CHALLENGES FACING THE IMPLEMENTATION OF THE NEW COMPETENCY BASED CURRICULUM IN KENYA.

Limited funding capacities.

In Kenya as a developing country, the number of pupils and teachers has continually been increasing but the government money available for education is not enough. Since the manpower for the education sector has increased, the much money allocated for education is absorbed by salaries leaving very little for teaching materials, books, monitoring and other things needed for the smooth implementation of the new competency based curriculum.

Quality and quantity of teaching staff.

A sufficient supply of teachers is needed in the successful implementation of the new curriculum. Teacher pupil ratio is too high and sometimes untrained teachers are involved. When a school has insufficient teachers, a few present are overloaded, hence overworked which in turn affects their capacity to teach effectively. In the case of high schools where there is specialization in terms of teaching subjects, some subjects are not offered in some schools even though they appear in the curriculum because trained teachers in those subjects are not there.

For example if the intended curriculum entails the content for learners with special needs but trained personnel to handle such learners is inadequate. They hence end up being taught by untrained teachers.

Poor conditions of services for curriculum implementers.

Generally, poor conditions of services for example poor salaries, no housing, demoralize teachers. They resort into private commercial activities to supplement their meager salaries. If education policies and programs are to be effectively implemented, teachers ought to be adequately trained and motivated. After the training, the teachers have to keep abreast with new developments in the system through the in-service training.

Laboratory technicians also need to be in serviced in order to give sound support to teaching staff in the implementation of the new competency based curriculum.

Unavailability of school facilities and equipment.

Due to the fact that the education sector is under-funded by the government, availability and quality of facilities in learning institutions is affected negatively. Some schools have inadequate school accommodation, which leads to double or triple shift in order to give all children who are eligible an opportunity to learn. Some schools especially in remote areas have no buildings at all. Furniture is also not enough in some schools or totally absent.

Inadequate teaching and learning resources.

Instructional materials and equipment are all in short supply and may not be available at all. Classroom are overcrowded and learners are made to share whatever little stocks of materials and furniture are available. In such situations teachers find it difficult to effectively render individual pupil services because of the large numbers of pupils in classes due to the over