

Journal of Conflict Management & Sustainable Development



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Editor's Note

Welcome to the *Journal of Conflict Management and Sustainable Development*, Volume 11, No.5. The Journal is an interdisciplinary publication that focuses on key and emerging themes in Conflict Management, Sustainable Development and other related fields of knowledge.

Sustainable Development has been embraced at both the global and national levels as the blue print for socio-economic development and governance. The Journal interrogates and offers solutions to some of the current concerns in the Sustainable Development Agenda. It also explores the role of Conflict Management in the attainment of Sustainable Development.

The Journal has witnessed significant growth since its launch and is now a widely cited and authoritative publication in the fields of Conflict Management and Sustainable Development. The Editorial Team welcomes feedback and suggestions from our readers across the globe to enable us to continue improving the Journal.

The Journal is peer reviewed and refereed in order to adhere to the highest quality of academic standards and credibility of information. Papers submitted to the Journal are taken through a rigorous review by our team of internal and external reviewers.

This volume contains papers on various themes including: *Protecting Our Endangered Species for Sustainability; Changing The Narrative on the Right to a Clean and Healthy Environment: Analysing Ecocentrism as a Possible Method of Environmental Governance in Kenya; Integrating Environmental Social & Governance (ESG) Principles into Corporate Governance in Kenya: Trends, Challenges, and Best Practices; Problematic Overlaps and Duplication of Mandates of State and Governmental Agencies in Kenya: Proposals for Legal and Institutional Reform; Lesson Study: Towards an Improved Instruction in Stem Education in Junior Secondary Schools In Kenya; Management of Industrial Waste water in Kenya: Case study of Mavoko; Does the Law Work? A Case of Kenyan Prison Congestion and the Witchcraft Act; Fostering Sustainable Lifestyles for Posterity; Legislating to Protect and Compensate Whistleblowers in Kenya: An Appraisal of*

the Proposed Whistleblower Protection Bill, 2023; The Phenomena of Resource Curse and How to Navigate around it; Primary Teacher Education and Kenya's Vision 2030. The Lacuna in the Transformation Agenda; Mitigating the Environmental Impact of Oil: Strategies for Sustainable Development; and The Implications of Implementing Kenya's Electronic Travel Authorisation (eTA) System: A Comparative Appraisal. The Journal also contains a book review of Towards Human Rights and Prosperity for All and a review of Journal of Appropriate Dispute Resolution (ADR) & Sustainability Volume 2 Issue 3.

We welcome feedback, comments and critique from our readers to enable us to continue improving the Journal.

I wish to thank all those who have made this publication possible including reviewers, editors and contributors.

The Editorial Team also welcomes the submission of articles to be considered for publication in subsequent issues of the Journal. Submissions can be channeled to admin@kmco.co.ke and copied to editor@journalofcmsd.net. Our readers can access the Journal online at <https://journalofcmsd.net>.

Hon. Prof. Kariuki Muigua Ph.D, FCIArb, Ch.Arb, OGW.
Professor of Environmental Law and Conflict Management
Editor, Nairobi,
November, 2024.

Primary Teacher Education and Kenya's Vision 2030. The Lacuna in the Transformation Agenda

By: Dr. Cherui, Rodgers;* Dr. Simon Kipkenei;** and
Dr. Winnie Waiyaki***

Abstract

The content of basic education in the new curriculum has been designed to equip all learners with relevant knowledge, skills, competencies and values. However, the major challenge facing the education sector concerns the changing of instructional practices towards greater collaborative relationships between teachers and learners. Teaching and learning are what ultimately make a difference in the mind of the learner, and thus affect knowledge, skills, attitudes and the capacity of young people to contribute to contemporary issues. The objective of this paper was to determine the quality of teacher graduate and the capacity to transform the education system given the introduction of competence-based curriculum (CBC) aimed at transforming Kenya towards the attainment of vision 2030. The paper has relied on available secondary data and reviews existing literature on the role of teacher trainer in building capacity for teacher trainee to be able to fit in the ever changing world. The study revealed a worrying fact in that there is an indication that teachers in the field have little knowledge on how the new curriculum will benefit the Kenyan population differently from the previous system hence making them shy away from serious debates concerning the new curriculum. The study concluded that new government educational programs like TUSOME, Kenya Primary Education Development (PRIEDE), Strengthening Mathematics and Science Education (SMASE) among others excluded most teacher trainers and trainees from their implementation leading retraining of teachers who would have been well prepared and informed. This paper recommends that teacher trainers and trainees be involved in every process involving curriculum change. It also recommends that the government incorporate teacher trainers and trainees as the mainstream partners in the implementation of the new curriculum and that training must be done by well-informed trainers.

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Introduction

Education forms the basis upon which economic, social and political development of any nation is founded. Investment in education can help to foster economic growth, enhance productivity contribute to national and social development and reduce social inequality (World Bank, 2004). UNESCO (2005) argues that the level of a country's education is one of the key indicators of its level of development. Globally, education is recognized as a basic human right. It has been defined as the process through which knowledge; skills, attitudes and values are imparted for the purpose of integrating the individual into a given society, or changing the values and norms of a society.

Since Independence, the Government of Kenya has recognized the importance of education both as a basic right as well as a tool for achieving social economic development. Education is universally acknowledged as a powerful tool for social, economic, and political transformation. In Kenya, Vision 2030 serves as the country's blueprint for long-term development, with the education sector being a key pillar for achieving its objectives. Central to this vision is the recognition of quality teacher education, particularly at the primary level, as foundational for the success of the broader educational system. Primary Teacher Education (PTE) plays a pivotal role in equipping teachers with the skills and knowledge necessary to nurture young learners who will, in turn, contribute to the nation's development.

Despite Kenya's commitment to Vision 2030, there exists a significant gap, or "lacuna," in the integration of Primary Teacher Education into the broader transformation agenda. This study seeks to explore the disconnect between the goals of Vision 2030 and the current state of PTE, examining the structural, curricular, and policy deficiencies that hinder the sector's ability to contribute effectively to national transformation. By addressing this gap, the study aims to

offer recommendations for aligning PTE with the objectives of Vision 2030, thus ensuring a more cohesive and transformative educational system. Kenya's Vision 2030 is an ambitious plan that seeks to transform the country into a newly industrialized, middle-income nation by the year 2030. The vision is built on three pillars: economic, social, and political governance. Among these, the social pillar places significant emphasis on education, seeing it as a driver of sustainable development and a means of empowering citizens with the skills required to thrive in the modern world (Republic of Kenya, 2007). The provision of quality education, particularly at the primary level, is crucial in this regard, as it forms the foundation for all future learning and development.

Primary Teacher Education, however, has faced numerous challenges over the years, including inadequate funding, outdated curricula, and insufficient teacher training programs (Ngware, 2013). These challenges have led to a mismatch between the skills teachers possess and the demands of modern primary education, which must now align with the broader goals of Vision 2030. Despite efforts by the government and various stakeholders to improve the quality of education in Kenya, the role of PTE in achieving Vision 2030 has not been adequately addressed, leaving a significant gap in the transformation agenda (Owino, 2015). Furthermore, the rapidly evolving educational landscape marked by technological advancements, globalization, and changing societal needs requires that teachers are not only well-trained but also adaptable and innovative. This is particularly true in the context of Kenya's Vision 2030, which envisions a knowledge-based economy driven by skilled human capital (Republic of Kenya, 2007). The current state of PTE, however, does not fully support this vision, as many teacher education programs are still grounded in traditional pedagogical approaches that do not adequately prepare teachers for the dynamic demands of the 21st-century classroom. This study will examine the existing gaps in PTE, particularly in relation to the Vision 2030 objectives, and propose strategies to bridge these gaps. By doing so, it aims to contribute to the ongoing discourse on educational reform in Kenya and the role of teacher education in national development.

Objective of the Paper

The objective of this paper is to determine the quality of teacher graduate and the capacity to transform the education system given the introduction of Competence Based Curriculum (CBC) aimed at transforming Kenya towards the attainment of vision 2030.

Methodology

The paper examined the existing literature, analyzed teacher curriculum, applied focused group discussion with teacher trainers, and utilized personal experience and observations as educators in the development of the research findings.

The findings of the study

Kenya's education system follows a 2-6-3-3 structure: two years of pre-primary education, six years of primary education, three years of junior secondary, and three years of senior secondary education, followed by higher education or vocational training. The aim is to create a highly skilled workforce to drive the socio-economic development outlined in Vision 2030. This education structure plays a pivotal role in preparing learners to meet the demands of an evolving economy that is reliant on knowledge-based industries (Republic of Kenya, 2007). Vision 2030 identifies education as one of the key pillars of national development, emphasizing that an educated workforce is critical for economic growth, innovation, and competitiveness on a global scale. The vision places a particular emphasis on Science, Technology, Engineering, and Mathematics (STEM) subjects, as well as technical and vocational training, recognizing these areas as central to driving Kenya's industrialization goals (Kilonzo, 2017). Despite this ambitious framework, the implementation of Vision 2030 within the Kenyan education system has been met with several challenges. The focus on academic achievement, for instance, has overshadowed essential skills such as critical thinking, creativity, and problem-solving, which are critical for the 21st-century job market. As Kenya strives to become a middle-income nation, these gaps in education hinder progress toward achieving the goals of Vision 2030, especially in primary education, which serves as the foundation for the entire system.

Primary Teacher Education (PTE) is critical in achieving the educational goals of Vision 2030, as primary school teachers are responsible for laying the academic foundation for future learning. However, one of the major findings of this study is that PTE in Kenya remains significantly underdeveloped in terms of quality and alignment with Vision 2030's objectives. The traditional pedagogical approaches employed in many teacher training programs do not equip teachers with the skills necessary to foster the kinds of competencies and mindsets required for national transformation (Ngware, 2013). The curriculum for PTE has not evolved to keep pace with changes in the national development agenda. For example, there is insufficient emphasis on integrating technology into the classroom or developing critical and creative thinking skills in young learners. These gaps mean that teachers are not well-prepared to nurture students in a way that supports the human capital development envisaged in Vision 2030 (Owino, 2015). Moreover, the lack of continuous professional development opportunities for teachers further exacerbates the problem, leaving many educators stuck with outdated teaching methodologies.

Teacher training institutions also face challenges related to infrastructure, resources, and capacity. Many institutions lack the necessary teaching materials and modern technologies to offer practical, hands-on training for future teachers. This inadequacy translates into a workforce of teachers who are not fully equipped to deal with the diverse learning needs of students or the rapidly changing demands of the global economy, thus impeding Kenya's progress toward its Vision 2030 goals (Kafu, 2011). One of the core pillars of Vision 2030 is to improve the quality and accessibility of education at all levels. However, this study finds that there are significant disparities in educational quality across the country, particularly between rural and urban areas. While some progress has been made in increasing enrollment rates in primary schools, the quality of education remains a critical concern. Teachers in rural areas often work under more challenging conditions, with fewer resources and larger class sizes, compared to their counterparts in urban areas. These disparities have led to inequities in educational outcomes, which undermine the Vision 2030 goal of

producing a globally competitive workforce (MoEST, 2014). In addition to the geographical disparities, gender inequities in education continue to persist, especially in rural and marginalized communities. Despite national efforts to promote gender equality in education, cultural and socio-economic factors still impede girls' access to quality education, particularly at the primary level. Since Vision 2030 aims to ensure that all citizens have equal opportunities to contribute to national development, addressing these disparities is crucial for the realization of the vision (UNESCO, 2015).

Kenya has introduced various curriculum reforms in response to Vision 2030, most notably the Competency-Based Curriculum (CBC), which was launched in 2017. The CBC is designed to foster skills such as problem-solving, creativity, communication, and digital literacy – skills that are aligned with the demands of the 21st century and the goals of Vision 2030 (KICD, 2017). However, findings indicate that the implementation of the CBC faces significant challenges, particularly in the context of teacher preparedness. Many teachers lack the necessary training and resources to effectively implement the new curriculum, resulting in inconsistencies in its application across schools. Moreover, there is a gap between the curriculum reforms and the teacher training programs. While the CBC emphasizes student-centered learning and the development of competencies, most PTE programs are still based on traditional teacher-centered approaches. This disconnect hampers the ability of teachers to fully embrace and implement the curriculum in a way that aligns with Vision 2030's objectives (Republic of Kenya, 2017).

A key finding of this study is that there are gaps in policy coordination between the various educational stakeholders, which have hindered the full integration of Vision 2030 into the education sector. While Vision 2030 outlines clear goals for education, there is often a lack of coherence between national policies, teacher education programs, and school-level practices. The Ministry of Education, teacher training institutions, and schools need to work in a more coordinated manner to ensure that the goals of Vision 2030 are reflected in classroom teaching

and learning practices (Wanjohi, 2011). Furthermore, the allocation of resources has been uneven, with more attention given to secondary and higher education at the expense of primary education and PTE. This imbalance has contributed to the challenges facing primary education and teacher training, further widening the gap between the current state of the education system and the aspirations of Vision 2030 (MoEST, 2014).

The Teacher Trainer-Trainee and the Implantation of Competence Based Curriculum

Kenya's Competency-Based Curriculum (CBC) was introduced in 2017 as a major educational reform aimed at addressing the gaps in the traditional content-based 8-4-4 system. The CBC shifts the focus from the mere acquisition of knowledge to the development of competencies, including critical thinking, problem-solving, creativity, and innovation, which are essential for the 21st-century learner (Republic of Kenya, 2017). The curriculum is designed to nurture students' abilities from early education, emphasizing practical skills, values, and the application of knowledge in real-life situations. This reform aligns closely with Kenya's Vision 2030, which seeks to create a knowledge-based economy driven by skilled and adaptable human capital.

However, the successful implementation of the CBC hinges largely on the effectiveness of teacher training, especially at the primary level. Primary Teacher Education (PTE) plays a critical role in equipping teacher trainees with the knowledge, skills, and attitudes necessary for implementing the new curriculum. The relationship between teacher trainers (instructors at teacher training colleges) and teacher trainees is, therefore, pivotal in ensuring that CBC objectives are met in the classroom. This study examines the preparedness of both teacher trainers and trainees in relation to the CBC and identifies the key challenges that are impeding the effective implementation of this curriculum.

One of the key findings of this study was that teacher trainers, the individuals responsible for preparing future primary school teachers, are not adequately equipped to deliver the competencies required for CBC implementation. Many

teacher trainers themselves were educated and trained under the old 8-4-4 system, which focused on content delivery rather than competency development (Kafu, 2011). As a result, a significant number of these trainers have limited experience with the pedagogical approaches central to the CBC, such as learner-centered methods, inquiry-based learning, and the integration of digital tools.

Moreover, while some in-service training programs have been initiated to reorient teacher trainers to the CBC, the coverage and depth of these programs have been insufficient. Many trainers have reported that they lack the necessary resources and continuous professional development opportunities to fully understand and teach the competencies outlined in the new curriculum (Oduor, 2019). This creates a disconnect between what is expected of teacher trainees and what teacher trainers are able to deliver. In addition, there is a lack of standardization in the professional development offered to teacher trainers, resulting in uneven levels of preparedness across the country. Trainers in rural and under-resourced teacher training colleges are particularly disadvantaged, as they have limited access to CBC-related training materials and digital resources, which further hampers their ability to train future teachers effectively (Owino, 2015). Teacher trainees, the future primary school teachers tasked with implementing the CBC, face significant challenges in their training and preparation. This study reveals that many teacher trainees enter their training programs with little to no prior exposure to competency-based approaches, having themselves been educated under the content-focused 8-4-4 system. As a result, adapting to the CBC's learner-centered approach requires a complete shift in mindset, which is not adequately facilitated by the current PTE curriculum (Ngware, 2013). A major challenge is the lack of alignment between the curriculum used in teacher training colleges and the expectations of the CBC. While the CBC emphasizes practical application, creativity, and critical thinking, many teacher training programs remain rooted in traditional teaching methods that focus on rote learning and the memorization of content. This mismatch means that teacher trainees are not fully prepared to apply CBC methodologies in the classroom (Republic of Kenya, 2017). Without significant curriculum

reforms in PTE, teacher trainees will continue to face difficulties in implementing CBC principles once they enter the teaching profession.

Another challenge identified in this study is the limited access to teaching and learning resources that support CBC implementation. Teacher trainees require access to modern educational technologies, instructional materials, and practical experiences that will enable them to develop the competencies necessary for the CBC. However, many teacher training colleges, particularly those in rural areas, lack the infrastructure and resources to provide such training. This leaves teacher trainees ill-equipped to utilize the digital tools and learner-centered approaches that are essential for CBC implementation (Oduor, 2019). The relationship between teacher trainers and trainees is critical for the successful implementation of the CBC. However, this study finds that there are significant gaps in the mentorship and support provided to teacher trainees. In many teacher training colleges, large class sizes and inadequate staffing levels make it difficult for trainers to provide individualized attention and mentorship to each trainee. This limits the opportunities for teacher trainees to receive personalized guidance on how to apply CBC principles in practical teaching situations (Kafu, 2011). Furthermore, the study reveals that many teacher trainees do not receive adequate practical teaching experience during their training. While the CBC emphasizes hands-on learning and real-world application, teacher trainees often have limited opportunities to practice these approaches in actual classroom settings before they graduate. This lack of practical experience means that trainees enter the workforce with insufficient confidence and competence in implementing the CBC, which affects their ability to deliver quality education aligned with Vision 2030 (Owino, 2015). To address these issues, it is essential to foster stronger relationships between teacher trainers and trainees through more structured mentorship programs. Teacher training colleges should also increase opportunities for trainees to engage in practical teaching experiences, including internships, teaching practicums, and peer-teaching exercises that align with CBC objectives.

The implementation of the CBC requires strong policy and institutional support, particularly in the realm of teacher education. However, this study finds that there are gaps in policy coordination between the Ministry of Education, teacher training institutions, and schools, which impede the successful training of teachers for CBC implementation (Wanjohi, 2011). There is often a lack of clear communication and support structures to ensure that teacher training colleges are adequately resourced and informed about the latest developments in CBC implementation. Moreover, while the government has made efforts to train existing teachers on CBC principles, these training programs are often short-term and do not provide the sustained support needed for effective implementation. Teacher training colleges also require more investment in infrastructure, digital tools, and modern teaching resources that align with CBC goals. Without such institutional support, both teacher trainers and trainees will continue to struggle in implementing the CBC, hindering the progress toward achieving Vision 2030 (MoEST, 2014).

Competency Based Curriculum Stakeholders' Participation and Expectations

The Presidential Working Party on Education Reforms (PWPER) has proposed sweeping changes in teacher education, including the merger of Diploma in Primary Teacher Education and Diploma in Early Childhood Teacher Education into a new Diploma in Teacher Education. This is designed to enhance the quality of teacher training and ensure that graduates can effectively teach across multiple levels, from pre-primary to grade six. Despite the ambitious reforms, significant gaps remain in their actual implementation. There is a lack of standardized frameworks for teacher training, which complicates the assessment and improvement of teaching practices across institutions. Many colleges still employ varied approaches to micro-teaching and practicum assessments, making it difficult to ensure consistent quality in teacher education.

The integration of inclusive education policies, as outlined in various government strategies, remains a priority. The Basic Education Act of 2013 mandates inclusive education, but the practical realization of this goal is uneven.

Training programs are being developed to equip teachers with skills to address diverse learning needs, but the effectiveness of these initiatives varies. The COVID-19 pandemic has exacerbated existing educational inequalities, slowing down the progress of reforms aimed at improving learning outcomes. The government acknowledges that the current system must adapt to address not only educational access but also the quality of education delivered. The Kenyan government has significantly increased its budget allocation for education, reflecting a commitment to improving educational infrastructure and resources. This includes funding for teacher training programs and ensuring that educational materials are accessible to all students. While there are frameworks and initiatives in place aiming at transforming primary teacher education in line with Kenya's Vision 2030, the actualization of these reforms faces challenges that need addressing, including standardization of training, inclusivity, and effective implementation of strategies.

Conclusion

The findings of this study highlight several critical issues that are impeding the effective implementation of the Competency-Based Curriculum in Kenya. Teacher trainers are not adequately prepared to teach CBC principles due to their own education backgrounds and limited access to professional development. Teacher trainees, meanwhile, face challenges in adapting to the CBC due to outdated training curricula, limited access to resources, and insufficient practical teaching experience. Additionally, gaps in mentorship and institutional support further hinder the ability of teacher trainers and trainees to fulfill the objectives of the CBC. To bridge these gaps, it is essential to reform teacher education curricula to align with CBC goals, provide continuous professional development for teacher trainers, and increase institutional support for teacher training colleges. Strengthening the relationship between teacher trainers and trainees through mentorship and practical teaching experiences is also critical. By addressing these challenges, Kenya can better equip its future primary school teachers to implement the CBC and contribute to the realization of Vision 2030. The findings of this study also revealed significant gaps between the current state

of Kenya's primary education system and the objectives outlined in Vision 2030. Primary Teacher Education is crucial for national transformation, but its outdated curriculum, lack of resources, and insufficient alignment with national goals present a serious lacuna in the transformation agenda. Addressing these challenges requires comprehensive reforms in teacher training, curriculum development, and resource allocation, as well as stronger policy coordination among stakeholders. Only by bridging these gaps can Kenya realize the full potential of Vision 2030 and ensure that its education system is capable of driving sustainable national development.

Recommendations

1. Strengthen Continuous Professional Development (CPD) for Teacher Trainers: To ensure that teacher trainers are fully equipped to prepare future teachers for Competency-Based Curriculum (CBC) implementation, the government and educational institutions must prioritize continuous professional development. CPD programs should focus on equipping trainers with the latest pedagogical approaches, particularly those that align with CBC principles such as learner-centered instruction, competency-based assessments, and the integration of technology. These programs should be regular, comprehensive, and tailored to address the specific needs of trainers in both urban and rural teacher training colleges.
2. Revise the Primary Teacher Education Curriculum to Align with CBC: The current curriculum used in teacher training colleges needs to be revised to fully align with the CBC. This revision should emphasize competency-based teaching methods, the development of critical thinking skills, and the practical application of knowledge. Teacher trainees should be exposed to modern instructional strategies that foster creativity, collaboration, and real-world problem-solving.
3. Strengthen Policy Coordination and Resource Allocation: Effective coordination between the Ministry of Education, teacher training institutions, and schools is essential for aligning the education system with Vision 2030. The government should establish a dedicated task force to ensure that PTE policies are clearly articulated and consistently implemented across the board. This task

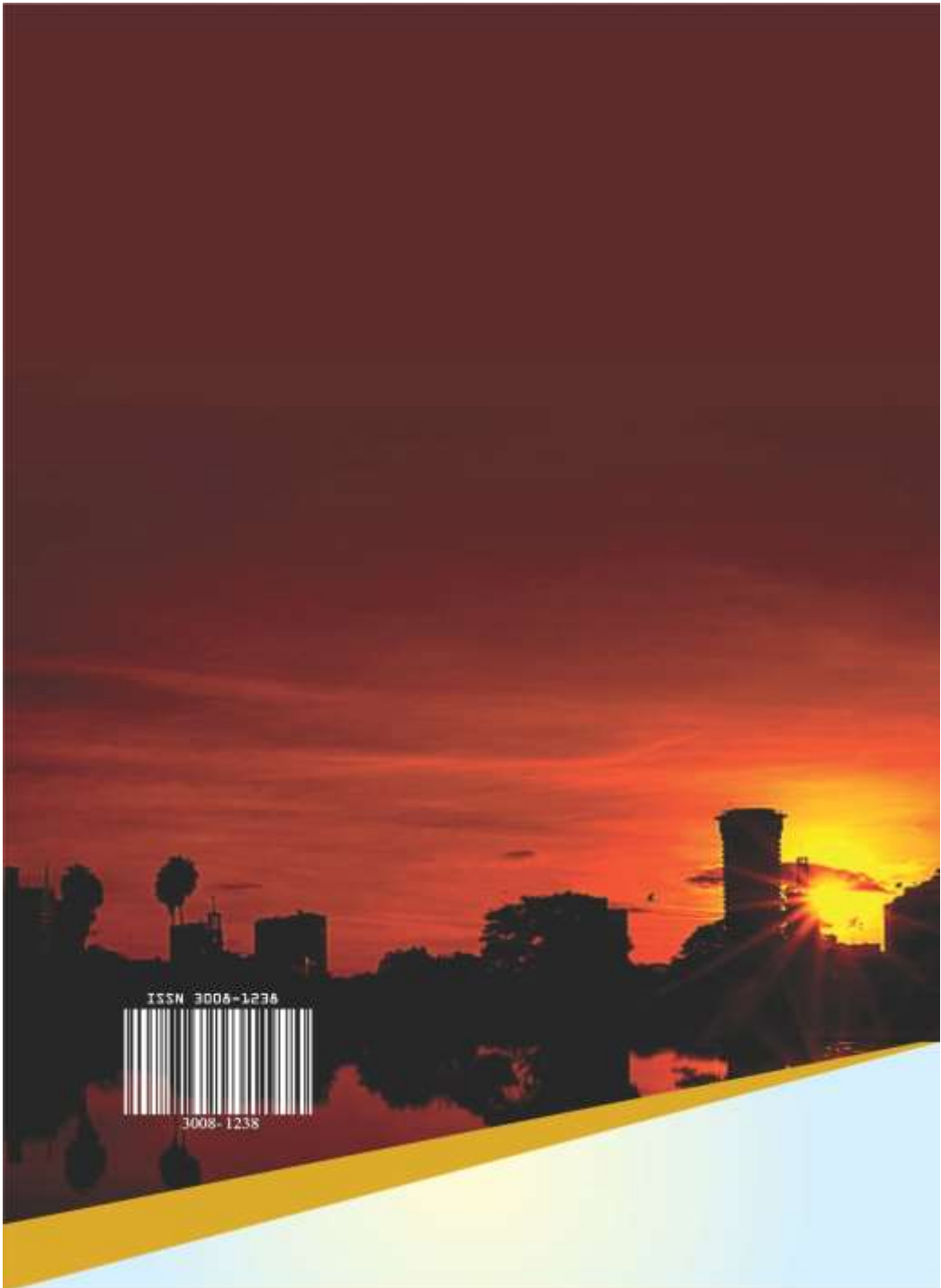
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force should oversee the alignment of teacher education programs with national development goals and regularly assess the progress of curriculum reforms.

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