

Competency Based Curriculum For Kenyan Primary Schools: Implementation Challenges Among Stakeholders In Kenya

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Abstract: *Change in today's modern society are both rapid and intricate bringing both significant challenges and new responsibilities to the field of education. In order to deal with demands of job market, incorporation of competency based curriculum is emerging as a necessity in education sector. Early this year January 2019, Kenya inauragated the Competency Based Curriculum changing away from the 8-4-4 system of education. In this backdrop the paper examines the importance of curriculum based curriculum and constraints in implementation Inception literatures and deliberations from the stakeholders national conferences addressing the CBC is widely used to enrich this paper.*

Keyword: *Competence, Competency, Competencies, Curriculum Design.*

I. INTRODUCTION

Globalization of the economy, internalization of the present competition based society and the rhythm of technological changes put pressure on the work place to change and ask for functional competences. The push for a more complex and life – related levels of literacy has been translated into the need for a competence – based in the 21st century. In order to sustain in the knowledge – based economy and to deal with the job market demands, incorporation of CBC is emerging as a necessity in education sector (Chemagosi, 2020)

Competency is the ability to choose and apply an integrated combination of knowledge, skills and attitudes with the intention to realize a task in a certain context, while personal characteristics such as motivation, self confidence and will power are part of that context. The effectiveness of any educational program is largely dependent on the philosophy of the curriculum design followed (Subsomboon, 2007).

Competency based curriculum (CBC) shifts the concept of learning as a permanent attitude towards knowledge acquisition and objectives to thinking competencies. Curriculum based curriculum is designed with a view to help learners acquire knowledge, skills, values and attitudes that are likely to equip them with competencies that they can

effectively use to serve the society. The rationale for Kenya adopting CBC was informed by need to align the education sector to constitution of Kenya 2010, vision 2030 and meeting the global standards (R.o.K, 2018). The global trends in education and training are now shifting their focus towards programmes that encourages optimal development of human capital. The young people are to develop for work and to actively participate in the society.

According to Sudsomboon (2007) he summarises the idea of CBC as; instead of objectives, think competencies, instead of content think outcomes, learner activities will be based on performance of learner and accomplishment of criteria, teaching activities are learner centred and formative evaluation is necessary. CBC is considered the leading paradigm for innovation since it emphasizes the integrated nature of what students need to learn to face not only the labour market but also life in general (Edwards,et.al.2009).

Curriculum reform is not a new phenomenon in Africa and around the world. By 1990's most African countries began to make attempts to change and revise the curriculum from a content based curriculum to a CBC one in order to cope with the political , social and sometimes harsh economic realities (Taasisi ya Elimu, 2013).

In USA the idea of a competency broad curriculum can be traced as far back as 1957. The whole idea was provoked by the Soviet Union which launched the first satellite sputnik1

into orbit around the earth in 1957. In response, the USA held its educational system accountable for this failure and challenge (Hodge, 2007) as cited by (Mulenga and Kabombwe, 2019). The debate about the relevance of USA education system and research brought about the development of institutions.

Zambia revised its curriculum from knowledge based to competency based in 2013. CBC was adopted in order to respond to the calls of the sustainable development goal number four (Quality Education) and Vision 2030. It was also intended to meet the national educational goals whose aim is to achieve all round development of the learner through self-reliance of an individual. Zambia emphasized various approaches adopted in learning such as active learning, field trips, role play, debates, demonstrations, question and answer technique and teacher exposition. This would enable the education system to produce learners who are holistic, creative, innovative, analytical and cooperative in their communities and the nation at large. Such a shift has pedagogical implication, CBC requires a shift from assessing learning outcomes. It therefore enhances learner centred teaching and learning. The implementation was done in a cascading manner. It began in 2013 and January 2014 respectively with Early Childhood Education, grade one, five, eight and ten (MoGE, 2013). Two pathways, both the academic and vocational were created. The academic pathway was meant for learners with a passion for academic subjects and a desire for careers in that direction the vocational pathway is for learners with interest in technical and hands on subjects. Zambia articulated very well curriculum for primary and secondary. The curriculum embraced all learners in the society. All professional were trained to handle the CBC.

Rwanda launched CBC in April 2013, implemented in 2016. The new curriculum necessitated for a less academic and called for more practical, more skills based and more orientation to a working environment and daily life. Cascade model was used where by the teachers received training at national level, down to district master trainers, teachers in the districts to reach schools in all districts whereby subject school leaders for new subjects introduced in the new curriculum from all schools were trained (RED, 2015). Teachers were required to change their attitudes and demonstrate a change in mindset especially that learners were to look upon them as role models in the values to be instilled in the new curriculum. The government urged teachers to embrace the new curriculum with open mind as it was projected that it would yield great results and benefit for both teachers and learners. Its implementation was to give birth to a generation of Rwandese whose mindset is geared towards being job creators as opposed to job seekers (RED, 2015)

Kenya not left behind adopted CBC approach in her curriculum reform based on the findings of a needs assessment studies carried out in 2016 by the Kenya Institute of Curriculum Development (KICD) and adapted by the Ministry of Education in 2019. Key ideas were need to embed a national value systems and need to enhance acquisition of pre-requisite competencies for 21st century. The core competencies are; communication and collaboration, critical thinking and problem solving, imagination and creativity, citizenship, learning to learn, self efficacy and digital literacy.

It was started with Pre- Primary 1 and Pre- Primary 2 who replaced the former ECE. Up to date the CBC in Kenya has reached Grade 4. According to the Teachers Service Commission Secretary Nancy Macharia training of teachers has been well done (Oduor, 2020). She pointed out that in 2018, 106, 320 teachers were trained, 7,000 were from Special Needs Education and 18,000 from private sector.

Since the change of the curriculum there has been dissenting voices especially from the key stakeholders. According to the Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers (KUPPET) have said that teacher training remains a challenge among others that must be addressed adequately (The Standard, Monday, February 17, 2020). Therefore the purpose of the study is to explore the challenges of implementing CBC in public and private primary schools in Kenya.

II. COMPETENCY BASED CURRICULUM

The new Competency Based Curriculum structured as 2-6-3-3 has replaced the 8-4-4 which is deemed unsuitable for the changing aspirations of Kenyans and the labour market which is slowly beginning to embrace technology. Propagators of 2-6-3-3 argues that the 8-4-4 curriculum laid emphasis on academics as opposed to orienting learners for employment (Chemagosi, 2020). He further indicates that it failed to cater for the critical pre- primary level of schooling for children under six. The 8-4-4 encourages white collar jobs, resulting in one of Kenya's biggest obstacle to development especially youth unemployment. Another argument is that the old system is too expensive to learners.

The 2-6-3-3 new curriculum has been touted as the ultimate remedy to limitations identified in the 8-4-4 system because it is entirely skills based. Experts are of the view that, it will enable learners to develop beyond academics and also focus on how best they can use their specific talents to make a living. They further posit that learners will not sit for examinations but they will be evaluated through continuous assessment tests on the skills acquired as opposed to cramming for exams as has been the case (Chemagosi, 2020). 2-6-3-3 system aim to enable learners to learn and provide them with self – regulated learning skills and greater autonomy over their learning. Competence acquisition is considered to address social and educational requirements such as employability, civic competence and academic success (Taina.et.al., 2011). Furthermore personal competencies and qualities such as optimism, resilience and empowerment are regarded as important factors in being able to deal effectively with uncertainty change and complex decision making, all of which school students are likely to face increasingly in their future lives (Giddens, 1990).

Competence based approach to teaching and learning are thought to offer students opportunities to experience learning in a practical manner and actively reflect on their learning, within a socially situated context in order to develop their knowledge, skills and understanding. Learning therefore becomes a personal and active process. The role of teacher in CBC lesson is thus one of facilitator or coach or pedagogical expert rather than a transmitter of knowledge. However, in the

more learner-centred, flexible environment of CBC lessons teachers have less control over the learning process and they may have difficulty in reconciling the teaching and learning approaches that are synergistic with these aims and their perceived role (Ketelaar et al., 2012). Therefore if teachers are unable to make sense of the duality of those roles they may act to reinforce or protect their established identity.

With the introduction of CBC in Kenya new phenomenon and terms have been experienced in the field of education. Subjects are now called learning areas, formative assessment has been introduced and focus is on developing competencies such as and how to apply them in real life situation rather than acquisition of book knowledge for the sake of it. Content delivery is now learner – centred, learning outcomes as opposed to lesson objectives. More so national entry and exit assessments at early years have been introduced and entry and exit levels have changed (R.o.K. 2018).

III. CHARACTERISTICS OF CBC

Competency based curriculum is oriented to professional practice and the learning process is central. CBC has a constructivist approach where learners are guided to solve problems. According to Kouwenhoven (2003) he observes that in competency based education the role of the teacher is that of a cognitive guide. Curriculum Based Education (CBE) has a learning environment focused on the development of competencies, the assessment focuses on competencies and the curriculum development is passed on the elaboration of profiles and identification of competencies. There are varied benefits of CBE; it fosters a change in the learner teacher relationship, an increase in emphasis on internal information sharing, improvement in clarity of desired student outcomes and program effectiveness, better articulation of the competencies of graduates and an increase in student satisfaction and learning (Browness and Chung, 2001). The implementation of an educational training curriculum should be based on social demands, and the competency analysis process identifies whether students have attained the competency standards proficiently.

A. PARENTS CONTRIBUTIONS TO THEIR CHILDREN'S EDUCATION

Parents are recognized by the government. Among the many roles, parents are to ensure that children attend school as required. It is further stipulated that parents are to participate in development of play and learning materials among others (R.o.K. 2018)

Substantial evidence exists to show that children whose parents are involved in their schooling have significantly increased their academic achievement and cognitive development. The parent – child relationship is improved when parents participate more frequently in the child's activities.

Parents also increase the number of contacts made with the school and their understanding of child development and the educational process. Parents become better teachers of

their children at home and use more positive forms of reinforcement (Epstein., et.al., 1997)

The most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at home. The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school. Parents of high achieving students set higher standards for their children's educational activities than parents of low achieving students (Ajuoga, 2016)

Although most parents do not know how to help their children with their education, with guidance and support, they may become increasingly involved in home learning activities and find themselves with opportunities to teach, to be models for and to guide their children when schools encourage children to practice reading at home with parents. The children make significant gain in reading achievement compared to those who only practice at school. Parents try to read to their children, have books available, take trips, guide TV watching and provide stimulating experience contributing towards student achievements (Tizard et al., 1982). They further observed that families whose children are doing well in school exhibit the following characteristics; established that a daily family routine, such as providing time and quiet room to study, and assigning responsibilities for household chores, bedtime and having dinner together, monitor out- of- school activities for instance setting limits on watching, checking up on children when parents are not at home, arranging for after school activities and supervised care, model the value of learning, self-discipline and hard work. For example, communicating through questioning and conversation, demonstrating that achievement comes from working hard. express high but realistic expectations for achievement such as setting goals and standard that is appropriate for children's age and maturity, recognizing and encouraging special talents, encouraging children's development and progress in school by maintaining a warm and supportive home, showing interest in children's progress at school, helping with home work, discussing the value of a good education and possible career options, staying in touch with teachers and school staff and encouraging reading, writing and discussions among family members for instance reading, listening to children read and talking about what is being read.

Research indicates that parents involved in child care and educational programs makes children develop positive attitudes about themselves, increase self-confidence, enroll in programs to enhance their personal development and are more positive about school and school personnel than those of uninvolved parents.

B. CHALLENGES OF INVOLVING PARENTS IN CBE

Researchers have found that teachers are sometimes reluctant to encourage parent involvement because Learning is complex. It begins at birth and continues throughout life. Parents are the first teachers and role models for their children yet study by (Burde et,al, 2015) show that many parents are not aware of the importance they play in their children's education and have a limited understanding of their role in

their children's learning. One of the most powerful but neglected supports for children's learning and development is family involvement; both in and out of school (Ajuoga, 2016). She further observed that families play vital roles in their children's cognitive, social and emotional development. However, resources for and commitments to promoting meaningful family involvement have been few, weak and inconsistent. Meaningful and effective involvement includes not just parents, caregivers, teachers behaviors, practices attitudes and involvement with the institutions where children learn, but also these institutions expectations, outreach, partnership and interactions with families. Therefore families, schools and communities must together construct family involvement, actively taking part and sharing responsibility in building mutual respectful relationships and partnerships.

Many studies found that students with involved parents, no matter what their income or background was, were more likely to attend school regularly, earn higher grades and test scores, have better social skills, show improved behaviour, adapt well to school and enroll in higher-level programmes (Henderson and Mapp, 2002). A new group of studies found that community organizing upgraded school facilities, improved school leadership and staffing, ensured higher quality learning programmes for students and offered new resources and programmes to improve teaching and curriculum. Families and parents are critical to children's attainment. Parental involvement in their child's literacy practices positively affects children's academic performances and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education. Another finding is that early intervention is vital. The earlier parents become involved in their children's literary practices, the more profound the results and the longer-lasting the effects. It should aim to raise parent's awareness of the differences they can make and set up systems that offer constant encouragement and support according to individual requirements and needs (Ajuoga, 2016).

In Kenyan scenario, there is universal complaints from parents that the new education system now requires parents to act as teachers a role that they were not prepared for (Kegoro, 2019). During a national conference on CBE that took place in Nairobi brought together a wide range of stakeholders including parents. Parents complained that the new system is too demanding on their time. Parents complained about the high cost of the new system such as frequent requirement for parents to buy project material, gardening and cleaning tools, spades, dust coats, brooms, wheelbarrows, stationeries and many others. The items listed above are expensive whereby low income parents cannot afford. Further, parents complained that the new system assumes, without basis, that parents already have certain lifestyle that can support the requirements made on their children. For example parents are required to send to teachers on mobile phones pictures of their children's projects. It is important to note that some parents do not possess smart phones. There is also challenge to access internet or printers in rural areas.

Another gap observed by parents was that the new education system has succeeded in doing is to turn children to Google for answers rather than making them learn (Kegoro,

2019). Therefore the CBE core competency of critical thinking and problem solving is at stake at this early phase of implementation. According to Oliver Mbutia, Deputy Director in charge of primary education at KICD, parents should be engaged through empowerment and allow shared responsibility in all tiers and levels of basic education. According to KICD parents are only expected to facilitate the learning process. The big question is how, it is vaguely put it is not clear to teachers. Instead teachers are sending children home with questions that parents are helping to write answers (Oduor, 2020).

Teachers are being blamed seriously by KICD and Kenya National Parents Association (KNAP). Maiyo who is the KNAP chairman said that teachers unnecessarily ask parents to purchase items. The take away assignments for the child are costly and time consuming. The demand for expensive activities has led to silent but growing uproar among parents.

IV. TEACHER CONTRIBUTIONS TO COMPETENCY BASED CURRICULUM IMPLEMENTATION

In the process of teaching and learning a teacher is the key agent. Their attitude and demonstration of a change of mindset especially that learners were to look upon them as role models in the value to be instilled in the new curriculum. Teacher competence on delivery of Competency Based Curriculum is a priority. For the paradigm shift to CBC to be effective, teachers must make a good choice of instructional strategies they use in order to avoid monopoly in class and to be facilitators in order to enable learners engage and interact with knowledge with minimal supervision (Kafyalulo, 2012).

The Ministry of Education should prioritize professional development that is focused on helping the teacher interpret the syllabus, prepare the schemes of work and the lesson plan, to construct records that are likely to report changes to knowledge and practice. The teacher should either be re-trained or attend in service courses. The teacher now assumes the role of a facilitator or a coach (Waweru, 2018). In line with the CBE, the teacher has to be innovative and creative in preparing the teaching and learning resources that would address the specific learning outcomes. The teacher should as well prepare learning activities that will suit the ability of individual learners. Learning experiences should be interactive. The role of the teacher is to create an interactive learning environment and planning for various resources.

The strength of Competency Based Education are numerous, amongst them are; is the focus on competencies with appropriate application of knowledge and not just knowledge acquisition, it gives opportunities for local decision making and greater depth of greater flexibility for the teacher is emphasized and the teacher is required to balance between formative and summative assessment (Ketelaar, et.al, 2012). It is digitally based, collaborative and the teacher facilitates learners to construct own knowledge and skills through exposure to challenging situations and experiences. It is flexible, responsive and supportive in embracing diverse learning needs and abilities.

There are challenges posed by Competency Based Curriculum for teachers. The nature and structure of the

curriculum influenced by stance adopted inevitably affects approaches to teaching and learning. It is contended that changes to the curriculum lead to tensions between traditional approaches to learning process. These tensions may impact on teachers identities and this can make effective classroom problematic (Hallaz and Michal, 2011).

Teachers are faced with increasing pressures to ensure that their pupils have the skills and abilities to meet challenges of living, working and making a contribution to society now and in the future. And on the other hand providing them with academic qualifications that rely upon a traditional curriculum and pedagogy. Teachers are therefore, caught between a philosophical approach to education that embraces the need for sound disciplinary knowledge secured through traditional pedagogies and one that requires them to adopt a more outward looking stance to enable their learners to cope with market forces, change and an increasingly uncertain future (Giddens, 1990).

According to Halaz and Michal (2011) the practical implementation which should make thousand of teachers change their professional behaviour is not an easy task but it is necessary if the implementation of Competency Based Curriculum is to be successful. It seems there are several obstacles for teacher to overcome when they engage in competence based lessons. CBC aim to enable pupils to “learn to learn” and provide them with self regulated learning skills and greater autonomy over their learning. Critics of CBC suggests that they may lead to superficial learning of content. It may also become reductionist and prescriptive and therefore result in utilitarian rather than liberating outcomes (Byrne, et.al., 2013)

In Kenyan scenario teachers are seen to be misleading pupils and parents. State agency that developed new system accuses teachers of misinterpreting syllabus and forcing parents to buy costly items and do wrong assignments. They are categorical that teachers have failed in interpreting the two objectives for each learning area namely; specific learning outcomes, referring to what children must do at the end of the lesson and suggested learning experiences, explaining in detail the specific activities (Oduor, 2020). This may mean that teachers have failed to be creative or are lazy to think out of the box without necessarily burdening parents. An external report by IBE- UNESCO (2017) revealed that teachers of Nyeri County raised alarm over the too much time lesson planning was taking which compromised time for instruction and that it was difficult for teachers to construct assessment rubrics. Assessment of learners progress is key in any education. With the paradigm shift to the new curriculum, there is need to align assessment to ongoing emphasis on competencies (O'Connor, 2009). They can use written papers, portfolios, observed pupil participation and computer marked assignments as appropriate with detailed rubrics

It is emerging that teachers cannot interpret curriculum design thus end up suggesting learning activities that burden parents. For example some teachers only allocate one lesson to cover a topic that is designed to be adequately covered in ten lessons (Oduor,2020). Jwan Director for KICD lamented that some teachers do not consult the teachers hand book to get first hand instructions to guide them when covering lessons. According to KNUT and KUPPET have said that teachers are

not well inducted to run the new curriculum. It is perceived that the Competency Based Curriculum was political rolled out. The teachers unions voiced that the programme was being rushed by being rolled out amid teachers cries. The then Cabinet Secretary for Education Dr. Matiangi maintained that there was sufficient stake holders consultation on the changes adding that launch cannot be delayed (Wanjala,2017). Therefore teachers union and teachers had negative attitude about the launch of Competency Based Curriculum which comes to haunt the education sector to date 2020.

The training of the Competency Based Education teachers is questionable. In- servicing of teacher educators about the CBC is wanting. It is important to note that the lecturers who are preparing teachers in the universities, some taught in primary or secondary school many years ago and had scanty knowledge of what is taught there. Therefore lecturers need intensive in – service about the new system in order to educate teachers well. The importance of implementing competency based initiatives in universities it would specifically articulate of competencies, inform and guide the basis of subsequent assessments at the course, program and institutional levels and the specific competencies would help faculty and students across campus, as well as other stakeholders such as policy makers, to have a common understanding about the specific skills and knowledge those graduates should master as a result of their learning experiences (Olson and Bolton, 2002). If the Ministry of Education have no agenda related to teacher education and provision of teaching and learning resources and infrastructure for the Competency Based Curriculum, then the implementation is likely to be frustrated.

V. INSTRUCTIONAL MATERIALS AND INFRASTRUCTURE

The curriculum based curriculum follows two pathways whereby the learner can take the career path or vocational path. The implication is that the vocational or technical path requires tools and workshops. Even in career path, the lessons are more practical where the learn learns to learn by doing. Lessons require teaching aids which can be sourced locally or bought from the shops. According to the government of Kenya the infrastructure includes classrooms, toilets or latrines, food store, dining area and food handling (R.o.K. 2018). The learning resources are to be displayed and kept safely. The security of the computers, LCD's and many others must be guaranteed by the school. Another area of concern is the disposal of the tools can also be a challenge. In line with the current reforms, the teacher has put in mind teaching activities that will suit the ability of individual learners. It is also important to consider the size of classes. Following 100% transition to basic education decree in Kenya, pre-primary and primary schools generally has very large classes some seats 60 to 70 pupils. This raises challenge to the adequacy of the resources to be used by the pupils. Teaching and learning resources used during instruction should bring out learners competencies.

Teachers are being blamed by the curriculum development agent the KICD Mbutia the deputy director KICD suggested that teachers could borrow some of the

learning aids from neighboring schools because lessons might only take place once a year “if in teaching children are supposed to use wheelbarrow, why ask parents to buy them when you could borrow from the neighboring schools?” (Oduor, 2020). Meaning schools are not well equipped with the relevant tools and teachers are under due pressure to borrow, which looks unethical. Under improvisation the hand book directs teachers to be innovative and creative in making the required teaching aids. Further asserts that, this can be done in collaboration with learners or members of the community using locally available material. This becomes a challenge because working parents will not have the time.

The MoE in Kenya depends heavily on the donor support from NGO's and other stakeholders such as World Bank, UNESCO, UNICEF, USAID, Plan International, World Vision among others. If these stake holders does not prioritize provision of teaching and learning resources, equipment and infrastructure for the CBE then resources would lack and implementation of CBE would be a nightmare.

VI. CHALLENGES OF CBE IMPLEMENTATION

Critics of CBE argues that it focuses on immediate employer needs and is less focused on preparing learners with flexibility needed for a more uncertain future. It does not suit subject areas where it is difficult to prescribe specific competencies or where skills and new knowledge need to be rapidly accommodated (Bates, 2002). It takes an objectivist approach to learning and does not fit the preferred learning styles of many students. It is a challenge how it fit into the school systems where whole process and progression is based on grade 1 to 6. Competence-based approach to teaching and learning are thought to offer students opportunities to experience learning in a practical manner and actively reflect on their learning, within a socially situated context in order to develop their knowledge, skills and understanding. Learning therefore becomes a more personal and active process. However, in such a set up teachers are unable to make sense of the duality of those roles they act to reinforce or protect their established identity (Byrne, et.al. 2013).

Major obstacles of implementation of Competency Based Curriculum in primary schools in Kenya include; wanting teachers' preparedness towards the implementation of Competency Based Curriculum, insufficient funds to put in place the necessary infrastructure, lack of enough instructional materials, lack of enough qualified personnel in terms of the teachers to cater for the learners needs especially in the new learning areas and lack of clear criteria or guidelines on how competencies are attained and evaluated during each phase or level of development for instance there should be clear specifications that a learner started as a beginner level, then moved to competent level and then proficient level and finally expert level (Kafyahulo,2012)

Kafyulilo (2012), Khan (2012) and Chemagosi (2020), conducted a study on the purpose of teacher training. They asserts that teacher training is paramount in order to actualize reforms in education. Khan (2012) contends in his research that lack of clear criteria or guidelines on how competencies are attained and evaluated during each phase or level of

development for instance there should be clear specifications that a learner started as a beginner level, then moved to competent level and then proficient level and finally expert level. His study focused on the criteria used in attaining and evaluating the competencies achieved but he did not appraise the implementation of the Competency-Based curriculum as Chemagosi (2020) conducted another study on teacher competence and preparedness pertaining the implementation of the competency-Based curriculum. She established that majority of the pre-school teachers were not well prepared. Her aim was to establish teacher competence and preparedness towards the implementation of the competency-Based curriculum. She did not aim at evaluating the implementation of the Competency-Based curriculum. Besides that, the information gathered from teachers imply that most of the teachers are not well equipped in readiness for implementing the competency-Based curriculum. Other stakeholders of schools such as parents do not have an idea pertaining the competency-Based curriculum. The Kenya Institute of Curriculum Development stipulates the roles of parents to; provide basic necessities such as sanitary pads, masks, protect their children from physical and emotional harm and to engage with the teachers to enrich their children's learning experiences (KICD,2019). With the upsurge of Covid 19, many parents lost employment hence requires financial aid for household food at the expense of school necessities.

Waweru (2018) carried out a study on influence of teacher preparedness on implementation of CBC in public primary schools in Nyandarua North Sub County, Kenya. The study established that teachers need more training because the in – service programmes was inefficient for implementation of CBC. Rop and Momanyi (2019) conducted a study on teacher preparedness for the implementation of competency based curriculum in lower primary schools in Bomet East Sub – County, Kenya. The study concluded that teachers are ill – prepared for efficient competency in assessment of learners performance. Therefore teacher trainers should mount adequate training sessions to bridge capacity gaps identified in methodology, preparation of the professional documents and evaluation.

In conclusion, the CBC implementation has suffered a great deal in Kenya. It was launched in 2019, before it took off well, the Covid 19 pandemic came in March 2020 and all learning institutions were shut done.

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