



The analysis of Nyerere’s philosophy of education for self-reliance on Kenya’s competency-based curriculum (CBC)

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ABSTRACT

This paper discusses the relevance of the Kenyan Competency-Based Curriculum (CBC) in the philosophy of Education as Self-Reliance by Julius Nyerere. This study is guided by a theoretical framework based on constructivist theory. A descriptive qualitative research design was used, and document analysis and phenomenological hermeneutical methods were required. The research examined government policies, curriculum, supporting scholarly literature, and unstructured teacher interviews. Some of the key thematic comparisons that existed between the CBC and the ideals of Nyerere have been learner autonomy, values education, communion with the community, and acquisition of practical skills. In these findings, it is seen that there is quite a lot of overlap between CBC and Nyerere’s vision, especially in the aspect of emphasizing practical learning and community-based education. Nevertheless, there are persistent implementation gaps, including inequality in resources, an enduring emphasis on exams, and inadequate teacher preparation. Notwithstanding these problems, CBC is seen as an initiative to change education in Kenya towards one that is more inclusive and self-reliant. In order to fully achieve the vision of a self-reliant, morally upright people by Nyerere, there is a need to restructure, empower teachers, and engage the community more broadly. The paper ends by giving a solution to this problem and ways of ensuring that the policies and practices bring the country close to what Nyerere envisioned about education.

Keywords: Competency-Based Curriculum, Community Involvement, Education Reform, Nyerere, Self-Reliance, Teacher Empowerment

I. INTRODUCTION

The Competency-Based Curriculum (CBC) in Kenya represents a radical paradigm shift in education by abandoning the old-fashioned model, based on the substantial emphasis on course content acquisition and performance on exams. Rather, the goal of the CBC is to instigate the growth of values, skills, and competencies essential to learning over a lifetime (Kenya Institute of Curriculum Development [KICED], 2017). In this transformation, students are expected to be turned into individuals, armed with practical skills, which not only guarantee a place in the workforce but also mobilize them to be an engaged and self-reliant part of society. Self-reliance is among the fundamental aims of the CBC, and it is an issue that is close to the heart of Julius Nyerere, whose ideology of Education for Self-Reliance stresses the use of education as a means of self and social emancipation (Nyerere, 1967).

Self-reliance in the vision of Nyerere is more than the attainment of academic knowledge, but involves the attainment of skills that one can use to address some real issues in this world. Nyerere, the first president of Tanzania, was of the opinion that education must be a means of learning and working wherein community service is emphasized, responsibility, and respect that tend to develop good citizens. Unlike the colonial development of education, which favored the few by alienating them from the local reality, the model by Nyerere stipulates an education system where individuals are empowered to establish employment, address issues, and make a significant contribution to the society they live in. This comprehensive view on education is reflected in the CBC's focus on practical learning, local community participation, and the acquisition of skills that will be useful in the daily life of students (Kagoire et al., 2024).

The emphasis on learner autonomy as well as the facilitation of independent thinking and problem solving is key to the success of the CBC. An educational philosophy that is represented by John Dewey, who promotes the concept of experiential learning, can also support the values of CBC. Dewey stressed that learning must be self-reliant by enabling students to connect with the world they live in, enhance their moral disposition, and acquire some practical



knowledge that they would use to go through their lives. In so doing, the thoughts of both Nyerere and Dewey have contributed to the present direction of the CBC by promoting the idea of an education system with practical and value-based principles.

Nonetheless, even with these common ideals, there exist loopholes in the execution of the CBC that are against the comprehensive realization of the vision of Nyerere. Although CBC sees some elements of entrepreneurship, innovation, and problem-solving in the curriculum, in reality, there are limited levels of resources, with an emphasis still to be offered on exams, and limited amounts of teacher preparation, which affects the actual results of studying the curriculum. These aspects compel a mismatch between the intended theoretical meanings of the curriculum and its practical implications in Kenyan classrooms.

This paper discusses to what degree the CBC in Kenya reflects the ideals of Nyerere and Education for Self-Reliance. This paper seeks to examine the ideological congruity as well as ideological incongruity with regard to the practicality of the application of the CBC in relation to the philosophy of education under Nyerere. Examining the intended aims of the curriculum, teacher readiness, and the practical experiences on the ground, the paper will reveal the successes or failures of CBC in making a self-reliant, productive, and ethical citizenry.

The independent variable used in this research is the implementation of the CBC, whereas the dependent variable is the principles of Education for Self-Reliance. In the study, these two variables are considered, and they can be interactively used to affect each other in the practice on educational practice in Kenya. The important discourses used in the study are learner autonomy, involvement in the community, development of practical skills, and the importance of teacher training in promoting the goals of the curriculum. The interaction of these variables will be essential in obtaining the strengths and weaknesses of the CBC in achieving its intended outcomes.

The paper reveals that there are also serious shortcomings in the implementation of CBC. Although the curriculum aims to be transformational in its approach, the reality of such implementation can be easily complemented by system-wide difficulties, including an insufficiency of materials, a lack of continuous training of teachers, and a residual focus on assessments. There are gaps in tension between what the curriculum is supposed to be and what is experienced by teachers and learning-in-progress on the ground.

1.1 Statement of the Problem

The Competency-Based Curriculum (CBC) in Kenya was established to change the educational system that is focused on the content-rich exam-oriented approach to one that is oriented to increasing the skills, values, and competencies required in lifelong learning (Mauki, et al., 2020; Ryan, & Cox, 2017). The reform aims to prepare students in order to become self-reliant, working citizens, as was the philosophy of the Education for Self-Reliance presented by Julius Nyerere (Nyerere, 1967). Nyerere argues that it is not enough to have an academically oriented education, but one that would develop practical skills needed in the development of a community and in self-reliance (Nyerere, 1967).

Implementation, however, is a major challenge despite the well-guided objectives of the CBC. These are the inequalities in the resources, inadequate teacher preparation, and a more exam-based curriculum associated with the lack of practical skills and learning (Heto et al., 2020; Isaboke et al., 2021). Also, the empirical evidence on the extent to which CBC has managed to ensure self-reliance, moral character, and community involvement as prophesied by Nyerere is narrow.

The most significant problem is the distance between the CBC's hypothetical purpose and its actual application in the classroom, especially in under-resourced, rural regions (Sifuna, & Obonyo, 2019). This paper aims to discuss how this is possible as CBC may effectively fulfill the revolutionary educational ambitions under the stand of Nyerere, or whether there are still systemic constraints that disable its potential. It is of paramount importance to understand these gaps so as to ensure that the design of the curriculum would be an accurate reflection of the outcomes of the same in the real world, hence engendering the self-reliant, ethically responsible citizens as would be perceived by Nyerere.

1.2 Research Objectives

The research objectives are as follows:

- i. To examine how well the ideals of Education for Self-Reliance are integrated into CBC as detailed by Julius Nyerere.
- ii. To find out the obstacles that have been encountered in the process of introducing CBC, such as disparities in resources, teacher readiness, and the persistent cult of exams.
- iii. To determine how CBC has affected self-reliance, ethical decision-making, and community participation among students.
- iv. To make recommendations intended to help in the enhancement of CBC towards working better towards Nyerere's philosophy of Education in Self-Reliance.



II. LITERATURE REVIEW

2.1 Theoretical Review

This study is guided by a theoretical framework of constructivist theory, which argues that meaning and understanding are constructed through interaction with surroundings, interaction among learners, and reflection on the same (Piaget, 1970; Vygotsky, 1978). Constructivism nullifies the conventional approach towards education in which students are regarded as knowledge acquirers; rather, constructivism argues that learning is an interactive process involving learner creation and requires students to learn knowledge through working and exemplifying activities. Here, the duty of the teacher is seen further as the facilitator of the learning process, as the controller of the pool activities, as the teacher whose tasks are to teach to work as a team and to challenge the issues of the real life by their thought process (Fosnot & Perry, 1996).

This theory matches well with the missions of the Kenyan Competency-Based Curriculum (CBC), which focuses on the skills that could be applied in reality, development of critical thinking, and autonomous learners (KICD, 2017). The CBC will be a departure from rote learning and promote what individuals need to succeed in a lifestyle of lifelong learning, which is problem resolution, communication, and flexibility. Being a constructivist method, CBC promotes the application of knowledge to real-life scenarios, as opposed to a passive acquisition of information. The principle is similar to Vygotsky's (1978) theory of social development that puts emphasis on social interaction and cultural setting during learning. Vygotsky's focus on collaborative learning, or the scaffolded learning approach, where more knowledgeable peers or adults tutor learners, is similar to the problem-solving features of the CBC (United Nations Environmental, Scientific and Cultural Organization [UNESCO] and International Bureau of Education (2017).

In addition, the constructivist theory mentions numerous similarities with the philosophy of Education for Self-Reliance coined by Nyerere. Nyerere (1967) promoted a school system that produces individuals with intellectual, as well as practical skills, education that has to serve the people, and also makes them responsible and accountable to each other. Nyerere considered that education is not limited only to classroom learning, but it should be connected to real-life education where learners can be able to interact with their surroundings and even solve community problems. This is reflected in the constructivist like, in which the learners are fully involved in the process of their learning environment and reflect on what they have done to gain deeper knowledge.

The CBC thus can be viewed as a constructivist approach, in which learning is regarded as a complex, continuous process to be learned in a form of assimilating experience, culture, and critical reflection. The effective application of this approach fails, however, to depend on the capacity of the curriculum to bypass the practical difficulties in the classroom, including resource shortages and inadequate measures on teacher training. According to Fosnot and Perry (1996), without suitable guidance, the learners might have difficulties aligning the theory with the practice, thus may trigger a lack of transformative potential of the curriculum.

2.2 Empirical Review

The introduction of the Competency-Based Curriculum (CBC) in Kenya has caught the interest of scholars who are attempting to assess the congruence of the program with the Nyerere philosophy, as well as whether it would bring self-reliance. The Kenya Institute of Curriculum Development (KICD, 2017) suggests that CBC was implemented to promote critical thinking, solving problems, and building personal initiative. These are the goals that Nyerere envisioned in his education system with an aim of ensuring that it is not only about academic knowledge, but also character, self-reliance, and societal development.

A number of studies have examined how CBC fosters learner control, which is one of the principles of the curriculum and curriculum philosophy of Nyerere. As an example, we can refer to Kagoire et al. (2024), who emphasize that CBC promotes the growth of individual initiative and the ability to solve problems, which is a part of the concept of self-reliance proposed by Nyerere. It is also a learner-centered method through which practical skills that students can apply to the real-life problems of their communities can be developed. Likewise, another article by Isaboke et al. (2021) points out that CBC integrates some teaching methods that include project-based learning and formative assessment, which are consistent with the idea of learning through doing preached by Nyerere. These approaches encourage creativity, thoughts, and independent activities among learners, which are critical to the self-reliant citizens envisaged by Nyerere.

Nevertheless, although the theoretical basis of CBC might seem rather successful, its application remains problematic. Micheni (2021) and Cheruiyot (2024) highlight that the CBC is impeded by both systemic and logistical barriers. In most schools, teachers complain that they receive insufficient training on competency-based education, restricting them from applying the curriculum to the fullest extent. In addition, rural schools are characterized by a dire state of resources, such as a lack of teaching materials and infrastructure that poses a challenge to getting students involved in the hands-on practical learning that CBC should seek to encourage. It is compounded by the fact that students continue to focus on exams, and they are still an important component of the education system, even though the

curriculum now emphasizes skills and competencies rather than academic curricular knowledge (UNESCO and International Bureau of Education (2017).

The cultural fit problem is also still present, where CBC will be forced to deal with the conventional education system in Kenya, which might not necessarily hold the community-based, self-help values that Nyerere promoted. In order for an educational reform to be effective, as Nyerere (1967) underlined, it should be based on the values and standards of society; otherwise, reform can be dismissed or shallow. This poses a challenge to the CBC because its effectiveness lies in policy-practice consistency and the dedication of the communities and teachers to the ends of the curriculum.

Moreover, empirical research on the efficacy of CBC in promoting self-reliance is sparse. Although there is CBC evidence indicating that it promotes skills and critical thinking, it is not clear that the results have been associated with more community involvement and independence for the students. The scarcity of research highlights the importance of future research devoted to the long-term consequences of CBC on the capacity of students to become independent citizens capable of developing society (Owuor, 2022).

III. METHODOLOGY

A qualitative research design was chosen in this study, and it was appropriate to conduct this study as it involved investigating the compatibility of the Competency-Based Curriculum (CBC) with self-reliant Education as introduced by Julius Nyerere. The study has used both document analysis and phenomenological hermeneutical approaches to examine the extent to which CBC was in tandem with the tenets of self-reliance as spelt out by Nyerere. This was a way of having a comprehensive insight into the theoretical and practical aspects of the process of the CBC and implementation of the CBC in light of the educational philosophy explicated by Nyerere.

3.1 Research Design

The research was conducted in line with the document analysis method, whereby significant policy papers, programmes, and papers were analysed using scholarly works regarding the CBC. The documents involved the Basic Education Curriculum Framework (KICD, 2017), documents released by the government with regard to matters related to CBC, and papers carried out to determine whether CBC helped achieve the values and competencies needed to become self-reliant. In the documentary study, it was possible to analyze the design of the CBC and the way it was supposed to operate within the education system in detail, providing information about the theoretical compatibility of the curriculum with the vision of Nyerere (KICD, 2017; Nyerere, 1967).

Besides the analysis of documents, a phenomenological hermeneutical approach was implemented in the study as well, wherein the emphasis was made on the interpretation of in vivo experiences of educators and students interacting with the CBC. It was this method that was applicable specifically to comprehending how educators understood and practiced the curriculum in an actual sense and how far these were in line with the transformative aims of the curriculum. The study sought to meet the gap between theoretical motivations and effectual practical context by examining the meanings that their teachers and students gave to their academic experience (Gadamer, 1975; Freire, 1970).

3.2 Study Population and Sample

This study targeted secondary and primary school teachers in Kenya who participated in the rollout of the CBC. It was important that the teachers became the participants of the scheme since they were the first swimmers, who would convert the paper-based curriculum into an everyday learning activity. A purposive sampling method was also employed during the study to make sure that the sample used was adequately informed and knowledgeable regarding the issues and the accomplishments of the implementation process of the CBC.

Five teachers were interviewed, and this was to give a cross-section of both urban and rural schools. Such a varied sample provided a full description of the implementation processes in various environments and enabled the detection of possible differences in resource access, teacher education, and community coverage. To achieve this, the interviews were unstructured so that the interviewees (teachers) could give open-ended answers that would furnish rich qualitative data on what the teachers had experienced in relation to CBC, and how aligned it was to what Nyerere had termed as self-reliance philosophy.

3.3 Data Collection Methods

The information was obtained by means of an unstructured interview with the teachers, which allowed them to speak on their own opinions concerning the strengths and weaknesses of the curriculum. The central themes of the interviews were related to: Learner autonomy and how it was fostered within the CBC framework (Kagoire et al., 2024). Community engagement and how well the CBC incorporated Nyerere's idea of education for community development (Nyerere, 1967). The practical skills that were promoted by the CBC and their relevance to local needs (Owuor, 2022).



Challenges faced in the implementation of CBC such as inadequate resources, insufficient teacher training, and the persistent focus on exams (Teachers Service Commission [TSC], 2019; Isaboke et al., 2021).

Along with the interviews, policy documents and curriculum guidelines were considered in order to obtain a complete picture of the theoretical basis of CBC and its correspondence to self-reliance principles. This analysis of documents relied on formal reports and publications by the Kenya Institute of Curriculum Development (KICD), government announcements, and research papers about CBC (KICD, 2017; Micheni, 2021).

3.4 Data Analysis

Thematic analysis was used to analyze the data obtained after conducting the interviews because it provided the opportunity to identify patterns and themes in the qualitative data collected. Thematic analysis helped the researcher to group the responses according to their dominant themes that aligned with the research interests, including self-reliance, community involvement, practice skills training, and readiness of teachers.

The data collected during the interviews was contrasted with information acquired during the analysis of the documents in order to evaluate the compliance of the design of the curriculum with the way it is realized in practice. It also took into account the social and cultural situation against which CBC is being enforced, and based on that, it relied on the idea of fusion of horizons by Gadamer (1975). This was done so as to help the researcher gain knowledge on how the cultural and educational background of education in Kenya affected the interpretation and execution of CBC.

3.5 Ethical Considerations

This research focused on ethical aspects. The participants were told the purpose of the study and signed their consent before the interviews. The study was done confidentially, and the participants were free to cease participating in the study without repercussions at any time they wished. All materials, including direct quotes, were reported as aggregate to guarantee the anonymity of the information sources, and all quotes with identifiable sources were reported as quotes to an anonymous source.

IV. FINDINGS & DISCUSSION

4.1 Findings on the Alignment of CBC with Nyerere's Philosophy

The main aim of this research was to determine the degree to which the competency-based curriculum (CBC) in Kenya meets the philosophy of education, Julius Nyerere Education for Self-Reliance. Judging by the information retrieved involving the interviews and document survey, it can be seen that some parts of Nyerere's philosophy have found a way into the CBC, especially concerning self-reliance, community participation, and the honing of practical skills. Nevertheless, the practice of such principles in schools presents a set of major difficulties, mainly caused by the inequality of resources, teacher preparedness, and persistence of classical exam-type practices.

4.2 Self-Reliance and Practical Skills Development

The concern to equip students with practical skills to enhance their communities was one of the essential tenets in Nyerere's Education of Self-Reliance. The subjects present under the curriculum in the CBC are agriculture, law skills, entrepreneurship, and pre-technical courses, which all align with the vision of education that the shaper of Nyerere had, namely, making students ready to be productive citizens. The Kenya Institute of Curriculum Development (KICD) reports that CBC will promote critical thinking, problem-solving, and practical application of learning skills that will make learners independent and self-sufficient (KICD, 2017).

This correspondence was verified by the results of the interviews with teachers, with the majority of educators admitting this bias towards hands-on learning, including project-based work and community services. These factors stimulate students to practice in real life, a feature that Nyerere valued since he thought that learning occurred when one did (Nyerere, 1967). Nevertheless, some of the teachers said that in as much as the school has practical subjects, practical subjects are usually sidelined by the more academic subjects, which have high coverage in examinations. It is in line with the fact that Micheni (2021) states that there is a discrepancy between the theoretical and classroom practice of the curriculum. Although the curriculum is founded on practical skills, agriculture, home science, and similar may not get attention in exam-mongering type of assessment, and thus there is no continued interest in these subjects. One of the rural schoolteachers wrote:

"Even though the curriculum emphasizes practical learning, there is still the tendency in the curriculum to neglect some subjects, such as agriculture and home science, when it comes to exam preparation. What will be tested is what we discuss in my school, not what can be useful to the students in their everyday lives."



4.3 Community Engagement and Social Responsibility

The emphasis on community participation and social responsibility in the CBC can be connected with the vision of Nyerere, since he believed in community-based education. The curriculum incorporates both community service and project-based studies that would motivate learners to study their local areas, reflecting the concept that education should relate to community building as propagated by Nyerere (Nyerere, 1967). Nevertheless, the interviews with teachers demonstrated that the complete adoption of community-based education was not easy. Urban teachers pointed out more community collaboration and availability of resources, and rural teachers reported fewer community engagement opportunities as they lacked leadership support and resources. A rural teacher described:

"In our school, the CBC motivates students to work with their communities; however, we do not have the resources and the support of the leadership to make these projects meaningful. Community participation is simpler in urban schools as they can access more resources and partnerships."

This is in line with the observations of Kagoire et al. (2024), whose study pointed out the necessity of learner autonomy and community engagement according to the achievements of the CBC; however, the communities are hampered by resource disparity. Evidence at the national level indicates that this is compounded by a lack of adequate leadership and teacher training to make the curriculum the fulfillment of assisting in community building.

4.4 Teacher Preparedness and Training

One of the main problems that were found in the study was the absence of teacher training and the lack of available resources to make the CBC implementable. A far majority of the teachers also displayed excitement towards the learner-based approach that CBC preaches, but expressed uneasiness in being prepared to work within the curriculum because of a lack of professional development training. Isaboke et al. (2021) emphasized that CBC entails a transition of teachers to more hands-on and interactive learning styles, whereas it is challenging to do so without proper training and resources.

According to teachers, the teaching resources and infrastructure necessary to enable practical learning activities are usually not present. An example is a situation in the rural schools, where the lack of adequate technical facilities and learning materials restricts the students' practicability of hands-on practical learning, e.g., in agriculture or in life skills.

This unpreparedness and shortage of resources correspond to the Mauki et al. research (2020) on how the system and logistical issues are the obstacles to the complete integration of CBC in Kenya schools. Another theme that was repeated by the teachers was fed up with top-down administration and the centralized decision-making system. Basing its philosophy on the student-centered approach to learning, CBC, however, frequently results in discrepancies between policy expectations and the practices in classrooms; this inhibits the teacher autonomy as well as his/her scope of innovation in instructional techniques.

4.5 Mismatch and Inconsistencies in CBC Implementation

Although the CBC has a promising design, the implementation into practice at the school level, especially in rural schools, has a severe mismatch and inconsistencies. As previously mentioned, although the CBC encourages a culture of learner-centered methods and acquisition of practical skills and working with the community, it is commonly neglected because of resource disparity and the constant emphasis on exams.

In keeping with teacher reports, we have seen that the examination culture still prevails, particularly in urban schools where students have to perform impressively in national tests. Such a focus on tests contradicts the objectives of CBC to nurture creativity, problem-solving, and self-reliance. Instructors also complained that the focus on assessments diminishes the chances of comprehensive education of students because they are being evaluated based on their academic knowledge, but not their skills of being able to apply practical skills to real-life situations.

This problem also follows in the footsteps of the critique of colonial systems of education by Nyerere, who emphasized that such educational systems focused on academic rather than practical knowledge that would have helped local people. Nyerere (1967) asserted that education must not be elitist but geared towards the greater good of society so that students become self-reliant and productive members of society in which they live. Although the CBC was crafted in order to be free of these constraints, the concept has continued to struggle to safeguard the application of its most fundamental ideals, self-reliance and community service, in practice.

The results of the research correlate largely with current literature conducted on the conformity of CBC with the philosophy of Nyerere; however, the findings also prove highly essential gaps. Although the curriculum supports the autonomy and applied skills of learners, the issues of teacher preparedness and inequality in resources as well as the exam-oriented culture remain, constraining the potential of this curriculum to reflect the vision of Nyerere. Micheni (2021) and Cheruiyot (2024) also highlighted the divergence between the intentions and reality of the policies, particularly in rural settings where access to resources is scarce. Owuor (2022) and Kagoire et al. (2024) also mention the value of communities in the education process, where the CBC has potential, yet implementation is complicated.



Whereas, the CBC promotes students taking part in community service, as teachers in this study observed, unless leadership support and incompetent teacher training are removed, it is unlikely that this will be achieved.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

This paper has discussed ways in which the Kenya Competency-Based Curriculum (CBC) fits or suits the philosophy of Education for Self-Reliance, as advocated by Julius Nyerere, in terms of its unique contribution to the development of practical skills by the individual and a sense of community involvement in this process. The research showed that the CBC contained some parts that corresponded with the ideals of Nyerere, especially relating to active learning, teaching of values, and the inculcation of practical skills, which could help to build the local community. Nevertheless, regardless of the theoretical compatibility of CBC with the philosophy of Nyerere, the research showed the implementation to be quite a problematic task. The unification of resources and the preparedness of teachers, as well as an ongoing stress of exams, remained a challenge that prevented the achievement of the transformative objectives of the curriculum. According to the teachers, the CBC promoted the autonomy of the learners, as well as community involvement; however, implementation of these aspects was problematic due to the lack of resources, poor teacher training, and the inability of leaders to support the process. Connection with exam-based practices and traditional learning in the curriculum, or the skills, and a learner-centered vision, were also the major directions that contradicted each other. The study was able to illustrate the fact that, even though CBC paved the way to the creation of self-reliant citizens, the discrepancy between the policy design and reality in the classroom was a major obstacle. It was through resolving these issues that the completion of the entire vision of Nyerere's education in self-reliance would have been achieved, and that the CBC should have been used in a manner that would have served to empower both the teachers and the students.

5.2 Recommendations

There are various measures that must be undertaken to improve the process of implementing the Competency-Based Curriculum (CBC) and make it more conducive to the Nyerere perspective of self-reliance. To begin with, there is a need to advance teacher education and professional growth processes so that teachers will work with a learner-focused, practical teaching process. In this training, the ability to learn through projects and practically use available resources should be at the center of attention. Second, the solution of inequality of resources is necessary since inequalities prevail between urban and rural schools, which impede the practical utilization of the curriculum. The poorly equipped schools should be given the necessary resources to facilitate the involvement of all learners in practical learning exercises. Third, it is necessary to change the focus and make it more about training practical skills rather than passing exams, and focus more on assessments that test creativity, problem-solving, and real-life applications, as Nyerere advocated in his educational philosophy. Lastly, enhanced community participation in education will improve schools and make them more attached to the local context, ensuring education addresses the community's needs and further enhances self-reliance.

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