

PREPAREDNESS IN THE IMPLEMENTATION OF COMPETENCY BASED CURRICULUM

Anne Maina

Department of Curriculum Instruction and Education Management, Maasai Mara University, Kenya
annemaina25@yahoo.com

Abstract

Education is fundamental to development of human resource capacities for sustainable economic growth and development. By imparting new skills and knowledge in people, education expands human capabilities, increases labour productivity and enhances essential participation and partnerships in nation building. Education is a vital tool in achieving greater autonomy, empowerment of the people and addressing gender gaps in the distribution of opportunities and resources. More equitable distribution of opportunities and resources between men and women which leads directly to higher economic growth and productivity. The right to education revolves around two universally accepted declarations or goals; the Universal Primary Education (UPE) by 2015, later refocused as Education for All (EFA), as articulated in Jomtien, Thailand, in 1990 and reaffirmed at the Dakar (Senegal) World Education Forum in April 2000. In September 2000, the United Nations General Assembly adopted the Millennium Declaration to achieve universal completion of primary schooling and achieve equity in access to primary and secondary schooling by 2005 and at all levels by 2015. The country is almost there though struggling. Kenya has made considerable achievements in provision of education and training. This is fundamental to the success of the government's overall developmental strategy. However, the determinant to the development of quality human resource is the education curriculum offered in the learning institutions. This is central to the attainment of the national goals and achievement of the millennium development goals in the country. (EFA Global Monitoring, 2004). E.g The Gross enrolment rate (GER) in primary schools has risen from 50% in 1963 to 104% in 2002 after the implementation of Free Primary Education. The country's GER in pre-school education marked a remarkable 40% in 2001 higher than the median of sub-Saharan Africa (5.8%) and compared with

developing countries at 35%. This is quite commendable. However, this has not been without challenges in the education sector. From the management to finances, facilities, population in classes, teaching, parental involvement among other problems. The new curriculum has changed the duration in schools from 2-7-4-2-3 curriculum to 3-8-4-4 to the current 2-6-3-3 for the Competency based curriculum.

Key words: education, curriculum, CBC