



Unlocking the Potential of the Competency-Based Education Curriculum for Promoting Sustainable Development in Modern Africa: The Kenyan Experience

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Abstract

Today, there exists a wide variety of models of education that are being practiced worldwide. These models range from conventional type to modern, pragmatic fashions of education. The preference for embracing /adoption of the models of education usually vary much and this is determined by the political-socio-economic considerations of the society. In other words, all modern societies prefer embracing/adopting those models of education that serve their established needs/aspirations best. However, the current most preferred model of education by many modern societies especially in developing world is the Competency-Based Curriculum because of its perceived immense potential of managing the issues/developments in modern society beside promoting the desired sustainable development today. Therefore, this paper was designed to examine the main factors that underly the potential of this model (fashion) of education for promoting sustainable development in modern Africa and particularly in Kenya. The focus of this paper is on the discussion of fundamentals of the Competency-Based Education curriculum; the management of this model of education in modern



Africa and especially Kenya; the potential of this model of education in the development of modern Africa and more so in Kenya; the challenges of managing this model of education for promotion of sustainable development in modern Africa and particularly in Kenya and, the preferred strategies needed for embracing this model of education for the general development and promotion of sustainable development in modern Africa and specifically in Kenya.

Keywords: Challenges, Competency Based Curriculum, Sustainable Development, Potential, Un-locking

Introduction

In recent times, there have been calls to review the conventional education systems globally because of the emerging new demands in the management of modern practical education. The consequence has been the emergence of new models/fashions of education (Carnoy, Hallak & Caillods, 1999). These models of education range from the well-established/conventional models of education to the totally new, pragmatic models of education like the Competency-Based model of education curriculum that is being re-introduced in modern world. The Competency – Based model of education, which form the theme of the present discussion is currently the most preferred education curriculum in modern world and especially Africa because of its perceived potential to deal with the emerging issues/developments in modern society. This model of education is considered to have the potential for promoting sustainable development in modern Africa (Nyerere, 1967; Sifuna and Indere, 1982; Kafu 2019; Cheptoo, 2020). However, in spite of the established potential of the Competency Based Education curriculum for promoting development in modern society, there is little evidence that some effort is being made to tap this potential for the purpose of developments of modern world (Kafu, 2006). The present paper sets out to discuss some of the possible impediment/hiccups to harnessing this critical model of education for the desired development in modern Africa and especially in Kenya. In other words, the paper is specifically designed to examine the main road blocks to the process of un-locking the untapped potential of the Competency Based Curriculum (CBC) for initiating and promoting sustainable development in modern Africa and particularly in Kenya. Among some of the underlying impediments/hiccups to the process of unlocking the potential of this model of education for promoting the desired development in modern world and especially in Africa include the fundamentals of this CBC; the adopted approaches to the management of this model of education for promoting development in modern Africa and



especially in Kenya; the untapped potential of this model (fashion) of education for development of modern Africa and more so in Kenya; the potential challenges of managing the CBC for promoting the desired development in this continent and especially Kenya and, the needed and/or preferred strategies of harnessing the established challenges of this model of education to facilitate sustainable development in modern Africa and particularly in Kenya as established by Almutiry (Almutiry et.al. 2022). The impact of all these factors on the process of un-locking the potential of the CBC on the development in modern Africa is immense as demonstrated in the discussion that follows.

Fundamentals of the Competency – Based Education Curriculum for Promoting Sustainable Development in Modern Africa

Fundamentals are usually the basics of the Competency Based Education curriculum that underly its concepts (Kafu, 2016). These fundamentals include the philosophy, objectives, concept and, the nature this model of education. Proper understanding of these basics usually facilitates the understanding of this model of education and the efficient operationalization of this model of education for development of modern Africa. In other words, this process will always guarantee proper use of this model of education in Africa and especially in Kenya. Hence the need to examine the importance of these individual fundamentals in the management of the CBC model for development of modern Africa and especially in Kenya.

CBC as a model of and/or a fashion in education that has been in practice since the ancient times (Ocitti, 1969; Ssentenza – Kajjibi, 1969; Ssekamwa, 1972; Sifuna, 1975). This model of education was practiced by the ancient societies including those societies in Africa. In ancient African societies, this model of education was referred to as the African Traditional/Indigenous education (AT/IE) system that was characterized as practical, well-integrated, inclusive utilitarian and environmental – based education practices. It was a form of the modern balanced education curriculum that normally strikes a good balance between the academic and Technical and Vocational form of education. The main purpose of this type of education was to provide the basis for the development and creation of the desired society, prepare individuals for their role in the life of their respective societies and proper adjustment to such societies. This concept of CBC has not changed much over time (Kafu, 2007). Consequently, this model of education is currently being revisited adopted and/or embraced, especially in modern Africa because of the emerging challenges of developing and sustaining nationhood and national unity in modern world and especially in Africa. The content of CBC is largely derived from the immediate environment and the ingenuity of the learners (Tyler, 2013). The guiding principles and



practice of administering this model of education is that it usually focuses on the development and promotion of the social, cognitive, psycho-motor and affective capacities and abilities of the beneficiaries (Piaget & Inhelder, 1969). These competencies normally facilitate the adjustment of the beneficiaries of this model of education to the material world of the day (Kerre, 2010). This model of education is characterized as focusing on the productive and adjustment to life. Hence this has given this model of education leverage the reference utilitarian and/or life education (Kigundu, 1970). In other words, this is the type of education curriculum that is designed to prepare individuals for life and also tap the talents of its beneficiaries (Sadeq Taib. et al, 2020). This model of education is normally characterized as “learning as you work and working as you Learn” (Ssekamwa, 1972). In fact, this was the model of education that was widely practiced by the ancient societies including these traditional African and the British colonial administration designed education for the Africans (Bogonko, 1972).

The purpose of CBC is derived from the philosophy of this model of education which is to “prepare and equip individuals with the desired competencies for adjustment to life and promotion of creativity and innovation among its beneficiaries. That is, this is the model of education that focuses on the preparation and production of holistic individuals in the society that can be typified as and/or characterized as self-reliant in character (Nyerere, 1967). These are individuals that are usually expected to be creative, innovative and productive enough to promote the development and especially sustainable development in their respective societies. The Paris UNESCO conference of 1978 viewed the CBC model as the type of education intended to prepare individuals for the “world of work”, the position held by Kerre, 2010. (UNESCO, 1978; Kerre, 2010). This is the one aspect of this model of education that has endeared it today to many modern societies that are grappling with a myriad of challenges caused by emerging issues/developments that threaten to engulf the whole world. Generally, the purpose of designing and administering CBC literally refers to the rationale/justification of conducting this model of education for development of modern Africa and Kenya specifically.

Arising from the purpose of the Competency– Based education curriculum are its *objectives*. Objectives normally refer to the forecast, the main frame-work within and/or guidelines which to design and administer the CBC for promoting sustainable development in modern Africa and especially Kenya. Among the main objectives of this model of education are that this model of education is designed and administered to prepare individuals for life, promote creativity and innovation among the beneficiaries of this type of education, develop and create the desired society, develop and promote the potential/talents of the learners to facilitate development of modern society



and that this model of education is also conducted to facilitate the administration of globalization process in the management of education and modern society. All these objectives of CBC point to three important roles of this model of education which are development and creation of the desired society in modern world that can be characterized as progressive, cohesive and well-integrated; promotion of development of individuals and the society in general and, the development and use of the potential of the beneficiaries of this model of education to promote sustainable development in modern society, including Africa. Hence, objectives are supposed to be the sign posts, guidelines and frame-work within which CBC is designed and administered in modern world including Africa. In other words, objectives are the main referent points in the management of the CBC. Normally objectives of the established model of education are derived from and/or based on the *philosophy* of this type of education which is preparation of its beneficiaries for life. Philosophy is usually the thinking behind the design and administration of the preferred model of education for the society. In other words, the rationale/justification of doing this. From this discussion of the objectives of the CBC it is now possible to examine the concept of this model of education in the context of modern world.

CBC is a well-established model of education with its roots in the ancient times yet today it is one of the most misunderstood and misconstrued form of education. This situation is attributed to two important factors namely, *the generational gap* among the modern people of Africa – the old and New Africa (Abraham, 1971) and the sheer negligence of this model of education by the modern society including those societies in modern Africa to develop and promote this model of education. The older generation of Africans, that is rapidly exiting /waning, is the one that was familiar with this model of education and the British Colonial education system that was designed and administered specifically for the African indigenes which but the New Africans/modern Africans who are currently struggling with the implementation of the CBC is not familiar with these models of education (Kafu, 2023). The two models of education, the ancient and colonial education systems, are normally the basis of the modern administered CBC. This generational gap explains the prevailing neglect of this important model of education in modern Africa and especially in Kenya and the messy approaches to its implementation in modern Kenya. The young generation in modern African continent is not familiar with the ancient education systems/practices and that education was widely practiced by the British colonial administration in modern Africa during colonial era. In other words, this young generation does not have good understanding of the Competency- Based education curriculum as practiced in the past and its importance in promoting the development of modern Africa and more so Kenya. The ignorance of this



model of education explains why the young, modern generation in African is putting a lot of emphasis on Technical and Vocational education, which is but just one of the Components of the traditional CBC system that was well integrated, inclusive broad-based and Technical and Vocational – based model of education. Normally, this model of education is intended to prepare its beneficiaries for life. This concept of the CBC molded provides the basics for discussing the nature of this education. In other words, history usually shapes the concept and the design of the relevant curriculum this model of education (Kafu, 2020). The *nature* of CBC normally refers to the features and/or characteristics of this model of education. Generally, Competence – Based education curriculum is characterised as a unique form of education that is practical, lifelong education, inclusive environmental and broad – based education and typical form of Technical and Vocational education in nature. This model of education has all the hall-marks of the “Balanced Curriculum” as observed by Tyler (2013). These features/characteristics can be categorized as those related to the establishment, management, importance, purpose and the operational aspects of this model of education respectively in modern world including Africa. These features/characters typify this model of education as essential/necessary and there features also impact differently on the management of this model of education. Given their importance in the management of the Competency – Based model of education, each of these features/characteristics is briefly described hereinbelow.

The *establishment* of CBC is invariably referred to as the origins/genesis of this model of education. This model of education is generally referred to as the oldest form/fashion of education ever practiced by mankind (Senteza – Kajjubi, 1969). Scrutiny of the available literature on the history of education in recent times reveal that CBC is one of the most well established education systems of the planet earth (New African Bible, 2011). It was practiced by the ancient societies including the traditional/indigenous education practices in Africa characterised as the “utilitarian” form of education that emphasized activities of production and the preparation of its beneficiaries for life and, by extension, adjustment to the material world (UNESCO, 1978; Kerre, 2010). Therefore, good understanding of the origins/establishment of this model of education in the development of history of mankind provides a strong basis for efficient and effective management of modern CBC in modern world. Lack of this proper understanding is the main underlying factor of action for the experienced challenges of administering this curriculum of education in modern world as demonstrated by the Kenyan government fasted attempts to implement it (Jwan, 2021, Kafu 2021). Once there is good understanding of the origins/establishment of this Competency– Based model of education, it



becomes easy to discuss its purpose as presented in the discussion that follows.

Literary, the term *purpose* means the intention, rationale/justification, reasons and/or frame-work within which a planned task/activity is to be conducted. In the case of Competency– Based education curriculum its main purpose has always been to prepare competently and produce useful members (citizens) of the society (Ocitti, 1969; Ssekamwa, 1972; Sifuna 1975; Cheptoo, 2020; Tacettin, 2021). That is, the main purpose of this model of education is usually to develop, prepare and nurture all round (holistic) individuals to properly adjust and serve the deserved society. This is because CBC puts a lot of emphasis on the development and sustenance of the cherished values/ethics of the society that underly the character of a people. These values are those related to the culture of the society, skills, creativity and innovation, work habits, interactions/socialization and many other human-relation activities. Normally, these values/ethics of the society in general and education in particular provide the frame-work and/or the basis for the development and creation of the desired society that characterizes the existence of CBC. Alongside the process of the development and promotion of these cherished values/ethics designed and administered to enhance the required development of the society, is the need for the design, development and administration of the *objectives* of this model of education in modern world and more so in modern Africa. These objectives normally mirror, reflect and/or provide/facilitate the development of the cherished values/ethics, aspirations and/or expectations of the society through the designed and conducted model of education.

Objectives are usually the *guideline/frame-work and/or intentions* as well as those aspects of the management of the designated activities/tasks including the CBC. These are usually supposed to be specific and reflective of the purpose of conducting/administering the desired tasks/activities. In the case of the CBC, the main objective of this model of education is always pegged on the *concept* and *purpose* of this model of education which is to facilitate the development and creation of the desired society in modern world and by extension in modern Africa including Kenya. This is the type of society that is usually characterised as progressive (read development – based, transformative/modernized) peaceful (read a society administered according to the established rule of law) and, cohesive/ (read united and integrated) society. In other words, the objective of management of CBC is not only to facilitate but also accelerate and promote the desired development of a specific society as well as the modern international community for the public good. Generally, Competency – Based model of education curriculum is typical of the ancient education practices and particularly the African Traditional/Indigenous (ATIE) education systems



practices that were designed and administered to provide holistic model of education to members of a society that was intended to prepare and produce useful members patriotic (citizens) designated of the society that were supposed to be productive and promoters of the desired development in the society (Ocitti, 1969; Sifuna, 1975; Cheptoo, 2020; Kafu, 2021; Tacettin, 2020, Nyerere (1967) in his work, "Education for Self-Reliance" Nyerere emphasizes the need for alignment of the management of modern education in Tanzania to the adopted/embraced practices of managing the traditional/indigenous models of education in ancient African societies (Ocutti, 1969).

The purpose and objectives of the established education systems for the society normally define and determine the adopted approaches of managing such models of education. Normally, management of the established education systems is a *process of how to run, handle and/or conduct* such a system of education for the benefit of the established society. This process is usually loaded since it implies designing and conducting proper preparedness for introducing the desired model of education for the society and, in the present case, the Competency – Based education curriculum CBC). The main tasks involved in this process for preparedness for management of the Competency-Based education in modern Africa include good familiarity with this model of education (understanding of the fundamentals and management strategies of the administering of this model of education), designing and administering appropriate policy frame-work and the relevant management systems and structures of governing this model of education in modern world and especially in modern Africa. Besides, there is need to design and provide proper facilitation process especially finance, expertise structures, and "good will" as well as relevant facilities and resources to provide the support services for management of this increasingly popular and fascinating model of education in modern world (Nyerere, 1982). This aspect of management of the CBC implies increased cost in the management of this model of education today and especially in economically struggling regions of the world like modern Africa. This situation explains the existing edgy and unwilling attitude of the many modern countries in Africa including Kenya to readily embrace/adopt this otherwise very useful model of education that could accelerate the development of these African continent. Many of the countries in modern Africa view this model of education as too costly/expensive and/or cost-intensive to manage! Modern Africa must and should adopt/embrace the CBC if it has to promote the acceleration of its development so as to compete favourably with the rest of the developed regions of modern world.

The last though not least importance of the features of Competence – Based education Curriculum is its *versatility* (Tacettin and Mustafa, 2019). That is, the adaptability and wide application of this model of education to different



environments and situations in modern world. This is the beauty of this model of education as it can be designed and administered to serve the development needs of any society, across different cultures and can be used to manage various emerging issues/developments in modern world. Hence, it is the most suitable model of education to harness when dealing with the various emerging issues/developments like the increased sophistication in modern society, moral decay/decadence, technological advancements and the youth unemployment factor among others in the management of education and modern society. Besides, this model of education is also the most suitable agent for promoting the development and sustenance of the modern International Relations Initiative (IRI) and, by extension, the development and establishment of International Community (United Nations Organisation - UNO) for fostering international *peace, justice and prosperity* across modern world (Kafu, 2021).

All the above discussed features/characteristics of the Competency – Based model of education curriculum were the cornerstones for the establishment of the then League of Nations (LN) after the First World War of 1914 – 1919 and its successor, the United Nations Organisation (UNO) in 1945 (Mazrui, 1970). The discussion of the fundamentals of CBC curriculum clearly demonstrates the importance (the need for, the role of and the value of) this model of education in promoting sustainable development of world including modern Africa as presented hereinbelow.

The Importance of Competence – Based Education Curriculum in the Promotion of Sustainable Development in Modern World

This section of the paper presents some of the *potentials* of the CBC needed for the promotion of sustainable development in modern world and especially modern Africa. These potentials are the facilitators/drivers of the desired development in modern world and more so Africa. Among the notable potentials of the Competency – Based model of education as noted by Rogers et al. (2016) include the development and sustenance of *Culture* of the society; the development and creation of the *desired society* in modern world and especially in modern Africa; preparation and production of the required *human resource/human capital* for the expected development in modern world and administration of the *community_service learning* process in management of education and modern society as well as, the broadening of the *scope/base of the stake-holders* in the management of CBC today. Each of these potentials of the Competency – Based model of education is hereinbelow briefly explained.

Generally, CBC is *ethically/value –oriented* model of education. It is conventionally designed, developed and administered in modern society to facilitate the development and sustenance of the *cherished culture* of the



established society. This is the culture that focuses on the development and equipping of life skills in the beneficiaries of this model of education. The life skills emphasized in the management of the CBC include those of creativity and innovation, social skills of corporation, love for work, integration and integrity as well as, patriotism/allegiance to the established society. This is potentially so because this model of education contains nearly all the required ingredients for the development, nurturing and administration of the desired culture of the society. This model of education is the carrier/transmitter and/or processor of the desired values/ethics that provide the basis for the development and formation of the desired culture of the society and, by extension, the desired society (Kafu, 2021). This form of culture is what provided the basis for the design, development and administration of an innovative, professional course, known as "*Ethics of Teaching Profession*", in the management of modern Teacher education programme (Kafu, 2007).

Apart from the development and sustenance of the *cherished culture* of the society as one of the major potentials of the CBC, there are other important potentials of this model of education. Among these other potentials include that of the fact that Competence – Based model of education facilitates the development and creation of the *desired (type of) society* that is progressive, cohesive and well-integrated in nature (Kafu, 2007). The basis of the establishment of the society usually is the designed and established culture of such a society that is normally the carrier of the values/ethics of the society that determine the character of the society and other related potentials of the Competence – Based education Curriculum. Hence the often asserted notion that education is the *culture* of the society. In other words, education is the means of developing, creating, establishing preserving and transmitting/disseminating the desired culture of the created and established society. Therefore, a society is the mirror, reflection and demonstration of the created and adopted values/ethics that have their origins in the realm of culture. In effect, conventionally, CBC is the most ideal vehicle for the development and creation of the desired society in modern world (Nyerere, 1967). Culture also determines the designed and administered political and educational philosophies of education and society, the desired competencies to be developed and instilled/equipped and/or in the members of the society that can enable them to actively participate in the development programmes of modern African society and especially Kenya.

As it has been pointed out elsewhere above, good culture of the society normally provides a strong basis for the development and equipping of the competencies in members of the modern society including modern Africa needed for sustainable development. This process begs one important question, what is the main purpose of designing developing and instilling the needed competencies in members of the modern society and especially



modern Africa?. The response to this critical question provides the right potential of the CBC which is the development and supply of the needed *human resource/human capital* for promoting development of modern society (Ominde, 1965). Therefore, this model of education is facilitative for preparation and production of the *skilled man-power human resource/human capital* not only for the promotion but acceleration of the desired development in modern world and especially modern Africa. Some of the aspired competencies that CBC is designed and administered to develop and promote in its beneficiaries are the skills of creativity and innovation, social skills, production, patriotism/allegiance and the skills of humanizing social institutions in modern society. These competencies are the required tools for catalysation of the process of preparation and production of the required *human resource/human capital* to facilitate the desired sustainable development of modern society and especially modern Africa. Consequently, the CBC is the most preferred model of education today for preparing and supplying the required calibre of *human resource/human capital* for development today.

CBC is basically cultural model of education in nature. Its design and administration are culture – based. In other words, its management is based on the culture of the society. Consequently, this model of education is instrumental in the development and practice of the emerging features of *Community learning service to the Society today* in the management of modern education. This practice of CBC involves the development of programmes that facilitates active interactions between the educational institutions and the larger society (read modern Africa). Some of these activities associated with community learning service are those that require active interactions between the educational institutions and society. These activities include developing and providing essential services to the society for promoting its desired development agenda in modern world. This is some form of extended learning that may go beyond the established curriculum studies areas. In this process, there emerges unplanned broadening process of the scope of the stake-holders in the management of modern CBC in modern world and especially Africa. Hence, the two important potentials of the CBC, herein referred to as the *fourth* and *fifth* potentials are the *community learning_service to the society* and especially modern Africa and the *broadening of the scope of stake-holders* in management of modern, Competency-Based education curriculum that involves embracing unconventional team of people in this process. These two potentials were noted way back in 1961 by King as critical facilitators of promoting the quality of management of education, modern society and development in modern world in general (King, 1961).



Interestingly, in spite of the recognised importance (potential(s) of the CBC, there are still gray areas of this model of education that need explanation. Some of these gray areas include the existing misconstrued/greatly misunderstood concept of CBC in modern world, the preferred management strategies of administering this model of education in modern society and especially modern Africa, the identification and appreciation of the potential of the CBC in promoting sustainable development in modern Africa and more Kenya, the unexpected challenges of managing this model of education today. It is in this context, that the section of the paper that follows discusses *un-locking* of the potential of the CBC for the promotion of sustainable development in modern world and more so in modern Africa.

Un-Locking the Potential of The CBC for Promoting Sustainable Development in Modern World

From the above discussion concerning the potential of the Competency– Based education curriculum, the following are the established potentials of model education in modern society. This model of education has been found to develop and promote mainly seven potentials that facilitate and promote sustainable development in modern world and especially modern Africa. In other words, Competency – Based model of education usually provides the basis for the design and administration of the cherished culture in modern society based on the established values/ethics of the modern society; development and creation of the desired society; development and instilling in members of modern society with the required competencies for the development and establishment of the needed *human resource/human capital* for the development and promotion of sustainable development in modern world and especially in modern Africa; promotion of community learning service practices to modern society to facilitate interactions between the local educational institutions and the larger society and, the maintenance and establishment of the paradigm shift in the management of modern education by broadening the scope of stake-holders in the management of education today. To realize these potentials of the Competency – Based model of education today, there is need to design and administer appropriate strategies of un-locking these potentials. Among the preferred strategies for doing this include studying thoroughly and understanding well the *concept* and *fundamentals* of the CBC in relation to the practiced ancient education systems including the African Traditional/Indigenous (ATiE) education practices/systems and the British colonial administration education system designed for the indigenous Africans; emerging expert oriented logistics in the management of the CBC to facilitate the un-locking of its potential to promote sustainable development, and there is need also in modern world and especially Africa design and



administer facilitative policy frame-work for governing the management of this model of education today. Further, there is also increasing need to design and administer *Needs Assessment/Situational Analysis* process in the management of CBC to determine the proper strategies of conducting the required process of un-locking the potential of the Competency-Based model of education for promoting sustainable development. In addition, there need to design, organize and establish meaningful *collaborations/partnerships/co-operations* with like-minded organisations/institutions that have practiced and/or have experience in the management of this model of education for some time and then enhance this process by conducting productive benchmarking with other nations with experience in the management of this model of education for the purpose of sharing experiences, ideas and, modern technologies of managing it. There is also need to adapt the management of this model of education to the emerging issues/developments in the administration of education and modern society. Adopting the above outlined strategies in the management of the Competency – Based model of education curriculum is the sure way of un-locking its potential for promoting the desired sustainable development in modern world and especially Africa.

However, as much as the above discussed strategies of un-locking the potential of CBC for promoting the desired sustainable development in modern world including modern Africa are important and essential, but the design and administration of these strategies do pose/face some serious and unique challenges which need to be addressed. These challenges include following.

1. Challenges of Management of CBC for Sustainable Development in Modern Africa

Challenges are usually the emerging issues/developments and the associated problems that impact on the management of the CBC designed to develop and promote sustainable development in modern world and especially Africa. Among the established challenges of managing the CBC model of education are those related to *generational gap* (time lag) between the ancient times and modern time education practices; the *nature of the Competency-Based education curriculum* in relation to its management practices in modern world; and especially Africa; the *impact/influence* of the existing/established cultural practices in the management or education and modern society today; the level quality and rate of the *available facilitation* for the management of this model of education in modern world and more so Africa; the established *operational/working environment* for the management of the CBC model of education in modern world and especially Africa; the *emerging issues/developments* in the management of education and modern society and the prevailing *perception of modern society* of the Competency-



Based education curriculum model of education which so far negative to say the least. Each of the seven stated challenges of management of the CBC is herein briefly discussed. In fact, all these factors were raised by Cheptoo and Ramadas (2019) in their discussion of the “Africanised” CBC.

i. Generational gap (time lag) between the ancient times and modern competency-based education curriculum management practices

This section of the paper refers to the time lag between the ancient times generation that was quite familiar with and actually participated in the management of ancient education systems/practices that typified modern CBC and the modern generation that has little or no idea of how this model of education is competently conducted. This historical fact explains the strains and struggles the modern generation and especially New Africans is experiencing when attempting to manage the CBC (Matsuzuka, 2020; Abraham, 1975 Kafu, 2023). This is because modern generation seems not to have proper understanding of the Competency-Based model of education as practiced in the past which was practical, Technical and Vocational and Environmental – oriented model of education in nature. This new generation confuses it with the modern, western formal education model of education of today. But the ancient times (older) generation which is the generation that was prepared in this model of education and actually participated in the management of this model of education is rapidly exiting or being phased out. In other words, there is clear disconnect (separation) between the older, ancient times generation and the modern generation of people that comprises efficient and non-efficient management - team of CBC in modern world. The existing perception of the Competency-Based model of education among the New Africans poses a serious challenge in the management of this model of education (Abraham, 1975). This young, modern generation has poor perception of this model of education and typically regard it as out-dated/old fashioned model of education. This is so because of their being unfamiliar with it and particularly its nature. Perhaps this explains why there are difficulties of managing this mode of education in modern world especially in modern Kenya (Kafu, 2023).

ii. The Nature of CBC

Conventionally, CBC is described as a well-integrated, broad – based, environmental- oriented, culture – based, inclusive and complex form education (Kafu, 2021). Besides, it is considered as the oldest model of education having been designed and practiced well by the ancient societies including the African Traditional/indigenous societies. (Ocitti, 1969; Ssekamwa, 1972; Sifuna, 1975). Structurally, this model of education



comprises three broad components of education practices namely, practical, Technical and Vocational and environmental educational aspects. In terms of modern curriculum design and practices, this model of education typifies what Tyler (2013) terms as the "Balanced curriculum" that strikes a good balance between the academic and Technical and Vocational education curricula (Tyler, 2013). This model of education is what the British colonial administration designed and administered for the African indigenes in modern Africa (Bogonko, 1972). This is the type of education the Boers (Dutch) of South Africa who had been living in modern Kenya since the end of the First World War that occurred (1914 -1919) exported to modern South Africa during colonial era (Jwan, 2021). Consequently, the nature of the Competency- Based education curriculum can be described as one of the oldest, well established models of education in the history of mankind which is characterized as environmental – oriented, well integrated, broad-based in scope, inclusive and somewhat complex in nature. However, because of the evolution process (historical) associated with the development of education that has occurred in the management of this model of education that has been occasioned by the dynamic nature of both education and society, some of the established features of this form of education have greatly changed through attrition. This evolution in the management of this model of education may occasionally result in the development and creation of new sets of educational cultural practices of managing the modern CBC today. It is this dynamic nature of this model of education that made the Daily Nation paper of Friday, July, 2023 to consider this fact as one of the major challenges of managing this model/system of education in modern Kenya. (Nation Media Group, 2023).

iii. The impact/influence of the established cultural practices on the management of education and modern society

Cultural practices are usually the designed and established traditions, customs, activities and beliefs that serve as guidelines in the management of education and society in modern world. Occasionally, these cultural practices tend to be conservative/traditional or conventional in nature and, therefore, hinder the process of transformation in the management of education and society in modern world and especially Africa. The present generation of stake-holders in modern education are products of the prevailing/existing cultural practices that govern the management of education and modern society. Therefore, the reactions of this New Africans (young generation) towards the development and establishment of the CBC are a reflection of the existing cultural practices which are largely modern, product of being brainwashed, in western, formal education practices and contrary to the established spirit of managing of CBC. Consequently, the present negative



attitude of modern society, especially in Kenya, towards the management of this model of education stems from the established, brainwashed mentality. This is so because the New Africans have not only been disconnected from the Traditional African/Indigenous (ATie) education practices for a long time by being exposed to Western, formal education practices for sometimes now but they are ignorant of its nature.

iv. *The required facilitation for the management of competence – based education curriculum in modern world*

Facilitation of management of education is one of the critical cultural practices in the management of education and society in modern world. It is normally the process of *providing moral and physical (material) support to the process of managing education* as an enterprise in modern society. Facilitation process involves designing, developing, seeking and establishing the necessary resources (finance/funding, expertise, ideas, good will from the major stake-holders in education, collaborations/partnerships/corporations and/or technical support) as support facilities for efficient management of CBC model. Generally, this model of education is costly/expensive and/or *cost-intensive* in nature to manage. This operation requires specialised expertise, facilities as well as resources and the use of broadened scope of stake-holders in education to manage it effectively. Therefore, efficient management of the Competency-Based education curriculum requires proper advance planning to facilitate the design and development of the needed on-campus and off-campus sophisticated and/or specialized facilitative support materials. This development provides the right, conducive environment for conducting the Competency-Based curriculum model of education in modern world and especially modern Africa. The need for facilitation in the management of education was recognized in Kenya wayback in 1972 in the sessional paper number 10 (GoK, 1972).

v. *Operational/working environment for management of CBC*

Operational/working environment is another important challenge in the management of the CBC in modern world. The present crop of managers, the available facilities and resources for administration of this model of education, the established perception of education of modern society, the existing educational and the operational education management systems and the existing educational cultural practices are inappropriate for introducing and managing the CBC model of education in modern world. These existing logistics are at variance with needs of the typical CBC. There is therefore, need to customize these logistics to the required Competency- Based education curriculum operational systems and other related facilitation requirements. The appreciation of these requirements by modern society is what is making



this model of education to be cost-intensive, skill-intensive, and resource-intensive in nature (Moon, 2007). This fact confirms that Competency – Based model of education is costly to manage and requires heavy and high level of investment as facilitation. Being a totally new model of education today and given its nature, there is need to establish and use proper paradigm shift in the management of education including this model of education. The Competence – Based education curriculum requires the development and administration of the on-campus (infrastructure) and off-campus (sites, industrial facilities) for practical-oriented work. Therefore, for efficient and effective management of this model of education, there is need for development and establishment of conducive operational/working environment for the stake-holders in this model of education to develop and promote the quality of the required management practice today. However, the emerging issues/developments in the management of education and modern society appear to be somehow overwhelming and are generating a new host of challenges that are negatively impacting on the management of the CBC as observed by Ryan and Cox (2017). These emerging issues /developments are generating a set of new, totally unique challenges whose management strategies are incomprehensible and unpredictable to the managers of this model of education today (Moon, 2007).

vi. Emerging issues/developments in management of education and society

Emerging issues/developments are occurrences that constantly take place in the management of education and society today and are usually occasioned by the dynamics of managing both education and society. These emerging issues may take the form of *conceptual, perceptive* and *technological* developments that impact on the management of modern education including the Competence – Based education curriculum. Among the emerging issues today are those related to the changing concept of modern education and especially the Competence – Based education curriculum and the Technological developments which have adverse consequences on the management of the Competency- Based model of education. As these emerging issues are new developments in education and modern society, they create and pose serious unique challenges that affect the efficiency and effectiveness of management of the CBC in modern world and especially modern Africa. Therefore, there is increasing need to study these emerging issues thoroughly and understand well their nature and impact on the management structures of the Competency – Based model of education. However, with proper management, some of the established challenges of the emerging issues/developments may can turn out to be a big blessing to the process of management of the Competency – Based model of



education in modern world and particularly in modern Africa. But it is important to note that some of the emerging issues/developments in the management of education and modern society such as increased population, sophistication in modern society, the emerging influence of globalization process and its impact on the management of the two social issues namely societies and education and the Technological advancements in modern world which, apparently that have greatly transformed the character of modern society, and have also shaped the perception of modern society of the adopted models of education including the Competency-Based education curriculum not only in modern world and Africa too.

vii. The prevailing perception of modern society of the CBC

Ordinarily, perception refers to the attitude and/or orientation towards an object/event and/or situation a process that is usually determined by the occurrences/happenings in the environment. In the case of the Competency – Base education curriculum some of the factors that have affected the perception of modern society of this model of education include the existing cultural practices which are conservative, its fundamentals and the emerging issues/developments in the management of education and modern society that have already been discussed elsewhere above. Although the CBC is the oldest model of education in the history of mankind dating back to ancient times and, therefore, it should be a well-conceived/established model of education today but interestingly this is not the situation. The main confusion arises from the generational gap between the ancient generation and the present one. Hence, it is presently being treated as one of the newest/latest model of education to be developed. Hence, it is the most greatly misunderstood models of education to be adopted/embraced in modern world today (Heto et al., 2020). This situation has made modern society and especially in modern Africa to have mixed feelings about this model of education as noted by Heto et al (2020). There is a school of thought in modern society that feels that this model of education is old fashioned and/or out-dated and has no place in modern time while another school of thought which holds that it is as the pansseu (solution) to some of the emerging issues/developments in the management of education in modern world and specifically the pressing issue of youth unemployment (Nation Media Group, July 2, 2024). The youth unemployment factor that is affecting the modern youth in modern world and especially Africa is increasingly becoming a destabilizing feature in the governance of many countries in modern developing as witnessed by the Gen-Zs demonstrations in Kenya recently and world, including Kenya (Nation Media Group 2024). Generally, the perception of modern society of the Competency– Based model of education is negative,



poor and is not helpful at all for using this model of education to be promote sustainable development in modern Africa and especially Kenya.

All the above discussed challenges of management of the CBC in modern world and especially Africa have greatly affected the importance of this model of education in promoting sustainable development today. However, these challenges are surmountable so long as there is commitment and good will from the major stakeholders in education and especially Competency-Based model of education, to manage them well. But what these challenges point to as already indicated is that Competency – Based model of education is costly/expensive and/or cost-intensive to manage and that it requires proper planning if it has to yield the desired out-comes. Hence the need to design and administer proper strategies of not only managing this particular model of education but also its associated challenges. These strategies are now discussed in the section of the paper that follows.

2. The Preferred Strategies of Managing the Challenges of Administering CBC in Modern World

The challenges of managing CBC discussed elsewhere above are critical to the efficiency and effectiveness of managing this model of education in modern world and especially in Africa. These challenges normally affect the efficiency and effectiveness of administering this model of education in modern and more so in modern Africa and, therefore, these challenges impact negatively on its capacity and ability to promote sustainable development in modern world and especially in modern Africa. Consequently, there is need to strategise how efficiently and effecting to manage the above discussed challenges. Among the preferred strategies as a response to these challenges include establishing the *nature* of the CBC in modern world; the design and administration of the *Needs Assessment Situational Analysis process* in the management of education and modern society today; establishment of the impact of *cultural practices* on the management of the Competency – Based model of education in modern world and especially in Africa; determination of the *facilitation process* of the management of the CBC today and, the need to *develop and promote the performance of national economies* to generate the required revenues for supporting the management of this model of education in modern world and especially Africa. Each of these preferred strategies that ought to be designed, adopted, and administered for the management of challenges that affect the administration of the Competency–Based education curriculum in modern world and more so modern Africa is briefly discussed herein below on priority basis.



i. The nature of CBC in modern world

The nature of Competence – Based education curriculum is a critical component of management of this model of education in modern world and especially in Africa. This aspect of the CBC focuses on the knowledge as well as good understanding of this model of education by the major stake-holders in modern education. It is this component of management of this model of education that determines the perception of modern society of this model of education including the appreciation of its importance and other related factors like the level and type of facilitation needed for efficient management of this model of education in modern world, the desired reality of managing it, the anticipated challenges of managing this model of education when adopted by modern society and the likely impact of the existing cultural practices on the management of this model of education and modern society that have greatly contributed to its being misconstrued or misunderstood. Therefore, to mitigate this factor related to its nature, there is need to prepare well modern society in embracing this model of education. In other words, the modern society must have clear understanding of the CBC education in terms of its fundamentals and historical development. Good knowledge and/or understanding of this model of education provides a good basis for designing and administering the Needs Assessment/Situational Analysis process in the management of this model of education and modern society to determine the emerging issues/developments that may impact negatively on its efficient management in modern world and especially modern Africa.

ii. Design and administration of the needs assessment/situational analysis in the management of education and modern society

Needs Assessment/Situational Analysis Process is normally a process of determining specifically the emerging issues/developments in the management of education and modern society that have influence on the efficiency and effectiveness of administration of the CBC. This process is designed to establish emerging issues/developments and the associated problems of management of education in general and Competency-Based model of education in particular and modern society such as increased, population sophistication, the perception of modern society of education and especially the CBC and the ever emerging technological advancements in modern world. The main purpose of conducting the process of Needs Assessment/situational Analysis is to determine the level and type facilitation required for management of education and particularly Competency- Based model of education, establish the purpose of promoting the quality education by designing and effecting appropriate management systems for conducting this model of education for sustainable development in modern world and



especially modern Africa. (Kafu, 2018). Besides, this process is also designed and administered to determine the established cultural practices being used in the management of education and society in modern world and especially in modern Africa and the impact of these cultural practices on the management efficiency of the CBC today. The overall out-come is to promote the quality of management of CBC for the purpose of promoting sustainable development in modern world and especially in modern Africa.

iii. _the established cultural practices in the management of education and society in modern world

Cultural practices normally refer to the designed, embraced, developed and practiced customs, traditions, activities and beliefs adopted by a society in the management of the designed and administered/conducted education. These practices do, to a large extent, determine the design and administration of the political and educational philosophies, goals and objectives; the design and administration of policy frame-work for management of the established education system including Competency-Based education curriculum; the required management systems for administering this model of education and, the desired perception of the society of the administered education curriculum including the CBC. More often than not, cultural practices determine the quality of the designed and administered education system for the society as well as the purpose of such a model of education for the development of the desired society in modern world. Therefore, there is need to establish the prevailing cultural practices in the management of education and society and provide for them before embracing CBC. Normally these cultural practices are established through the process of well conducted Needs Assessment /Situational Analysis, Process. Just like the above strategy, there is need to design and administer Needs Assessment/Situational Analysis in the management of education and modern society to determine the existing cultural practice and their effect on the planned new model of education including Competency-Based education curriculum. This process will always provide the basis for the development of the appropriate policy frame-work for managing CBC and other related emerging issues/developments that they may impact on the management of the desired education and modern society. Among the other related emerging issues is the design and administration of relevant structures including the policy frame-work for governing modern CBC today in modern world and especially Africa.



iv. *The design and administration of the desired structures in the management of modern competence- based education curriculum in modern world*

Generally, structures in the process of management of modern education including Competency-Based education curriculum refers to the designed and developed policies/structures (guidelines) for managing education in modern society; designed and established procedures and routines used in the administration of the operations in the management of education in modern society and they may be the regularity, adopted ethics frame-work preferred for managing modern education including Competency-Based education curriculum today. These structures and/or policies normally reflect the political and educational philosophies of the society and education respectively which focus on the aspirations, needs and interests of the society in which the designed education including the Competency- Based education curriculum is conducted (Kafu, 2018). The purpose of designing and administering these structures in the management of modern education is not only to streamline the management of the adopted model of education but also facilitate the administration of the established education system in the society; promote the development, creation and sustenance of conducive operational/working environment for managing the established education in the society and, development and administration and promotion of the quality of the designed and administered education that demonstrate three important features in the management of modern education namely *Quality Development, Quality Determination* and *Quality Assurance* in the management of such on education system (Moi University, 2009). However, to design and administration of relevant structures for the purpose managing education efficiently requires availability of expertise and other facilitation including good will of the major stake-holders in education and especially the state/government in the management of the adopted education. Therefore, to manage CBC successfully in modern society especially in modern Africa, there is need to develop and use relevant expertise in matters education that can be harnessed used to design, develop and administer professional structures for managing Competency – Based model of education today. It is these structures that provide the basis and/or guidelines for determination of the nature and quality of the required facilitation process of managing modern CBC curriculum in modern world and especially in Africa.

v. *Determination of the required facilitation process of management of CBC in modern world*

Facilitation process in the management of modern education and especially CBC refers to the type, level, quality and the rate of support provided by the major stake-holders in education to the process of managing



the Competency – Based model of education in modern world and more so in Africa. This facilitation process may take the form of funds/finance, development and provision of the required expertise, technical and logistical support and, the “good will” as a social support from the major stake-holders in the management of modern education and especially the Competency – Based model of education. This process involves conducting careful identification, selection and establishing the kind and/or type of facilitation to use in the management of the adopted Competency – Based model of education. Further, there is need to determine the level, rate, quality nature and source of the required facilitation for managing this CBC which is vied as being cost – intensive in nature model of education. Therefore, it is important to survey and/or conduct a proper Needs Assessment/Situational Analysis process to determine the nature, quality and quantity of the required facilitation for administration of this model of education efficiently and effectively in modern world and particularly. However, it is important to note that the ability and capacity of the society to provide the required facilitation in the management of education in modern world and especially in Africa is very much determined by the performance of the respective *national economies* that normally generate the needed revenues for managing the established education system in the society. Therefore, for the CBC to be efficiently and effectively conducted in modern society, there is need to develop and promote the performance base of the national economies of the countries intending to adopt Competency-Based model of education as an assurance that there is adequate steady flow of revenue to support this model of education which, as already observed is cost intensive in modern world and especially modern Africa.

vi. *The development and promotion of the national economics to generate the required revenues to finance the CBC*

National Economy is an economic terminology that normally refers to the *wealth and/or prosperity of the nation/country or societies* generated from the established resources. This is normally, the wealth/prosperity of the nation/country/and/or society that is generated/produced in the form of the Gross National Product (GNP) and/or Gross Domestic Product (GDP). This is what usually translates into the revenue collected/raised to finance the set development agenda of the nation/country and/or society (Kafu, 2007). The economic performance differs from one country/nation and/or society and from region of the world to another. Hence, the often-used economic reference term/status of modern states/nations as the “rich” (developed countries) and the “poor” (underdeveloped countries/nations) of modern world. The generated wealth/revenues are what all organized societies in modern world use to finance their set economic programmes and/or service



delivery including the management of the CBC (Government of Kenya 1972). This is the most critical strategy that determines the success or failure of the management of the Competency – Based model of education. All the previously discussed strategies are normally dependent upon or determined/controlled by this factor of the performance of the national economy of any nation/country and/or society. In other words, the discussed strategies need capital and/or money/finance/funds to actualize their development agenda (Hellen Harris et al., 2016). Therefore, the level of the performance of the national economy is an important index or cock in the wheel of the management of the set development agenda including the CBC in modern society and especially modern Africa. Countries/nations with strong and/or well performing economies accompanied with well-developed/established management systems will always manage their set development agenda successfully since the other set of facilitation process as discussed strategies of managing challenges of administering CBC in modern world and particularly in modern Africa will always fall in place as expected. Consequently, to manage this model of education efficiently and effectively, there is need to ensure that the national economy is performing well as efficiently as suggested by Almitiry et al. (2022). This will be an assurance that there will always be a steady flow and/or availability of revenue to finance the operations of this apparent costly expensive and/or cost – intensive model of education for developments and availability of the required, facilities and resources to facilitate efficient management of the Competency-Based education curriculum model of education in modern Africa.

When all the above discussed strategies of managing the challenges of administering the CBC are competently designed developed and administered in the management of this model of education, the present observe deficiencies in its administration in modern Africa and especially Kenya will be the thing of the past (Nation Media Group, 2020). Hence the need for facilitation process unlocking the potential of the CBC for promoting sustainable development in modern Africa and more so in Kenya. Consequently, it is important to consider all the issues raised and discussed in this paper up to this point before embracing and/or adopting this model of education in modern Africa and especially Kenya if the desired sustainable development is to be realized as so desired.

Conclusion and Recommendation

The presentation of this paper has established several facts concerning the process of managing CBC for the purpose of promoting sustainable development in modern Africa and especially in Kenya. The main established facts that form the basis of the summary/conclusion of this paper include the



concept of this model of education; the *nature* of this system of education; the *potential* of the CBC for promoting sustainable development in modern Africa and more so in Kenya; the *recent increased interest* in the management of the CBC by the modern society and, the *challenges* of managing this model of education in modern Africa and especially in modern Kenya. These five established facts concerning the management of the modern Competency – Based model of education is separately and briefly presented hereinbelow as the conclusion and/or summary of this paper;

The concept of CBC and the promotion of sustainable development in modern Africa

The discussion of the CBC in this paper demonstrates that it is one of the most misunderstood and/or misconstrued systems of education in modern world especially in modern Africa. Its concept is unclear to most people in modern society and more so in modern Africa, a fact that impacts negatively on its management for the desired promotion of sustainable development in modern world and specifically in modern Africa Attempts to implement it in countries like Kenya are failing because of this fact.

i. The nature of competency – based education curriculum in modern world

This aspect of CBC as discussed in this paper refers to the features/characteristics of this model of education in modern world and especially modern Africa. The discussion portrays this model of education as broad –based, environmental – oriented, practical-based and Technical and Vocational in out-look model of education. This nature of the Competency-Based education curriculum not only presents some difficulty in its management in modern world and more so in modern Africa but demonstrates its implications in terms of cost- intensiveness in respect to management of the operations of this model of education and the in increased cost of the design, development and supply of the relevant required facilities and resources for its efficient and effective management in modern world and especially in modern Africa. This fact is what makes the reference to its development as the false starts/lapses in the adoption of this model of education in modern world and more so Africa.

ii. The Potential of CBC for Development and Promotion of Sustainable Development in Modern World

This paper has clearly demonstrated that CBC has immense potential for promotion of sustainable development in modern world and particularly in modern Africa and more so Kenya. However, this potential of Competency – Based model of education is yet to be unlocked and/or tapped. Therefore,



there is increased need to design, develop and administer appropriate strategies of unlocking and/or tapping the existing large potential of this model of education for promoting sustainable development in modern Africa and especially in Kenya.

iii. The recent increased interest in embracing the cbc for fast – tracking development in modern world

From the literature search, it is evident that the Competency – Based model education has, of late gained popularity among a member state of the modern international community. The countries that have shown great interest in this model of education and even embraced it for their development are the United State of America (USA), Australia, India, Tanzania, South Africa, Rwanda and now Kenya. These countries have adopted or are adopting this model of education because it has been found to be convenient for using it to deal with the emerging issues/developments in modern world such as political turmoil/unrest the youth unemployment factor, moral decay/decadence, the challenges of development and establishment of nationhood and national unity in modern society and the emerging influence of globalization process on the management of education and modern society. The countries that have adopted this model of education have reported increased development including the development and creation of desired societies in modern world. Hence the present increased interest by many countries today in embracing/adopting it for promoting sustainable development in these countries. However, the adoption and management of the CBC in modern world faces some challenges which, with concerted commitment/effort from its stake-holders are surmountable. Some of these challenges are related to those what Ryan and Cox established when they conducted investigation into the student exposure to CBC in the United States of America.

iv. Challenges of management of competency-based education curriculum in modern world

The discussion in this paper has also established several challenges experienced when of attempting to embrace and manage the Competency-Based education curriculum in modern world and especially in modern Africa. These challenges can conveniently be categorized as conceptual, perceptive, technical, logistical and cultural in nature, The established challenges include those related to the generational gap (time lag) between the ancient times education practices and the modern, present education practices that impact negatively on the perception of modern society of this model of education; the nature of the Competency – Based model of education that can best be described as broad-based, environmental- oriented, inclusive, well integrated,



practical-oriented, Technical and Vocational complex as well as cultural in nature – a fact that has made it difficult for many people to conceptualise and perceive it properly today; established cultural practices in the management of education and modern society that are largely conservative which hamper the attempts of adopting/embracing this model of education for modern development and its management practices in modern world and especially, in modern Africa; the kind/type, level of quality and rate of the available facilitation needed for efficient and effective management of this complex model of education in modern world and particularly modern Africa; the established operational/working environment that can best be described as harsh and deprived in nature to support the establishment of the desired efficient and effective management strategies for the modern CBC; the emerging issues/developments that characterize the management of education and society in modern world that pose serious threat to the expected efficiency and effectiveness of managing the Competency – Based model of education for promoting sustainable development in modern world and particularly in modern Africa and, the present, prevailing poor perception of modern society of the Competence – Based model of education occasioned by variety of factors that range from the generational gap (time lag) between the ancient times education practices including the African Tradition/Indigenous educational practices (ATie) and the present, modern/western European formal, education practices to the emerging issues/developments in the management of education and modern society today. All these challenges have tended to obliterate the importance of the Competency – Based model of education in promoting the expected sustainable development in modern world and especially in modern Africa and Kenya respectively.

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