

SUBTHEME TWO: - EDUCATIONAL TECHNOLOGY AND REFORMS**IMPLEMENTATION OF COMPETENCE BASED CURRICULUM (CBC) IN KENYAN UNIVERSITIES: CHALLENGES AND OPPORTUNITIES****Kerubo J., Muiru A.**

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Correspondence: jkerubo@kyu.ac.ke, amuiru@kyu.ac.ke**Abstract**

The competence based Curriculum adopted by Kenya in 2019 aligns the country's education system and goals to the global SDG goal No 4 continental (African Economic Outlook, 2012 and regional (East African Community 2013). These global trends dictate that education responds to emerging social, technological and economic demands of the work-place. Curriculum reform is needed to empower our graduates to fit in a competitive, industrializing and closely networked globalized world (Republic of Kenya 2018a). The Competency Based Curriculum in Kenya under the 2-6-3-3 System of Education puts emphasis on seven core competences, namely; Communication and collaboration, Critical thinking and problem solving, Creativity and imagination, Citizenship, Digital literacy, learning to learn and self-efficacy. It advocates for identification and nurturing of learner's potentials and talents in preparation for life and work.

This paper uses the CBC policy framework to discuss perceived challenges and opportunities likely to arise in Universities during implementation of CBC. The paper adopts a theoretical and conceptual approach in highlighting the policies and strategies for implementation of CBC at the University level. The focus is on pedagogical approaches, assessment in CBC, resource mobilization and management as well as enrollment and gender equity in STEM. Suggestions are given on how universities can prepare adequately for successful implementation of CBC.

Keywords: *Competency Based Curriculum, Curriculum Reforms, Curriculum implementation, Policy Framework*