

# A Comparative Study of Competence Based Curriculum in Kenya and Uganda

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## ABSTRACT

Competence Based Curriculum (CBC) was introduced in Kenya and Uganda as a result of concerns over low performance among students. The creative thinkers of this innovative system wanted learning to be student centered rather than teachers centered, so that the learners can apply the knowledge they acquired to perform specific tasks in their lives. However, the CBC is still not well understood by many players like educators, students and parents and this has posed challenges in implementing it by the two governments. This study therefore, endeavored to give a comparative study of CBC in these two countries with a focus on its historical background, challenges stakeholders are encountering in implementing the new system and finally possible solutions to those challenges were discussed. This study was guided by the theory of curriculum change which elaborated on the challenges of implementing the new system of education from the old system of education in Kenya and Uganda. This study relied heavily on a review of linked secondary literature and oral interviews. Convergence and divergence were produced after thoroughly reviewing, analysing, and compiling all the data. Ex-post facto as research design was employed with purposive and snowball as sampling technique. Teachers, pupils, education officers and parents were the target population. It is argued that this data will be useful to policymakers in formulating and comprehending the implementation of the CBC, focusing on the challenges the new curriculum is facing and the possible solutions. The study should be of importance to educators and the two governments for effective implementation of the Competence Base Curriculum.

**Key words:** Competence Based Curriculum, Comparative, Education, Kenya, Uganda

## INTRODUCTION

This paper seeks to provide insights into a comparative study of competence based curriculum in Kenya and Uganda. To unearth this, the paper looked into the historical background of CBC in both countries, implementation of CBC in Kenya and Uganda. This paper keenly looked into challenges of implementing the Competence Based Curriculum in Kenya and Uganda. Possible solutions were suggested and recommendations were made for successful implementation of Competence Based Curriculum in Kenya and Uganda.

## METHODOLOGY

This study employed ex-post facto as a research design. Ex-post facto is a systematic examination of the past in order to understand the present and to look at the future wisely (Ongunyi, 1992). This design enabled the researcher to investigate and explain a phenomenon that has already occurred. The researcher in this type of investigation depends on available data about past events on which he cannot exercise any control. Therefore, the study adopted the ex-post facto approach as an appropriate research design. The conclusion will therefore be based upon logical analysis and inferences. The sources of the data were finally judged in terms of consistency and utility or internal and external criticism. This enabled to determine as to whether or not the document was authentic.

The research was conducted in four schools, two schools selected from Kampala in Uganda and two from Busia County in Kenya. The selected schools had used the Competency based curriculum for at least three years. To obtain Qualitative data, interviews were conducted with policymakers, curriculum developers, teachers, students and parents. (Merriam, 2009). Content Analysis was also done to analyze historical documents, curriculum framework report, research papers and other relevant resources, as this study relied heavily on a review of linked secondary literatures.

Purposive sampling which involves selecting participants who are likely to provide relevant and insightful data (Patton, 2015) and snowball sampling were done to obtain the respondents needed. Teachers, pupils, education officers and parents were the target population. The researchers also ensured the confidentiality of all participants in the study as well as obtaining consent for any recorded data, keeping data secure and anonymizing any personal information. The qualitative data was analyzed using a thematic analysis approach (Braun & Clarke, 2006). The data analysis process involved: coding where transcripts and field notes were coded using a coding system that will be developed by the researchers.

Then themes were identified through an iterative process of coding, memoing and discussing the data with the research team (Smith, 2015). Themes were developed and refined through the same iteration process of coding, memoing and discussing the data with the research team (Smith & Johnson, 2019). Convergence and divergence were produced after thoroughly reviewing, analysing, and compiling all the data.

### **The History of CBC in Kenya and Uganda**

Before discussing the CBC in Kenya and Uganda, global overview is very important. Many countries in the world have developed their own competence frameworks for the instructors to implement. These countries include; Germany, Australia, Canada, USA among others. The reasons behind this new curriculum in these countries were the low performance among students and inadequate teachers' preparation (Cheptoo, 2009). In USA the Competence Based Education (CBE) was basically developed to advocate for the need to organize learning results in such a way that it drives teachers to describe their teaching goals in terms of noticeable student's actions. It allows learners to progress in line with their ability to grasp a skill at their own pace regardless of learning surroundings.

In Africa, most countries after the independence they immediately inherited the colonial education system, which was discriminative in nature. Due to discriminative nature of colonial system of education and failure of that system to address demands and needs of African countries, they established their own systems of education with knowledge based approach. However this system did not last long because it was too academic but lacking skills and knowledge in application, hence several reforms were undertaken in various nations in Africa (Cheptoo, 2009).

Currently, most countries in Africa have adopted the CBC in their education system, which is perceived to offer skills that match with jobs on the market. The CBC in African nations either has a modification or similar framework from the developed nations. These countries implementing CBC in Africa include; Zambia, South Africa, Mozambique, Ghana, Zimbabwe, Cameroon and in East Africa all countries have embraced the new system for example, Tanzania, Rwanda, Uganda and Kenya.

The Kenyan government introduced CBC in 2017 where the Kenya Institute of Curriculum Development (KICD) designed this new curriculum after they carried a study on CBC (KICD, 2007). It is believed that this new curriculum was introduced to make Kenyans people of good morals, informed and involved. It is argued that CBC provides students with the ability to obtain, improve, and use knowledge, values and attitudes which then lead to the use of acquired skills (Mulenga & Kabombwe, 2019).

Rodney avers that Kenya came up with her own unique system and requirements of CBC where they were looking for an alternative conceptual framework by various scholars (Rodney, 1994). CBC in Kenya should be implemented effectively because the system has found the country when it has already introduced the Information and Communication Technology (ICT) in their curriculum implementation which is emphasized in the CBC (GoK, 2016). Gross points out that, all parties involved in implementation of any new curriculum,

they must participate effectively in the entire process and they must have a well understanding of that new system (Gross, 1971). This is what the government of Kenya has exactly done to make sure that all stakeholders are involved in the implementation of this new education system. During oral interview, it was noted that there are high indicators of a successful implementation of CBC in Kenya because all stakeholders; parents, teachers, students and finally the government are fully involved in propelling the objective of the new curriculum. It was noted by a respondent that the Kenyan government has done all necessary requirements to make sure that educators possess the required credentials and provide retraining courses in colleges and universities to increase their proficiency.

It is argued by the government of Kenya that CBC has several benefits for students. For instance, it is noted that the CBC will enable a learner to be tested on their ability to perform a particular task in different settings (GoK, 2016). The new education system will enable students to develop self-management and decision making skills. With the new system of education, the learners will be able to discover their potential in life because the system is focused on the students rather than the school results. The new system in Kenya is argued that it will encourage corporative learning where students will assimilate, stimulate positive development among students. With its collaborative nature, the CBC is a collective responsibility of all stakeholders which results to produce local experts who can stare development in the country (GoK, 2016).

The new curriculum is vital in the country because it produces men and women who can solve problem independently and be critical thinkers. This new system exposes students to environment that demands them to reason, make good judgment and be innovative to add value in their day to day environment (GoK, 2016). The CBC equips students with divers opportunities especially after narrowing down to specific talent and potential in their life. CBC has involved parents in the education of their children, hence parental empowerment and engagement.

The first phase of the curriculum was launched and well executed where pupils transitioned from grade six to grade seven and this was possible because the government of Kenya through Teachers Service Commission and the Ministry of education provided in-service training to educators and provided other necessary materials and facilities.

The history of education in Uganda is very rich. In precolonial period education in Uganda was done on tribal basis. Oral tradition indicates that, young people were taught about law and customs of the country while youth from the kingship families were trained as pages in royal courts. Areas that had accepted Islam, Koranic schools were established and young people were taught Islamic laws. The objective of education at this time was basically to train boys and girls to appreciate their culture in terms of political, economic and social.

An informant eluded that with inception of missionaries, education system evolved from tradition methods of implementation to new and better methods of implementation which involved reading and writing. Missionaries built schools and churches which were used as centers for converting Africans and imparting technical skills to Africans and the colonial government played a key role in running schools in Uganda with help of missionaries.

Just like many countries in Africa, Uganda education system has undergone several reforms. For instance, immediately after their independence they adopted the British system of education (Nakabugo & Kasule, 2016). This British system of education was content focused but in 1987, the government of Uganda introduced a new system that emphasized skills and competence. In 2007, the government of Uganda under the Ministry of Education and Sports introduced CBC. The aim of the government was to promote learner-centered education and produce candidates who can compete globally.

This new curriculum was thematic in nature, which implies that the content was planned in terms of common themes for pupils (Amod, 2016). However some educators noted that some themes limits the content and concepts for subjects like mathematics and Govender eludes that some of the mathematical concepts do not fall under any of the themes that have been identified (Govender, 2018). Therefore, the implementers of the new curriculum are not adequately trained to fully implement the thematic curriculum in Uganda.

The government of Uganda through the ministry of education, they do encourage the educators to use local language to implement the curriculum. This has been a challenge because most training colleges in Uganda don't train their teacher trainees in local languages and those who teach in local language they do it inadequately because most instruction is done in English.

Teachers in Uganda perceive CBC as tiresome in terms of preparation and instructional materials hence poor implementation at all levels (Mabonga, 2001). However the government has used all possible means to make sure that implementation is effective. For example, teachers are fully trained more especially those in primary level. Workshops have been organized to familiarize teachers to the new system of education and this has enable teachers to scheme and lesson plan as per the new changes (Mabonga, 2001). Use of local language in teaching was a major problem, but the government came up with strategies and currently local language is appropriately used in classrooms. Thematic curriculum has been successful in most schools where pupils can now read and write in local languages correctly (Mabonga, 2001)

Implementation of this new curriculum has its own share of challenges ranging from overcrowding of students in classes to lack of ownership of new system especial among the teachers. There is inadequate continuous professional development programmes for teachers and this has made many teachers not adequately interpreter the new system. Insufficient teaching aids are another challenge this new system is facing (Mabonga, 2001). The two countries have had several changes in their systems of education and currently both of them have embraced the CBC.

### **Implementation of CBC in Kenya and Uganda**

The implementation of the CBC in Uganda has been a complex process. According to Nabunya, et al. (2019), the Ministry of Education and Sports in Uganda introduced the CBC in 2007 with the aim of promoting learner-centered education, reducing disparities in education, and producing students who are able to compete globally. Thematic Curriculum which involves content being organised in a common themes to the learners was introduced in 2007 which embraced the CBC (Amod, 2016).

During an oral interview, it was noted that several teachers were struggling with challenges in planning and content delivery, CBC stimulated hands-on-learning, teachers' preparedness was considerably low due to lack of prior training, ICT integration was still an uphill task, majority of teachers were still stuck to traditional methodologies. The informant continue noting that, a large number of teachers are capable of carrying out continuous assessment and keeping track of students' regular success in terms of demonstrating competences. This is always reflected in the classrooms on a continuous assessment and monitoring form which records daily assessment, is always displayed in the classroom and finally analyzed to give the analysis.

Since the curriculum's implementation, the board has been diligently collaborating with a panel of both internal and external examination experts, whose collective efforts have been directed towards formulating an assessment framework that resonates with the revised curriculum. More information obtained from the examination body indicates that the ongoing process involves a comprehensive review, encompassing various aspects. The government of Uganda has continued to implement the CBC, with a recent report by the Uganda National Examinations Board (UNEB) indicating that the CBC has contributed to improved performance among students (UNEB, 2020).

A competency-based curriculum (CBC) bases learning on the needs and potential of particular learners within a flexible framework and set of principles that can vary and adapt in response to the learners' demands. Amutabi and Nsenga (2019) define CBC as a type of communal learning in which the teacher and students collaborate to develop answers and solutions to both straightforward and complicated learning needs that benefit humanity. The CBC promotes hands-on training and infuses learning new material by observation, learning as you go, experiential learning, and practical experimentation to grow at each successive phase. Exams are optional in CBC; however, several Competency measures are employed to assess whether a student understands the topic or enhances their performance. In Kenya the CBC is set to change how children are tested. It tests their ability to apply the knowledge they acquire to perform specific tasks within different settings. A respondent from Uganda noted that, "CBC has enhanced the teacher's and student's innovativeness



and creativity as now some schools have resorted to planting plants, vegetables, fruits, etc in schools compounds on which study samples can be got for students demonstration. The respondent furthermore noted that, even some demonstration dummies are being placed in strategic places in schools compound to be used for practical learning.

According to Ondimu (2018), head teachers have received in-service training to implement the competency-based curriculum in the upcoming grades. They are now prepared to implement the CBC. The State has launched a retraining program called Teacher Professional Development Modules through the Ministry of Education for all in-service teachers or working teachers. The TSC used a multi-agency strategy to coordinate the training of primary school educators from public and private schools. Government has increased funding for the education sector in recent years more than any other sector.

According to Robert (2021), the Kenyan government's accomplishment in adopting the CBC with the first cohort class in 2017 and the class's present placement in grade 7, or junior secondary school, is one of the new Curriculum's significant achievements. The oral interview revealed that learners have completed grades three and six and they are currently enrolled in junior secondary school, making the implementation strategy that started with early childhood education successful in the effort to implement the competency-based Curriculum. The government now takes pride in completing the first and second phases of the curriculum implementation. Another achievement is the multi-sectoral training of staff members involved in implementing the competency-based Curriculum at Junior Secondary School. Over 100,000 primary school teachers have received training to assist them in comprehending the Curriculum's standards and provide them with the skills, information, and attitudes needed to implement the competency-based Curriculum and transition to JSS successfully. These courses are crucial because they equip the officers with the skills to oversee and perform the new Curriculum. Additionally, the government employed 30,000 permanent and pensionable teachers to instruct in Junior Secondary Schools (JSS) in 2023. The creation and distribution of documents, such as the syllabus, schemes of work, assessment records, portfolios, lesson plans, and other documents required for instruction and learning in the Junior Secondary School, is another accomplishment in implementing the CBC (Robert (2021).

Antony-Newman, (2019) states that, parents and other primary caregivers are the child's first teacher and this responsibility continues when the child starts school and endures even in adulthood. Parental involvement in their children's education through a collaborative partnership with schools, research indicates, positively impacts on school related outcomes for children. These collaborative activities may be planned to involve, guide, empower, and inspire learners to produce their own successes and the underlying supposition is that if children feel cared for and are encouraged to work hard in the role of student, they are more likely to do their best to learn. For example one respondent from Uganda noted that, "in primary schools when need arise in case of scarcity demonstration materials, students are requested to bring particular samples from home foods or products for demonstration such as tomatoes, eggs, cooking flour, etc and parents have always though with some reservation for some responded and supported this activity positively. This has simplified learning for students as the learners are able compare for example how particular food is prepared at home and in school – thus ask questions that enhance learning.

Classroom assessment is a continuous assessment and is carried out at the entire basic level of education (thus, at early years, middle school and at senior school). Assessment tools are developed by the teacher. These are activities designed and administered by the teacher during the learning process. School-based assessment starts from Grade 4 to Grade 12. The tools for this assessment are developed and uploaded on the examination council's website. The teacher downloads the tools from the website and administers them to the learners. The tools are standardized hence uniform to all cohort of learners. The National assessment shall be carried out at Grades 3,6,9 and 12 (Antony-Newman, 2019).

### **Challenges of Implementing the Competence Based Curriculum in Kenya and Uganda.**

Generally, in order to implement CBC effectively, educational institutions require everything from modern classrooms, creative centers, smart boards, laboratories, latest technology at all levels, well trained teachers

and good working conditions. It is clear that most institutions are lacking in these as explained in the subsequent paragraph.

Firstly, CBC requires robust support systems and resources to ensure equitable access to quality education. This requires the availability of technology, instructional materials and support for students with diverse learning needs. Institution Today (2024) noted that CBC is a resource – intensive type of teaching and learning that requires a lot of doing to acquire skills. This doing mentioned here needs materials. In Uganda, many rural schools have not yet managed to afford these systems and still depend upon the government to provide them.

In both countries, schools and especially teachers are required to be highly innovative and creative so that they cover up the need for the resources that have been listed above. A lot of obstacles stand in the way of achieving this: the countries grapple with a lot of economic, political and social issues.

A change in curriculum necessitates a change in many aspects of teaching, some of which include methodology and assessment. Kiwalabye (2023) in his article in the New Vision of Uganda raises the need to significantly shift the pedagogical practices, assessment methods and professional development. One head teacher from Uganda noted that, “some students also mainly in rural areas continue to report late at schools like in week three or four albeit regular absenteeism without clear reason –which enhance effective implementation. Yet, also, the capitation grant (money) provided per each school is based on the number of students each school has. Yet, this amount cannot cater for children feeding, and school administrations” (Head Teacher Rural School).

One of the aspects of professional development is computer literacy. It was noted by an informant that teachers need urgent training on computer literacy in order to keep tracking and recording the development of learner competencies. In Uganda many teachers have not had adequate training in computer skills. Just like their counterparts in Kenya, these teachers are not able to use these skills and to train the learners in the use of the same skills.

The necessary shift in pedagogical practices named by Kiwalabye (2023) above highlights the ardent need for teacher training. There was no adequate preparation of teachers to teach using the Competence Based Curriculum. In Kenya, Institution Today (2024) cites inadequate teacher training. In Uganda, the training process is ongoing and done in shifts especially during the school breaks. This ensured that a lot is/was given in a very short period of time. Teachers often go back when they have not fully understood and mastered their requirements and are therefore not adequately prepared to manage the teaching. If the teachers are not equipped well, they cannot pass the same knowledge to the learners (Institution Today, 2024).

An informant argued that there is dire need for opportunities for professional development of teachers to deepen their understanding of competence-based learning and receive guidance on how to integrate approaches effectively into instruction. Kiwalabye (2023) also cites a shift in assessment methods. Indeed, challenges in assessment procedures have arisen in the CBC in Uganda. In Kenya, Institution Today (2024) cites lack of clear assessment standardization. New ways need be discovered of assessing students’ mastery of skills. The teachers have not internalized the new way of assessment in Uganda. The criteria for assessment are not clear and can bring about biased assessment. Since it is still a new program, teachers in both countries have not yet gained the confidence to implement CBC assessment. They have not yet psychologically adopted the new assessment methods.

One of the competencies named for the learners to gain in CBC is digital skills. They form the main core competencies that should be reinforced in all the subject areas in the curriculum. (Institution Today 2024). Just like in Kenya, most Ugandan schools don’t have computers and some are not even connected to the national power. This brings a dilemma on how learners in such schools will acquire that competence.

The Curriculum includes the teaching of some selected local languages. Again, teachers are not trained in teaching these languages. Some of these languages are not taught at the teacher training institutions. The policy is that the teacher trained to teach English Language should automatically be assigned to teach the local language he/she speaks. Some of them can barely read in their local languages let alone speak. Secondly,

materials to be used to teach some local languages are not readily available.

In reference to the teaching of local languages at primary school, Mabonga (2021) says that a majority of PTCs lack tutors for local language and so some of them do not teach local language. For those who train teachers in local language, the training is not only so shallow but also still being done in English even when trainees are expected to teach in the local language. This is true with training institutions for teachers at secondary school.

Nitin (2024) while analyzing the CBC at higher institutions of learning cites how to ensure the rigor and quality of the curriculum-based program remain equitable across the board. He identifies the negative element of class size. A higher number of students in the classroom affects student-teacher interactions and the peer exchanges during discussions in the classroom. Institution Today (2024) states that Kenyan schools have been understaffed for a very long period of time. They continue to say that CBC implementation requires more monitoring and teacher learner interaction which means fewer learners should be assigned per teacher.

A high-density class restricts teachers from applying learner – centric interactive teaching methods (Nitin 2024). Identification of learning difficulties also becomes a challenge. In Uganda, most classrooms have a high teacher – learner ratio. Public classes in Kenya are cited to have over fifty (50) learners in class which is not possible to manage. (Institution Today, 2024). Teachers in some schools have rated the curriculum as tiresome in implementing. There is a lot of paperwork to be done: lesson planning, scheming, record of marks with relevant competences attached, identifying practical and relevant tasks and supervising the working being additional tasks. For example, one respondent from Uganda noted that, “some school environments are unfriendly and hinder effective learning due to lack of sufficient classrooms, teacher quarters, and learning aids. Yet, in some rural school students study on empty stomachs due to government of policy of not allowing schools to charge money for feeding.

There is a big challenge of changing the attitudes of the general public about the curriculum. Firstly, in Kenya, even before enrolment, some stakeholders rejected the curriculum. Institution Today (2024) says that they raised issues that have come to haunt the implementation of the curriculum. This is also true with Uganda where a majority of stakeholder questioned the idea and did not give support to the curriculum. As remarked by one respondent specifically “poor public perception of stakeholders about the requirements as well as role played by skilled oriented curriculum in child growth is hindering implementation as some parents do not provide students needed requirements to do timely practical albeit government provision of insufficient resources to support implementation”. Another respondent noted that, early pregnancy mainly in rural school has become a cancer for implementation of CBC as some students by primary six are given by their parents in marriage or the children themselves engage into marriage affairs at will.

Secondly, many nationals have got used to the old curriculum where excellence is tested by the high grades, and schools are rated according to how many first graders they make. And because of this schools are ranked following the concept of gold, silver, bronze etc. The general situation is such that the more the first graders, the higher the rating of the school, the more the number that is likely to be admitted and the higher the gains.

Schools therefore had developed cultures of refining students for higher performance whether the students do understand the concepts taught or not. They understood that their status and continuity is defined by how many students get first grade. That attitude is still on and for that reason there is resistance to some policies upheld by CBC. Whereas Kenya has a problem with high teacher – pupil ratio as a result of low recruitment, Uganda is battling the problem of non - payment of teachers in some districts and disparity of payment of teachers of the same level. Teachers in some districts can go for months without payment. In both cases, the implementation of CBC is greatly affected.

### **Solutions and recommendations for successful implementation of Competence Based Curriculum in Kenya and Uganda**

This section based on the finding provides action oriented recommendations that can be used by both Kenya and Uganda government to improve on the implementation of competence-based curriculum. The recommendations identifies and discusses six key areas that should be focused on by both government to

enhance effective policy implementation as well as responsiveness from stakeholders as indicated below;

### **Training and retraining of educators**

For successful implementation of the competence based curriculum requires well-trained educators who have expertise in the implementation of the curriculum modality in terms of assessment, class management but also educators who have mastery of subject scope and content. This means that there is need to train and retrain educators in Uganda and Kenya for both primary and secondary levels to equip them with required skills to implement the programmes. This can be done first by coming up with standardized assessment criteria for teachers while assessing learner's competencies in both Uganda and Kenya.

Secondly, both Uganda and Kenya should come up with of trainers of trainers' programmes at district levels in Uganda and county levels in Kenya, where focus persons would be identified and subsequently trained and after are used to train other within their locality to come up with solutions using set criteria to enhance learning. This would help solve the assessment problems identified both in Kenya and in Uganda by Kiwalabye (2023) albeit solving knowledge gaps between trainers as well as teacher –learners ratios especially in Kenya were its high compared to Uganda.

However, all these trainers programme, will help government identify the real education need of a particular community at a particular time and tailor the learning to address such local specific opportunities, challenges or weakness. Furthermore, training and retraining of educators will help teachers appreciate the programme and prepare learn plans or scheme of work that are in line with competency –based textbooks using the relevant study materials. Also, make teachers to become more creative to manage the classes in case shortage of textbook, with learners centered activities, simulations, outdoor, and evaluate learners' competencies through formative assessments on what they have learnt.

### **Partnership between Universities and primary/secondary schools**

Furthermore, there is need of collaborations between universities, primary and secondary levels in the implementation and monitoring of the programme but also through research to identify the gap and devise common solutions to solve these challenges that can be community based. This should be done by also changing the university curriculum to prepare them to receive students that have been exposed to competence based learning. Secondly, to prepare universities to be able retrain the educators to handle competence-based curriculum. Above universities or TTC train learners in selected local languages, thus enable teachers teach the learners in the selected languages.

### **Need of sufficient funding and class construction**

To overcome financial challenges as associated with budget constraints of running schools. First, the government of Uganda should relax on its policy position, were government aided schools are not allowed to charge fees but only depend on grant to run the schools. Schools especially in rural areas should be allowed to charge minim fees in line with the financial strengthen of community. To enable implementation of the curriculum without any financial hindrance.

This will help schools have a resource envelope in Kenya to recruit more teachers under the PTA payment system in different schools. This will reduce on the teacher–pupil ratio burden in Kenya, although these may not directly be government workers, these teachers can be appointed to manage the crisis. Yet in Uganda, under the PTA payment arrangements, the problem of non-payment of teachers in some districts will be minimized as both government appointed and school appointed teacher would be paid timely, to boast the teacher moral to perform as expected.

### **Provision of learning materials, construction class and teacher quarters**

Furthermore, charging of fees will also help schools acquire required study materials, construction of classrooms, quarters plus enable schools to feed their students and avoid teaching pupils on empty stomach



especially in the rural schools in Uganda. The construction of class rooms will reduce on congestion in Kenya public schools, while in Uganda it will solve the problem of some learners studying under trees due to lack of classroom spaces. Furthermore, construction of teacher quarters in Uganda rural schools will enhance essay implementation of CBC as most schools do not have were teacher reside.

Thus, reduce on teacher absenteeism from work. This is in line with the study by Butler (2010), who noted that quality of education has direct relevance to availability and adequacy of teaching and learning resources. Inadequate of learning support resources for teachers has negative impact on teacher success in the use of suitable instruction approaches noted by (Waweru 2013).

### **Negative attitudes of learners and parents**

There is need to change public perception about CBC, its implementation and it usefulness towards learner growth and development both in Kenya and Uganda. There is need to create regular meeting between school administration (i.e. staff and managers), parents and school management committee to agree on important policy positions, for effective running of the schools. In these meeting, the value of skill oriented education verse higher grades, as well as the role of competence-based learning in the children learning should emphasized. To enables stakeholders appreciate that success in life is not able grades attained by the skills acquired by the grades.

One observant suggested that there is need to help all stakeholders (students, parents, administrators, teachers, etc) appreciate the importance each stakeholder economic and political support towards effective management of student career development through competence based system of education. These meeting should be used to create awareness of why use this approach would help promote active and autonomous learning as well as participation of learners but also of parents in the implementation.

### **Creating a conducive school learning and teaching environment**

The classes as well as surrounding environment at school should be these ones that enhance learning emotionally and physically for both teachers and learners. The environment includes the proper arrangement of the classroom, availability of desks, teaching and learning aids, and materials, alternative teaching or learning materials, adequate ICT equipment, audio-visual equipment laboratory equipment in the schools, etc. These factors can either create a friendly or unfriendly environment that can significantly influence the implementation of CBC (Butler, 2010). In fact both in Uganda and Kenya, schools should equipped with computers as well as power to enable the learners acquire digital skills are necessary or significant for effective implementation of CBC.

## **CONCLUSION**

In this paper it has been demonstrated that the Competence Based Curriculum is a new system of education that the entire world is embracing. Countries in Africa including Kenya and Uganda inherited their colonizers system of education immediately they acquired independence. Thereafter they have embraced new reforms with the newest being the Competence based Curriculum. The implementation of the CBC in Kenya and Uganda has been a complex process with numerous challenges ranging from physical challenges like modern classrooms, creative centers, smart boards, laboratories, latest technology. Curriculum interpretations also pose a challenge where most teachers are unable to execute some elements in the new system of education in both countries. Finance is the major challenge facing implementation of CBC in Kenya and Uganda. Despite all these challenges, implementation is progressing well in both countries. These challenges need solutions for smooth implementation of the new system. For instance both countries should invest in training teachers to execute the proper implementation of CBC. For both nations to deal with overcrowding of students in class, more classrooms should be constructed and more teachers to be employed. The two governments should be ready to pump more finance for well implementation of this new system. These finances should be channeled into buying teaching materials like text books, charts among others. The two governments should sensitize the general public about the CBC for the system to be accepted by parents and students.

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