iii).

iv) Students get help that is tailored to them as individuals and provided in a timely manner. The development of critical skills and attitudes, as well as the application and production of information, are emphasized in learning outcomes (Strugies, 2015). Keeping this in mind, I contend that the Kenyan education system should have prioritized three factors: whether or not such a change would equip an individual to effectively function in his or her context and beyond; what kind of pedagogy and content would be most appropriate to champion the reform; and what and how country-related needs would be addressed.

The government's faith in the importance of education is shown in (Lewin, 1985) It is essential as a community resource. It is indisputable that the ratio of a country's GDP to its per-capita expenditure on education is positively related to that ratio (Lewin, 1985). Investing in one's own people, say Schultz (1981) and Harbison (1973), is the best bet a nation can make. According to Harbison, a country's prosperity is determined less by its natural resources and more by its ability to invest in its people. He claims that a nation cannot advance in any way if it is unable to educate its citizens and put that education to good use in the national economy. In particular, the Omidia Commission (1964) found that post- independence education aims and changes were well aligned with instrumentalism. Learners and students are prepared to take up positions in the economy as a consequence of the close ties between education and the economy (Walker, 2006; Moore & Young, 2001), which is central to the technical instrumentalist theory of education. The goals of the human development

method are comparable to those of the libertarian approach: to foster the growth of skills and functionings that improve people's lives and protect their fundamental rights and liberties, as well as the economic and social security of their nation. According to Bernstein (2003), the hidden curriculum helps prepare pupils for their future careers in the economy. Kenya's reform objectives (Amutabi, 2003; Otiato, 2009, pp. 1-133) make clear the links between technical instrumentalism and Sen's (1982) capability's approach theorization. Sen's capability's Approach (CA) fundamentally overlaps with the CBC principles identified by (Strugies, 2015). The technical instrumentalist value of education is used to pressure the education sector to prepare learners for future roles in the economy, rather than developing their full potential to enable them to function beyond the job market sector, which is why the fundamental role of education, which encompasses the intrinsic value of education, is largely overshadowed by instrumentalism. Teachers are continually evaluated on a smaller set of tasks centered on students' achievement rather than their own growth as educators. Ntwiga and Mwangi (2018), Young (2010), Hoadley (2011), and Moore & Young (2001) all report that EXamination Based Teaching (EBT), often known as teaching to test, is the most commonly used approach among instructors. Moore and Young (2001)

3. apportioned and chosen (Lewin, 1985).

Education reformers have more difficulties than ever before in striking a balance between education's instrumental and fundamental purposes, with entrenched opposition to change being the greatest difficulty. A review of Kenya's educational reforms as a whole reveals that many of the initiatives have been poorly executed, implemented too quickly, and failed to include enough stakeholders for meaningful change (Momanyi & Rop, 2019; Wanzala, 2018, p. 2018). There have been some reports of subtle hurdles and opposition from key stakeholders during the first stages of CBC implementation (Kaviti, 2018; Momanyi & Rop, 2019). Therefore, the purpose of this paper is to investigate how the difficulties are affecting the implementation phase and what it means for education. Content and pedagogies that are most appropriate for this procedure and setting have been the primary points of contention. I've seen that these same concerns have been raised in discussions on reshaping our educational system ever since independence was declared (Kaviti, 2018; Hoadley, 2011, 2017, Jansen 1998).

argue that technical instrumentalists are misguided because they see education and curriculum just as a means to an aim. The instrumentalist perspective fails to offer the necessary circumstances for new knowledge to emerge, and it also does not adequately explain why economic realities should serve as the only criterion for choosing which topics should be covered in the classroom.

Education changes that aim to meet the needs of the economy by teaching a narrow set of skills without also creating a welcoming space for students to grow and flourish are problematic, I believe, because of the tensions and limitations I've already discussed. Therefore, the aims of education could not meet the requirements of the economy if we just consider the demands of the market instead of working to improve the link between the education and the market. Reexamining the settings in which education and the markets work and exist, as well as the effect of their intersection, is what is necessary rather than modifying portions of the curriculum or assessment standards to meet the requirements of the economy (Allais, 2014).

However, policymakers must keep an eye on the quality of a curriculum since opportunities in life are shaped by its structures.

Traditional schooling models have been criticized for their perceived authoritarianism,

focus on curriculum, and elevation of the teacher. It has been stated that this method is dictatorial and doesn't allow for much student participation. Silencing and excluding students' opinions encourages rote learning (drill and practice), as well as regurgitation (Momanyi & Rop, 2019; Mulenga & Kabombwe, 2019; Nasibi, 2016; Wanzala, 2018, p. 2018). The synthesis of CBC at the end of each cycle of implementation should take these problems into account and determine whether or not meaningful change has occurred.

4. Because of course there has been severe under funding in the education system in terms of money, buildings, and teachers. The present stalemate has been exacerbated by political meddling for the sake of political expediency and legitimization (Muricho & Chang'ach, 2013; Jansen, 1998). Educators are stretched thin by the increasing use of technology in the classroom, the increasing diversity of their student bodies, and the increasing societal expectation for academic performance. This implies that educators cannot effect change on their own. Fullan and Fullan (1993) found that keeping the school system strong required a multifaceted strategy that mobilized all

stakeholders. Theories of transformation will form the basis of the following discussions. 10 - Theoretical factors to think about while introducing new practices in the classroom. Many different facets of educational reform have been grounded on different theories of educational change. According to recent surveys, Kenya's fresh approach to curriculum reform is already being met with resistance as the country prepares for its new day. The two most contested issues in curricular discussions are directly related to the difficulties that students face. Both the "curriculum as intention, plan, or prescription" (representing what should occur in schools) and the "curriculum as the existing situation in schools" (representing what actually occurs in schools) definitions may be found in the literature (Stenhouse, 1984). Knowledge (knowledge driven, and topic led) education is emphasized less than other factors, according to Young's (2010) argument. Focusing on students, different learning styles, employability, result measurement, and competency development is unrealistic, say Young and other thinkers (Young, 2010; Young and Moore, 2001; Hoadley, 2017; Jansen, 1998).

It follows that Young and Allais's (2014) view of education reform is incorrect, given Kenya's trajectory towards implementing curricular change, including CBC, has always regarded skills development as a key element of education. Education as a means to economic progress and prosperity, or the "instrumental panacea" view, is still the primary focus of education and curricular changes. In this scenario, we place a premium on helping our students and learners acquire the skills they'll need to succeed in today's highly competitive labor market. As Walker sees it, successful educational systems must be based on universal human values if they are to succeed. Improvement and a focus on capabilities are key (Walker, 2006, 2010). While it's critical to pin down the theoretical framework that drives educational reform, the subsequent discussions reveal additional imperatives that shape the kind of change and the means by which it must be brought about. Policy priority agendas, legislative circulars, Ministerial statements, and public news may all be used to disseminate information about policy changes. However, depending on the proposed changes, the excitement levels of education stakeholders is not always assured. The lack of information about the planned shift may be to blame (Birkland, 2011; Hargreaves, Lieberman, Fullan, and Hopkins, 2014). Many different things can spark reform in education, including changes to pedagogy, assessment, funding,

stakeholder engagement, teacher preparation, the role of the market in schools, the protection of parental rights and involvement in their children's education, the implementation of accountability measures, the promotion of higher-order thinking skills, the incorporation of new literacies and technologies in the classroom, and so on. Consequently, post-colonial curricular shifts have emphasized include previously excluded groups in classroom discussions and activities (Martin & Griffins, 2012). It is the goal of many former colonies to adopt a curriculum that is both locally relevant and globally competitive (Woolman, 2001; Blossverren et al., 1986). There is little question that the focus of CBC is on moving beyond the just passive reception of information and toward the active participation in shaping and using that information. Allais (2014) and others disagree with this direction, seeing it as harmful and divisive. Interestingly, the experts suggest that the weak institutions and lack of funding for education in impoverished countries contribute to the widening of existing disparities (Hoadley, 2011, 2017). There are three main phases of educational reform: planning, execution, and institutionalization. Depending on where they are in their professional paths and what stage they are in, individuals worry a great deal about the effects of change (Hargreaves et al., 2014). Understanding the connection between how the effects of the educational transformation would affect one's aims and values is vital, as both Fullan (2010) and Ball (2006) stress. However, we need to understand the arduous and intricate character of educational reform at the societal and political levels. Due to the potential for individual losses brought on by the reform agenda, several stakeholders with various and conflicting interests are likely to cripple methods and processes of change. The social circumstances of education and social policy making are fractured, and as a result, policies are rooted in these conditions. For this reason, the fractured settings in which change is conceptualized and executed may either hinder or facilitate the instrumental adoption of an invention (Ball, 2006). The desired outcomes of policies have tangible consequences that help garner public support. Support for a policy's tangible results may be gained by emphasizing the relationship between education and projected economic growth in the future (Ball, 1998, 2006, p. Complexities in implementing new educational approaches are derived from the para- (Fullan & Fullan, 1993) doXes and tensions that underpin the process. According to Bartlett (1991) and Fullan (2010), a more effective strategy for handling change may be found in striking a balance between the two extremes of stability and instability. In addition, Fullan (1986) and Hargreaves et al. (2014) divide the

process of curricular reform into three distinct phases: 1970–1978, during which time implementation failures were recorded; 1979–1986, during which time best practices for implementation were identified; and the years following, which focused on managing the change. The third phase, which entails managing curricular changes, has been labeled bureaucratic (Bartlett, 1991). It has adopted procedures based on business models of management, which are not likely to result in positive transformation in schools. Multiple investigations have shown that

Poor leadership is the primary reason why efforts to reform education on a wide scale fail. The most common approaches to leadership are either too rigid or too lax to be effective. The top-down leadership model fails to inspire backing because it lacks dedication, ownership, and clarity in its stated transformation objectives. The bottom-up prism is seen as calm, but it does not ensure success since it favors capacity development and a tendency for action. Fullan, B. Organizational success is more likely to be achieved via a mixed system that aims to foster a culture of interaction inside the company (Fullan, 2007).

Despite the fact that curricular discourses are based on how teaching should be conducted and organized, various academics have debated whether content should be at the center of teaching and learning and what pedagogical tactics should be used (Young, 2010; Jansen, 1997). The objective is to get beyond North/South divisions in discussions about knowledge creation. When considering the educational programs of the twenty-first century, Martin and Griffins (2012) favor a post-colonial worldview. They poignantly demonstrate how the colonizer's worldview destroyed the indigenous people's knowledge structures. Postcolonial theorists consider what should be prioritized and what should be relegated to the background. Contents that are more inclusive of historical and cultural differences (i.e., those that incorporate discourses of the "other") are preferred (Wa Thiong'o, 1992; Gatsheni-Ndlovu, 2015). The results of curriculum changes in developing nations have varied widely from one country to the next. Change is expected to result in improvements in teaching methods and student engagement (which may be realized despite slow and uneven development). Because of the instructors' preparation and the context in which they work, mixed outcomes have been achieved in certain situations. Pilot programs with sufficient manpower and funding have had the greatest success so far (Guthrie, 1986). Whether or whether the shareholders agree on what is changing and how it is changing is crucial to the success of an invention, as noted by Rudduck

(1986). When people's cultures, beliefs, and institutional ways of life are at opposition, change may be hard to implement, as Rudduck posits. As a result, you may be more likely to have a changeless invention as a result (Rudduck, 1986).

As noted by Momanyi and Rop (2019), Fullan (2010) stresses the need of identifying the meaning of change, what is new in terms of capacity development, sustainability, learning in context, lateral capacity building, and leadership in action at all levels. Therefore, while considering a new educational innovation, the what and the how of change are of paramount importance. Bell and Stevenson (2006, pp.2-3) assume that the values present in the political and social contexts from which policies emerge and are implemented. Hodgson and Spours' (2006) "policy triangle" alludes to the various contexts embedded in policy change, including the context of influence, as the realm of power and how it is played out in processes; the context of policy, or the environment in which it is produced; and the context of the practitioner, that is, the implementation process. It's crucial to keep these settings in mind as you plan for change.

Policies and the values they embody are not neutral; instead, as pointed out by Kogan (1985), Bell and Stevenson (2006), and Taylor et al. (1997), they are subject to negotiation, compromise, and conflict. To prevent confusion between stakeholders, it is necessary to have a shared understanding of values (Akala, 2016). Therefore, it is wise to pay attention to the wording and connotations of the new curriculum. According to studies, new terms like "dissemination" (or "teaching") have been introduced. facilitator (educator) and diffusion (diversity) which have not changed practice significantly (Rudduck, 1986). One needs to interrogate their usage to find out if they are fundamentally different or it could be a case of earning political or global legitimacy. Does the past meaning occlude current meaning and practices? Fullan and Fullan observe that change depends on collaborative effortifications of varying heights.(spacing) Change is an adventure with no set final destination, where difficulties are allies and help is a badge of honor. Top-down and bottom-up efforts occur simultaneously, creating a dynamic conflict between teamwork and individualism (1993, p. viii). Although systems don't spontaneously transform, the agents of transformation do (Fullan & Fullan, 1993). Rudduck (1986) argues that the fixation on change management distracts from examining the significance of change itself, at least in cultural terms. The cultural ramifications of a new curriculum will become more clear. Given the complexity of change, Fullan and Fullan (1993) argue that separate management teams should be established to deal with the unknown. It is

not a new policy that Fullan and Fullan (1993) are concerned with, but rather how to make the education system into a learning organization that is adept at adapting to change. According to Birkland (2011), change-driven policies have a life beyond formal texts and laws. The implementation procedures that establish the intended recipients, outputs, providers, and payers keep them functioning and innovating (Akala, 2016).

Knowledge of the significance of comprehending the sources of tension in new forms of education. He highlights three areas of tension that innovators should consider. First, the issues and pressures that occur from various interest groups and the need of understanding their ideals in molding a country's curriculum are acknowledged and, second, emphasis is placed on what governments have control over. Third, knowing where the power lies throughout reform efforts is essential (Foucault, 1984). Ball (1994) adds that the curriculum paper that ultimately reaches schools is neither unbiased nor without bias.

Physical texts, such as those received by students via the school letterbox or other means, do not "appear out of the blue" (they have a history of interpretation and representation) nor do they "enter a social and institutional vacuum" (Ball, 1994, p. 17).

Ruddick (1985) outlined many reasons why effective communication is crucial to any change process. Students learn more effectively about the form of an innovation when they have access to visual depiction in addition to verbal explanations. If teachers and students can come together to commit to the work that an innovation that requires a considerable shift in classroom roles and relationships would entail, it may be possible to overcome the allure of long-standing customs. In order to build a shared commitment to the innovation, teachers and students must have a common understanding of the innovation's nature and an agreement, either tacit or open, on the management of control. Teachers' familiarity with the numerous parts of the work of conveying the nature of the innovation to students enhances the likelihood that the innovation will take root in the classroom (Ruddick, 1984b). So, it's paradoxical to create long-term improvements to schooling. Taking up the difficulties of continuous evolution in a manner that is consistent with core principles of human flourishing is, in Fullan's view, what it means for a system to be sustainable. Datnow (2006) argues that most innovations fail to conceptualize sustainability beyond factors such as genuine interest in change, support from teachers and administrators, critical mass in the implementation, sustained professional development, and a practical plan for implementation and monitoring of the change effort. Datnow reveals gaps in supporting data, such as links, which reveal the

types of change-enabling infrastructure available at different administrative levels (districts, provinces, states). Complex tensions may arise between policy goals and objectives and the gap between those goals and the ground realities (Ball, 1998).

Ball (1994) argues that it is critical to grasp the textuality of policy documents. Policies may be seen as texts in two ways: These interactions are stored in many ways in representations, including conflicts, agreements, public interpretations, and reinterpretations. Second, the decoding process is complicated because it includes several readers, all of whom bring their own set of background information, biases, assumptions, skills, and interests to the text (Ball, 1994, 2006). The great variety of authorial and readerial interpretations, meanings, and comprehensions is a potential source of conflict during policy implementation. Disagreement over definitions may impede efficiency and delay the rollout of changes. Ball (1996) concludes that a number of factors, such as dedication, comprehension, availability of resources, capability, practical constraints, and inter-textual compatibility, are necessary for successful policy implementation.

Ball's worries are similar to those of trainers of trainers, the elite group tasked with imparting their knowledge to the rest of the staff. Bunyi (2013) argues that for curricular innovation to be successful, it has to be based on factors such as widespread stakeholder input, enough time for educating stakeholders at all levels, and substantial financial backing. At the end of the day, classroom experience is crucial to any curriculum change, according to Lewin (1985). Understanding that the ordinary teacher's passion and dedication are intertwined with the quality of teaching and learning despite the less-than-ideal conditions in which they operate is the bedrock of the classroom experience. Skill and expert knowledge are necessary to effect change, say Fullan and Fullan (1993). Teachers cannot expect to feel competent and proud of their profession after attending a short course. For teachers to be effective agents of change, governments should invest in both their initial training and ongoing professional development (Kaviti, 2018; Momanyi & Rop, 2019). Following these findings, we explore some of the more general difficulties seen thus far in Kenya's fledgling CBC implementation.

4. Initial problems and possibilities in implementing CBC

The new curriculum has been recognized for bringing about a dramatic change in the educational system as compared to its predecessors. However, the transition's early phases provide a number of

difficulties that will be addressed here. The new system's suggestions are promising steps toward the goal of creating well-rounded people with extensive theoretical and practical knowledge. The importance of parents has been emphasized, particularly in terms of helping their children develop their innate abilities. The long-debated answer to the one national test question has finally been provided. National exams are said to be stressful for both students and educators because of the weight they have in determining future opportunities (Momanyi & Rop, 2019). Rather than being used as a guiding tool, Young (2010) makes it clear that grades, scores, and national rankings must be used as an accountability tool for educators. With the CBC's promise of fewer required topics, students, educators, and parents will have more time to focus on developing each student's unique strengths. The CBC is moving away from nationally administered exams, a contentious topic of protracted discussions, in favor of continuously administered tests (CATS). The change is also controversial because of claims of instructor subjectivity in implementing them (CATS). CBC has been updated to meet the demands of the modern period by including topics like 21st century communication and teamwork, self-efficacy, critical thinking and problem solving, creativity and imagination, and computer literacy. Despite the planned transition from conventional to progressive and constructive pedagogical approaches, I find that the status quo persists in several nations that have adopted CBC (Hoadley, 2011; Allais, 2014). While Zambia has adopted CBC, the authors Mulenga and Kabombwe (2019) remark that the government is currently working through challenges related to the development of evaluation criteria and competencies. The best way to foster their growth across all domains of knowledge is still up in the air (Momanyi & Rop, 2019; Ondimu, 2018). Educators in Tanzania, according to a research, have struggled due to a lack of information on the goals of CBC. Students are not participating as much in class and are not meeting assessment criteria. Educators also have not entirely adapted to the new evaluation system. Compliance rates were found to be same for formative and summative evaluations. In order for students to make real gains, Mulenga and Kabombwe argue that instructors should use many forms of grading and instruction. Although there are several challenges associated with the learner-teacher ratio in public education, this dilemma presents an opportunity for the government to educate and recruit additional educators (Mulenga & Kabombwe, 2019).

4. Implementing CBC: initial challenges and opportunities

The fluidity of the implementation challenge has

been exacerbated by the gaps and delays in the development of learning material with publishing companies (Momanyi & Rop, 2019; Ondimu, 2018). Before entering primary school, students now have to spend at least two years in an Early Childhood Centre (Kaviti, 2018). There is no set plan in place to help ECDE programs adapt to the CBC. updated teaching methods and course materials with accompanying syllabus (Kilile, Mwalw'a, & Nduku, 2019). Teachers' understanding of CBC is hazy, they are inadequately prepared, and therefore they are unable to teach and assess the new curriculum, according to preliminary study that clearly addressed the implementation phases of early grade education and preparation of the teachers to implement CBC. In order to sufficiently educate teachers in pedagogy, assessment, and document creation, it is advised that additional training and reskilling sessions be held via the Kenya Institute for Curriculum Development (KICD) (Momanyi & Rop, 2019; Koskei & Chepchumba, 2020).

According to Waweru (2018), a major barrier to the effective implementation of the new curriculum is the absence of teacher preparation and training in the new curriculum. Teachers in Waweru's research expressed frustration at not having the skills necessary to create the worksheets required by the CBC. Due to teachers' already heavy workloads, preparing lessons for all subjects was perceived as additional labor that cut into instructional time (Koskei & Chepchumba, 2020). Teachers, according to Koskei and Chepchumba (2020) and Njeru and Itigi (2018), are crucial to the success of any curriculum overhaul. The present problem that educators in this nation are experiencing may be solved with the right education and preparation.

According to Momanyi and Rop (2019), this may be one reason why educators haven't completely adopted the innovative pedagogies found in CBC. Despite being required in CBC, some teachers have been criticized of not using the discovery approach in their classrooms. While student-centered learning is ideal, big class sizes mean that this is not occurring in most classrooms. Failure to make a complete transition will have long-term negative consequences for CBC's mission, particularly in terms of failing to identify and nurture students' innate gifts.

In addition, the implementation process is clouded by the widespread problem of under-resourcing and a lack of quality teaching materials in most schools (Mutisya, 2019). The national government has been urged to provide schools with appropriate resources to protect vulnerable students from the pain of recurrent under-achievement, which is exacerbated by low funding and bad learning environments (Mutisya,

2019). In order to enhance their instructional practices and access to additional online resources, teachers need technology tools. Njeru and Itegi (2018) found that students' interest and participation in class increased when teachers used technology. Learners should ideally be able to apply the competences they have learnt to new situations where they must use their abilities, knowledge, ethics, and attitudes (Koskei & Chepchumba, 2020; Njeng'ere, 2016). 2017). This is challenging because of the many contexts in which students find themselves. Some have proposed that schools dedicated to vocational education would be the most suitable setting for CBC (Brandt and Tyler, 2011). According to Durkheim (1983), we get new insights when we distinguish between academic knowledge and more common forms of information processing.

Teachers in nations where CBC has been introduced do not have a complete grasp of the curricular requirements, as stated forthrightly by Mulenga and Kabombwe (2019). Competencies have been reduced to a checklist, learning goals, or mastery of outcomes as a result of the discrepancy. This has prevented the innovation's intended benefits from materializing. Kaviti (2018) is clear regarding the hasty deployment of the new curriculum, despite the fact that its purpose was to fill the voids left by the previous 8-4-4 system. Inadequate time was spent preparing educators to transition to the new pedagogical tools. Though the long-term impacts on students aren't clear, considering the country's troubled history with ethnic strife, it's possible that such profiling would be encouraged. In a society where tensions run high along ethnic lines, teaching in the mother language to young children might inflame matters. There are other limitations due to a lack of prepared teachers and materials for indigenous language instruction. Given that not all of the more than 43 ethnic languages have the same level of popularity or print presence, a more nebulous topic is being faced with: which one will be given preferential treatment? (Kaviti, 2018; Koskei & Chepchumba, 2010). The goal of the strategy was to promote unity and better integration, but the difficulty of putting it into practice lies in the hidden components that haven't been articulated.

In conclusion, the ability of the vast majority of Kenyan youngsters to adapt to the new curriculum is quite unlikely. The differences between public and private schools continue to widen. Private schools are pushing forward with implementation despite the public education system's turmoil due to a lack of resources and inadequate preparedness. Concerns about a rushed curriculum rollout have been confirmed by the failure of design and publishing firms to timely supply high-quality learning materials (Momanyi & Rop, 2019; Waweru, 2018; Kaviti,

2018). The importance of encouraging and rewarding parental engagement in their children's schools has been emphasized. Because parents have experienced the same kinds of challenges as educators and students, they have been unable to provide enough support for their children. Time constraints, a lack of introduction on the competency-based curriculum, insufficient skills, and expertise to support children have all hampered their relationship with schools in implementing CBC (Mwarari et al., 2020).

Recommendations and findings

Clarity of meaning and message regarding transformation is crucial, as shown by the experiences of Zambia, Tanzania, and South Africa (Mulenga and Kabombwe; 2019; Jansen, 1997; Chisholm, 2007; Hoadley, 2011). Education reformers, according to Allais's (2014) argument, should pay attention to the ambivalence between normative and prescriptive tones in policy documents. The curriculum in action is the (achieved) knowledge, abilities, values, attitudes, and understanding that learners gain during the process of learning; the intended are the (formal, policy papers). These disagreements are a sign that curriculum improvements are in flux and should be approached with caution. The most valuable takeaway from the South African context is the need of establishing a clear boundary between curriculum and pedagogy. By differentiating between the two, students will have access to valuable information that is often overlooked during curricular reform efforts that highlight students' daily experiences (Allais, 2014; Hoadley, 2011, 2017). Also crucial in deciding what to teach is an appreciation of the distinctions between vertical and horizontal knowledge (Bernstein, 2003). Kenya might benefit from studying the practices of nations that have already achieved success with CBC and learning from their triumphs and failures. suggestions from It is possible that the new methods that will assist the field progress may be informed by the lessons learnt from earlier educational reforms.

Conclusion

For better pedagogical skills and future-readiness in the classroom, CBC must be included into teacher education programs. familiarity with the subject matter (Allais; Koskei & Chepchumba, 2020; Young; Moore & Young; 2001). While digital literacy (DL) is becoming important, it is still seldom taught in many classrooms. In-service and online training have been proposed as means of providing educators with the ongoing training they need to be up-to-date on pedagogical practices and drafting requirements (Komba & Mwandangi, 2015). Low-level DL deployment may also be hindered by a lack of resources, such as devices, a lack of trained educators,

and a dearth of digital resources (Maina & Rosemary, 2019; Njeru & Itegi, 2018; Ondimu, 2018).

The importance of student voices in curriculum reform discussions cannot be overstated. This will allow the inventors to build their networks and encourage them to actively defend or oppose the idea. The aims of the new curriculum may have been more successfully institutionalized in the larger society with more public engagement in achieving more legitimacy, sensitization, and civic education. Greater participation of parents via training and education opportunities tailored to their specific settings is needed to improve students' academic performance.

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(Ball, 2006; Momanyi & Rop, 2019; Mwarari et al., 2020; Waweru, 2018) that the innovation may aid in lowering their own and their children's levels of anxiety.

In conclusion, Allais (2014) is cautiously optimistic that if governments and reformers rethink the way qualifications are used in labor markets, the functioning and productivity of economies can be improved greatly, despite the challenges discussed and the increasing interest to implement CBC in most countries. Allais argues that, rather than outlining the material that will be covered in class, the desired results should be outlined. In turn, this will help shape the curricula, teaching methods, and evaluation criteria that may best foster the desired results. Education for change that has real-world social and economic impact is made possible when mechanisms like learning outcomes are put front and center.

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