

Competency Based Education and Training For Sustainable Development: A Case of Emerging Economies, Kenya

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Abstract

Universities, in emerging economies same as in developed economies, have a critical function to play in the rapidly changing, fragile and fractured world. It is, therefore, essential that they remain relevant by keeping abreast with new research, innovation and technological demands of the 21st-century economy. In an emerging economy like Kenya, universities have to play a pivotal role in enabling the society to cope with the challenging restructuring process that our economy has been undergoing for the last two decades in its endeavour to become a competitive middle-income nation by the year 2030. Discovering new knowledge and skills as well as cultivating an academically rich environment in higher education are possibilities that can make a knowledge-based economy a reality. The rationale of increasing the stimulation of obtaining global solutions towards the breakaway issues and challenges, for instance, rising levels of radicalization, increasing level of uncertainty, rapid change and complexities has lingered in the mind of academia for a long. To seek a response to the foregoing, developed nations, as well as emerging economies are consistently adopting more sustainable intervention measures which are anchored on appropriate education which has the potential to sustain their economic development. Nonetheless, sustainable development is a largely demanding concept which encompasses changes at the political, economic, educational and environmental levels among other levels of development. Because of this fact, sustainable development can be seen as a progressive search for a pathway for improving human daily lives by putting levels of negative environmental impacts at their minimum and at the same time lowering economic scarcities. Competency Based Education and Training (CBET), for this purpose, comes as a pathway for the creation of an educational platform which will impart graduates with skills and competencies which will make them active, creative, cooperative and capable of combining theoretical knowledge with innovative and practical ideas. Nonetheless, the level of preparedness of institutions of higher education on mainstreaming CBET in their curriculum is to a larger extent unexplored. It is paramount for universities to embark on a move to play an enabling role in the implementation of CBET to remain relevant in the face of new research, innovation and technological challenges, geared towards the attainment of a middle-income industrial status. This is the lacuna addressed by this research paper. The research paper is anchored on Moshman's Dialectical Constructivism Theory (DCT). The paper thus attempts to explore CBET through an eyepiece of higher education and further justify its integration in university education and its implications on sustainable development in Kenya.

Keywords: Competency Based Education and Training, higher education, sustainable development, recognition of prior learning, technical skills