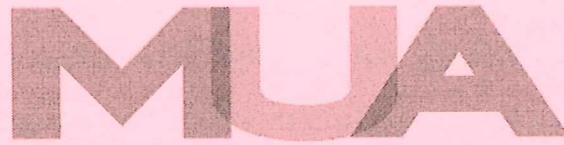


The
Management
University
of Africa



Sponsored by the Kenya Institute of Management

UNDERGRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF MANAGEMENT AND LEADERSHIP

DEGREE OF BACHELOR OF ARTS IN DEVELOPMENT STUDIES

**PMT 400/BDS 107: EDUCATION AND DEVELOPMENT/ EDUCATION
 POLICIES AND DEVELOPMENT**

DATE: 2ND APRIL 2025

DURATION: 2 HOURS

MAXIMUM MARKS: 70

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. DO NOT write on this question paper.
3. This paper contains SIX (6) questions.
4. Question ONE is compulsory.
5. Answer any other THREE questions.
6. Question ONE carries 25 MARKS and the rest carry 15 MARKS each.
7. Write all your answers in the Examination answer booklet provided.

QUESTION ONE

Read the Case Study below carefully and answer the questions that follow:

THE IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM (CBC)

The implementation of Competency-Based Curriculum (CBC) in education systems globally is increasingly seen as a vital approach to equipping learners with necessary skills for the 21st century. Despite the widespread adoption of CBC, significant gaps remain in educational outcomes. According to UNESCO (2021), nearly 50% of students in Sub-Saharan Africa are not achieving minimum proficiency in reading and mathematics, underscoring the urgent need for reforms that foster critical thinking, problem-solving, and adaptability. The integration of digital tools into education is posited as a critical component of this reform; however, many educators and institutions are struggling to effectively implement these tools within a competency-based framework, limiting their potential impact on learning outcomes.

The challenges of implementing CBC in Sub-Saharan Africa are compounded by socio-economic barriers and infrastructural limitations. The World Bank (2022) reported that only about 23% of schools in the region have reliable internet access, creating a significant digital divide that affects both teachers and students. Additionally, a study by Mwakabenga and Paine (2023) indicated that many educators lack the necessary training to integrate digital tools effectively into their teaching practices. This gap not only hampers the successful implementation of CBC but also exacerbates existing inequalities within the education system, as students in under-resourced areas are less likely to benefit from modern teaching methodologies.

A review of recent literature highlights several studies relevant to the implementation of CBC and digitalization. For instance, Ngwacho (2024) emphasizes the importance of value-based education in promoting global citizenship within the CBC framework. Cheptoo (2023) discusses the need to "Africanize" CBC to align with local cultural contexts. Peters et al. (2022) explore the challenges and successes of CBC adoption in various countries, while Smith and Brown (2020) examine how digital tools can enhance student engagement and learning outcomes. Additionally, Harris and Jones (2023) provide insights into the potential of CBC to improve

educational quality globally. Lastly, UNICEF and the African Union (2021) stress the importance of a strategic approach to educational reforms, particularly in the wake of the COVID-19 pandemic, which has highlighted the necessity for digital transformation in education.

Despite these insights, significant gaps persist in understanding the interplay between CBC implementation and digitalization specifically within the African context. Previous studies have largely focused on isolated aspects of CBC or the challenges of digital integration without providing a comprehensive meta-analysis of the existing literature. This study aims to fill these gaps by conducting a meta-analysis of CBC implementation and digitalization challenges, successes, and solutions across Africa from 2017 to 2024.

Required:

- a) Discuss any five challenges in the CBC implementation in Kenya (10 Marks)
- b) Describe any five successes of implementing the CBC in Kenya (10 Marks)
- c) Suggest five solution which should be used to address the Competence-Based Curriculum (CBC) reform challenges (5 Marks)

QUESTION TWO

- a) "Educating female is educating the whole world" Explain five areas the Kenyan government has initiated to promote gender equality and empower women with reason (10 Marks)
- b) Examine five challenges on funding education faced by the Government of Kenya (5 Marks)

QUESTION THREE

- a) Adult education has gotten a lot of interest though government; faith based organization; Non-governmental organizations in Rural development in Kenya. Discuss five reasons why we need educated adults (10 Marks)

- b) Among social organization is the Family which is sustained through reproduction, however uncontrolled population to the society has negative effects. Discuss any five such negative effects (5 Marks)

QUESTION FOUR

- a) If we go by media reporting on frequent strikes in the education sector, then "Quality of education in Kenya" is affected negatively despite universities expansion. Bring your understanding of "education quality" (5 Marks)
- b) We have seen all university admissions being delayed up to September 2024 as presidential task force was finalizing among them the new funding model of higher education. Even with the delay on admissions the funds were not released as expected due to MTI. Hence the saying "Corruption is brewed by the academia in the education system". In your own way why do you think the academia are failing the integrity test (10 Marks)

QUESTION FIVE

- a) Educated people are better. Hence human behaviour is very important in prevention of disease and promotion of good health. Argue any five (5) roles humans play when educated (10 Marks)
- b) Governance of the day and Education in any country have key relationship toward Development as a whole. Agree or disagree with the statement (5 Marks)

QUESTION SIX

- a) As a newly appointed CS of education in this Country, how would you convince your citizen on the phrase *MASOMO NDIO MUSINGI WA MAENDELEO*- *Education is the foundation of development* from this Government effort on education (9 Marks)
- b) Differentiate between formal, non-formal and informal education giving two examples for each on mode of implementation (6 Marks)