



## **Assessment models and effective implementation of the Competency Based Assessment in primary Schools in the East Region of Cameroon**

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**Abstract:** Competency-based education is an innovative approach to the design of educational programs that would help learners not only to have mastery of knowledge, skills, and attitudes; but to be able to apply them in solving real life problems (Rogiers, 2016). Cameroon introduced CBC in primary education in September 2018 (Alemnge, 2020). Like other African countries, it is facing challenges. The purpose of this paper was to examine the extent to which assessment models influence the effective implementation of CBA in the primary schools of the East region of Cameroon. The research designs used for the study were correlational and descriptive survey design. Convenient sampling techniques were used to select a sample of 335 teachers, from the English and the French primary schools in the East Region. The study was guided by 7 research questions. The instruments used for data collection were questionnaire, an interview guide and checklist. Data was analysed descriptively and inferentially using Pearson Product Moment Correlation and T-test with the help of SPSS version 20. The findings revealed that the conception of CBA approach in the primary school ; the types of assessment; assessment methods; item types; criteria and grading; together with the alignment of instructional methods with assessment; all have a positive correlation with the effective implementation of CBA (values  $0.241 < r < 0.420$ ;  $p < 0.001$ ). A further test was used to check the mean differences between the two sub systems and results showed differences with the conception of CBA; assessment types, criteria and alignment. The French teachers proved to have fewer challenges than the English. The overall practice and perception were judged at moderate with a mean value of 3.60. Their major obstacle was the lack of a model to guide CBA implementation in both systems. Recommendations were made to the ministry especially the policy makers and the assessors; to the inspectors and the teachers. The researcher ended up by explaining her four step holistic assessment model (FIPO model) that could be used to design summative assignments especially for certificate examinations.

**Keywords:** assessment, model, assessment model, competency, Competency Based Assessment, CBE: Competency Based Education

### **1. INTRODUCTION**

The education system is a dynamic one whereby changes in the society tend to affect the teaching/ learning process. The current trend in most educational systems of developing countries, shows a gradual shift from developing head knowledge to development of skills for sustainable development or long life and self-dependent learning. Most of the countries are changing their curricular in favour of new ones that are designed to prepare students for life in a rapidly changing world. The competency based curriculum is viewed by some as '*a panacea*' in solving problems of unskilled school leavers (Chemagosi, 2020) and also regarded by many African educational authorities as 'a pertinent solution' for the inefficiency of educational systems (Momanyi and Rop, 2019). Boukthentache (2016) describes competency based curriculum (CBC) as a '*magic formula*' for combating the failures of African educational systems. This new curriculum emphasizes on the paradigm shift of pedagogical practices from teacher-centered approaches to learner-centered approaches, thus bringing about an alteration in the objectives, material designing and above all, the assessment strategies to reflect the new approach (Muñoz & Araya, 2017). To match this new approach, assessment models need to be developed that do not only assess knowledge but what the learners are capable of doing with the knowledge acquired.

Assessment is one of the core parts of any education system. A remark by Jones(1999, p.4) says 'several authors have indicated rightly that assessment is the key to the philosophical, political and moral values which underlie and/or are embedded in any curriculum methodology'. The effectiveness of any curriculum is seen therefore in the assessment results. As such this study is focused on assessment models and how they affect the implementation of competency based education (CBE).

## **2. BACKGROUND AND LITERATURE**

The history of competencies as narrated by Anderson-Levitt (2017), shows a move from the content-matter approach [l'approche par les contenus-matières] to an approach termed "teaching by objectives" [Pédagogie par Objectifs (PPO)] in the 1970s, in which the operational and hence assessment concern became dominant and proposed drafting the curricula in accordance with what the learner should master, on the basis of a division into operational objectives. The movement started in the United State of America, to improve on the teacher training competences, and thereafter, reached the United Kingdom whereby it brought positive impact as

well. Whereas Australia adopted Competency based curriculum in 1990s to improve on vocational training, and then to other countries in the world and particularly in Africa (Sotco et al, 2015; Mulder, Weigel and Collins, 2006). Africa adopted CBC through what Anderson-Levitt (2017) termed as ‘travel policies’ , thanks to the improvement of science and technology, and the demands of the job market.

### **Competency Based education (CBE) in Africa**

In Africa, the competence-based discourse was taken up by CONFEMEN (Conférence des ministères de l’éducation des pays ayant le français en partage or Ministers of Education in French language countries). CONFEMEN’s Yaoundé summit of 1994 led to a proposal for reforms, which called for a curriculum to develop pupils’ competences (Anderson-Levitt, 2017). CBAp was first introduced in French speaking Africa countries in 1996 during the Conference of Ministers of Education in Yaoundé. In English Africa, competence-based curriculum was adopted for the first time in South Africa in 1998, following the acute shortage of professionals like engineers, technicians and artisans. Sotco et al (2015). Other African countries such as Tanzania, Mozambique, Kenya, Rwanda, Ethiopia and Zambia later adopted the CBE.

### **Competency Based education (CBE) in Cameroon**

Cameroon introduced competency-based curriculum in 2006 which led to the development of competency-based learning and competency based assessment in the higher education. CBE started in Cameroon’s higher education to equip the students with employable skills to meet up with the demands of the labour market. Then in 2012, the secondary education introduced it, tried for two years, and a second curriculum was released in 2014, (Nforbi & Siéwoué, 2016; Yufeh, 2018). In 2018, competency-based curriculum was introduced in primary education as well, as a result of MINEDUB’s search for a suitable pedagogy Alemnge (2020a). The CBC was finally adopted as a strategy to equip the learners with the competencies needed to move Cameroon into an emergent country by 2035 (GESP, 2018).

The introduction of CBC in Cameroon, as reported by Cheptoo, (2019) was created by the need to produce school leavers with capabilities in phrases of knowledge, skills, and attitudes useful for solving social and economic challenges of the contemporary society. These skills are autonomy, honesty, adaptability to technological changes, respect for self, respect for others and respect for institutions, as well as the 21st century skills which are collaboration, teamwork, creativity, problem solving and critical thinking for effective lifelong learning. This curriculum is

designed to set the foundation for learning with emphasis on Science, Technology, Engineering and Mathematics (STEM). This new pedagogic tool replaces the one of 1987 for the nursery and that of 2000 for the primary 7 (*Cameroon Primary School Curriculum*, 2018, p.10). While the old one made use of traditional assessment methods, the new curriculum emphasizes a performance-based approach to assessment.

Competent approach in education is being developed in different countries, in different ways. Hager and Gonczi (1996); Mulder (2006), found out that the way competency is defined, shapes the way it is conceptualized, implemented and assessed. According to Herbard (2013) and Boukhentache, (2016), there is a divide between behaviorist approaches on the one hand and constructivist, integrative approaches on the other. While the US favour the behaviourist approach, which talks of domain-specific skills, the French preferred the constructivist or integration approach and yet Germany came up with the 'learning areas approach' or themes. These different approaches have shaped the understanding of 'competency' and have so far influenced the implementation of competency-based assessment in Cameroon.

### **STATEMENT OF THE PROBLEM**

Cameroon teachers are facing challenges at the level of designing assessment as revealed by Agbor Tabe (2019). According to John Harris and Stephen Keller, in 1976, '...institutions should not commit themselves to competency-based curricula unless they possess means to directly assess students' performance'. Mulenga and Kabombwe (2019) opine that 'the success of a competency-based curriculum will very much depend on how teachers go about assessing learners and how they use the assessment results to improve learning'.

Since its introduction in 2018, there is no clear evidence of whether or not teachers of the primary school, are appropriately implementing competency-based teaching and assessment approaches as defined by the guidelines. More so, the primary schools teachers especially class 6 have not been presented an evaluation model for CBA to practice. Many seminars are held emphasising more on teaching than assessing and teachers are faced with the challenge of designing assessments that could be used for competencies. Some seminars leave participants more confused as changes keep coming up. Studies in Cameroon have found out that, the principles of CBA are not respected because of lack of knowledge and the difficulty in material designing and development; large size of classes (Agbor Tabe , 2019; Belibi , 2018; Wirshanyuy

2020). From observation, through interaction with some of the primary school teachers, teachers in the East Region are struggling with the implementation of this new assessment of competencies; in areas such as designing the instruments. The struggle with the assessment therefore poses problems on the researcher's mind as to whether there exist any assessment model to guide the design; if yes; what are the challenges still faced?

A lot has been written on implementation of competency-based education in Cameroon, but little has been written on the primary school, and especially on assessment design and implementation. Fastre'et al. (2010) revealed that assessment in competency-based education is an under researched topic. It is for this reasons that the researcher decided to carry out a study to identify best assessment models and how they affect the implementation of Competency Based Assessment (CBA) in the primary schools in the East region of Cameroon. This thesis therefore seeks to advocate a thoughtful approach to assessment that considers the different strengths and weaknesses of the assessment models or CBE approaches and to propose an assessment model that will cater for a holistic evaluation of learners' competencies.

### **Purpose of the study**

The general objective of this study is two-fold: firstly, the research is geared towards identifying the best assessment models for effective implementation of CBA in the Primary schools in the East Region, and secondly to propose modifications that could be adopted viz a viz the Cameroonian context.

### **Specific objectives:**

Specifically, the study seeks to :

- find out the extent to which the conception of CBA affect its implementation
- Find out which type of assessment (formative or summative) gives a deeper understanding of competencies acquired
- To establish the relationship between choice of assessment methods/strategies used for assessing competencies and effective implementation of CBA
- To examine the item format (MCQ, problem situations, essay, performance items) that lead to a better assessment of competencies

- To find out the extent to which the instructional methods in CBA are aligned with the assessment practices for proper implementation of CBA
- To ascertain the level at which the criteria and grading system of competences leads to better implementation of CBA
- To find out if there is a difference of the assessment strategies used in the two sub systems and how they affect the implementation of CBA
- To explore the challenges faced in the course of implementing CBA

### **Research questions**

This work will be guided by the general and specific research questions as follows:

#### **General research question**

The main research question was “which assessment models lead to effective implementation of CBA in the primary schools in the East Region of Cameroon?”

**Specific research questions:** For better understanding of the variables, the following questions were asked:

- To what extent does the conception of CBA, affect its implementation?
- Which type of assessment (formative or summative) gives deeper understanding of competencies acquired?
- To what extent does assessment methods/strategies affect the implementation of CBA?
- To what extent does the type of item format lead to a better assessment of competencies?
- To what extent do the instructional methods in CBA align with the assessment practices for proper implementation
- How appropriate is the criteria and grading system for judging the level of competence?
- What is the mean difference of the assessment strategies used in the two sub systems and how they affect the implementation of CBA?
- What are the challenges faced in the course of implementing CBA in schools?

#### **Hypotheses**

This work is guided by the following hypotheses stated in the null form.

- **H01:** There is no significant relationship between the conception of CBA and its implementation
- **H02:** The type of assessment does not significantly affect the depth of understanding of competencies
- **H03:** There is no significant relationship between assessment methods/strategies used and effective implementation of CBA
- **H04:** There is no significant relationship between the item formats used in assessment of competencies and the implementation of CBA
- **H05:** The instructional methods in used for CBA do not align with the assessment practices for proper implementation.
- **H06:** The criteria and grading system for judging level of competence does not give a significant measure of learners' competences
- **H07:** There is no mean difference between of the assessment strategies used in the two sub systems

## **THEORETICAL FRAMEWORK**

The study was founded on the following theories on assessment design and implementation ; observational learning theory by Albert Bandura, the top-down and bottom-up theory of implementation; the behaviourists and constructivist theories, theory of multiple intelligence by Howard Gardner ; theory of Constructive Alignment for designing assessment by John Biggs , and the backward-design model by Wiggins and McTighe.

## **RESEARCH METHODOLOGY-**

The research applied the descriptive survey research design, and the comparative design; making use of quantitative and qualitative approaches. By this, data was collected from study 335 for teachers, from the four divisions of the east region using a questionnaire with 63 items and an interview guide of 14 items for the inspectors. Stratified sampling was used to select divisions in each region, simple random sampling of the schools and convenient sampling for the teachers of the selected schools. The instruments used for data collection were the questionnaire made up of 63 items and rated on a 5 point likert scale, with 7 open ended questions. An interview guide with 13 items was administered to the inspectors in charge of bilingualism, educational

technology and the primary school. A total of 30 test papers from 6 schools on some subject areas were analysed.

**Method of data analysis:** Data was analyzed descriptively and inferentially according to the research hypotheses. The demographic data was analyzed descriptively with the help of SPSS version 20 and presented on tables and graphs showing percentages. Research question 1, 2, 3 and 6 were analysed descriptively using the mean values with the help of SPSS version 20. Question 4 and 5 were analysed inferentially using *Pearson moment product correlation* and T Test, respectively.

**Summary of findings**

			Correlations						
	Me	STD	Total1	Total 2	Total 3	Total 4	Total 5	Total 6	Total 7
Total 1	3.62	0.79	1						
Total 2	3.31	1.09	.519**						
Total 3	3.09	1.21	.458**	.497**					
Total 4	3.57	0.83	.377**	.396**	.354**				
Total 5	3.17	1.13	.384**	.427**	.263**	.253**			
Total 6	2.86	0.95	.295**	.299**	.114*	.243**	.397**		
Total 7	3.41	1.05	.420**	.375**	.320**	.281**	.241**	.323**	1
			**. Correlation is significant at the 0.01 level (2-tailed).						
			*. Correlation is significant at the 0.05 level (2-tailed).						

- Total 1 conception of CBA
- Total 2 assessment types
- Total 3 assessment methods
- Total 4 item formats
- Total 5 alignment of instructional methods
- Total 6 the criteria for judging level of competence
- Total 7 assessment models and implementation of CBA



The first six variables were correlated with the seventh to see the extent to which they affect the implementation of CBA in the primary schools. All were seen to have a positive correlation.

The teachers were asked to enumerate 5 main challenges they face with the assessment of the learners following the new curriculum their major obstacles out of the 14 different ones cited, are time constrain (14.7%), lack of resources for practicals (10.11%), learners problems (9.65%) and large class size (7.83%). Absence of an assessment model was seen as paramount cause.

SN	Challenges	Total
1	Difficulty with orals/language barrier	81
2	Lack of resources for practicals	111
3	Setting problem situations or real life situations	52
4	Large class size	86
5	Learners difficulty to understand	106
6	Judging the level of competency acquired	48
7	Assessing attitude	52
8	Particular subject areas(practicals/integration)	47
9	Understanding the CBA concept	30
10	Textbooks for kids and teachers on CBAP not available	38
11	Grading / scoring rubrics	62
12	No evaluation model to guide teachers	137

## DISCUSSION OF FINDINGS

The results for conception of CBA shows a positive correlation with its implementation ( $r(335) = 0.420$ ;  $p < 0.001$ ), meaning that the way in which CBA is conceived even from the definition of competency and the approach of its introduction in a country will affect how CBA is implemented. The two sub systems had different views of the notion of competency; while the English sub system sees competency as a set of learning outcomes that the learner is expected to achieve at the end of primary school, presented in form of national core skills and four broad based competencies; the French sub system sees competency as a method of teaching where a

child is presented with a set of competency statements reflecting what is to be achieved from the 6 core skills and transversal competencies; for the learners to mobilise or use knowledge acquired from different sources to solve the problem situation. This view is in line with Boukentache (2016) who found that there is a difference in the conception of competency in the English and French schools of thought. While the Anglo-Saxon pedagogical community argues that students cannot integrate skills and knowledge until they are fully mastered, the Francophone school holds that students can learn to integrate and transfer skills by solving similar tasks in different situations.

The results of the second question raised on the relationship between the type of assessment and the effective judgment of learners competencies, shows a low positive relationship between the two variables ( $r(335) = 0.375$ ;  $p < 0.001$ ). The respondents agreed that the two types, formative and summative assessments are both important pointers to the level of competency acquired by the learners. In the open question, majority of the respondents chose summative over formative reason being that it comes when much content has been covered, while those for formative feel that it helps the teacher to see if learners are following up or to check the progressive attainment of competences, allowing remediation for higher competencies to be developed. The explanation given by the inspectors favoured continuous assessment as the best approach to be used for competencies. Gravells (2015) also is in support of continuous assessment as he writes that the frequency of assessment determines the accuracy in assessing competencies. Assessment of competence must be done more than one time in order to ensure validity and reliability of teaching and learning.

The assessment methods used were seen to have a positive relationship with the implementation of CBA; ( $r(335) = 0.320$ ,  $p < 0.001$ ). The responses from the teachers and inspectors proved that CBA needs a variety of assessment methods to help judge the level of competency acquired by the learners. The reasons brought forward were that the learners have different learning styles and learning needs that should be considered. Therefore the learners are to be evaluated using the three forms ; oral; written and practical exercises for each evaluation so that those who can respond more orally will have a chance as those who can answer in written form or do something to be seen. Therefore, competence assessment calls for different techniques depending on what is to be evaluated (Sanchez and Ruiz, 2008, p,43). The findings are congruent with those of Miguel

et al (2018, p.422) who remarked that ‘depending on their main learning style, students prefer different types of assessment and, likewise, the assessment method they are presented should consider their learning style.

The results for type of item reveals a low positive correlation of item formats with CBA implementation; ( $r(335)= 0.281$ ;  $p< 0.001$ ). This is because the respondents both teachers and inspectors attested to the fact that all the item formats can be used for CBA ranging from MCQ, matching , short answer, completion items to items that test higher levels of knowledge according to Blooms taxonomy. Many were of the opinion that both the tests using the traditional methods of assessment and the ones using problem situations or competency statements should be used. Reason being that variation of formats will help teachers to better evaluate the learners. This view is supported by MClarty and Gaertner (2015, p.4) who opined that CBE assessment can take a variety of formats: objectively scored assessments (for example, those with multiple-choice or true-false questions), performance-based assessments (for example, those including essays, group projects, or simulated environments), and real-world observations (for example, preservice teachers in the classroom). Observed from the test papers, most of the items in the English system still follow the old format, whereas the French use competency statements or problem situation which is then broken down to different item types.

The study also revealed a positive correlation between the alignment of instructional methods and the evaluation methods (  $r(335)= 0.241$ ,  $p<0.001$ ). The teachers’ responses showed a high perception of alignment of instructional strategies during classroom evaluation of formative evaluation , than for certificate evaluation as seen from the following questions. The instructional strategies like project pedagogy and group work should be reflected in the assessment of classroom assessment (  $M=3.70$  ;  $SD = 0.99$ ); as opposed to summative evaluation with a low value for mean 2.88 and  $SD=1.14$ . The reasons given were that the child is at the centre of learning and all the instructional methods are to be aligned with assessment in order to familiarise the children with how the test will look like, and thus kill the examination fever that use to attack some learners during evaluation. This is in line with what Sanchez and Ruiz (2008,p.321) suggest, that assessment must be planned transversally when planning teaching modality and methods, as well as specific and activities expected of students.

The criteria for judging level of competence was also seen to be positively related to effective implementation of CBA ( $r(335) = 0.323$ ;  $p = 0.000$ ). Most teachers feel that written exercises should have more mark allocation in CBA ( $M = 3.87$ ;  $SD = 1.59$ ), followed by practicals. Practical activity should be given more marks in CBA ( $M = 3.41$ ,  $SD = 1.19$ ); and then orals with  $M = 2.49$ ,  $SD = 1.03$ . The moderate scores were obtained where level of learners should determine the grading criteria ( $M = 3.60$ ,  $SD = 0.98$ ). Learners in level 1 who cannot write well, are to be assessed mostly orally, followed by practicals and then written while in level 3, more marks should be allocated for written and practicals with less marks for orals; as explained by the inspectors. Secondly, the criteria for judgment should be also looked at in terms of the kind of subject as some subjects e.g. more orals for French, written for maths and practicals for vocational subjects. The criteria should also consider the type of competences, for example: communication competence requires more of oral and written work; methodological competence requires more of practicals than oral and written; with intellectual competence having almost same proportions. This is confirmed by McCarthy (2011, p:9) that we must consider how to match the method of assessment to the different kinds of learning outcomes.

The implementation of CBA in Cameroon is facing challenges. The findings are similar to those of Agbor Tabe (2018, p.143) who reported that the principles of a CBA assessment are not respected by most language teachers in Cameroon during their classroom practices because of lack of knowledge and the difficulty in material designing and development. The challenge in assessment design is to select the assessment types that yield the appropriate evidence of students' competence, skills or knowledge. Results from the interview conducted proved that lack of an assessment model is one of the major challenge that the teachers and inspectors are facing with the implementation of CBA. One of the factors that will influence effective evaluation of CBA is that there should be an evaluation model, as seen on table 7 ( $M = 3.41$ ). The teachers are the ones struggling to come out with the assessment following the guide in the curriculum (well spelt out in the curriculum of the French section). This is in line with the challenges put forward by Chimea et al (2020). According to them, the challenges to implementing these assessment techniques include a lack of familiarity with the assessment tool, time required to develop the assessment and train instructors, and the dearth of literature on implementing various assessment techniques. The inspectors cannot say with exactitude whether

the teachers evaluation is appropriate because there is yet no model to compare with. While Whitehead et al (n.d) cautions that, unless educators have effective and relevant assessment tools for all competencies, assessment may end up skewed towards 'easier areas'; Munoz and Araya (2017, p.3) proposed that competence evaluation requires an evaluative model centered on the processes and procedures, basically on the ability of knowing how to do, but integrating the conjunction of the complex and integral learning.

## **RECOMMENDATIONS FOR THE STUDY**

The following recommendations were made to the ministry of basic education, to the teachers of the primary schools.

### **The Ministry of Basic Education**

At the national level, it is advisable to borrow approaches from countries that proof to be beneficial to the educational system, but like Cheptoo (2020), Africans are supposed to look at these approaches through the African lens, meaning that to implement these approaches , our country has to see to it that the context of our country suits well. CBAp started in the western world where teaching is highly learner-centred: the teacher-pupil ratio is 1:25 which is different from what opens in our country with overcrowded classes at times 1:80 teacher-pupil ratio. CBA is suitable for developed countries that have most of the materials needed by learners to develop their competencies, but in the African countries, the cry of didactic materials is heard all over. With the western world, the individual needs of the learners are taken into consideration, wherer as with our African countries and in Cameroon in particular talking about inclusive education, CBA does not take care of the individual needs of the learners.

Secondly there is a divide between the different conceptions of CBE , each sub system trying to maintain its status quo, this makes it difficult for a harmonized program to be implemented, the main reason why a model of evaluation of competencies is not yet presented to the teachers.

The ministry of basic education should include professional training for all inspector coordinators and assessment developers n the aspect of evaluation. Some writers feel that talking about a curriculum, means talking about the assessment because it is the latter that determines

the successful implementation of the former. Following the backward model, assessment strategies have to be carved out first before the implementation of any program begins.

### **To the policy makers**

Following the approaches to curriculum implementation, the top down approach doesn't work well for new interventions because most people at the top are placed in such positions due to the qualification obtained in higher teacher training colleges but who have not had the experience of teaching those children in their classrooms. There is a difference between theory and practice, as such teachers who are the main implementers of the curriculum should be involved at all the planning levels in order to share the daily experiences of their classrooms so that ways should be looked into to make the new approaches fit well with the classroom realities. Viennet and Pont observed that the way a policy is debated and framed, would determine the actors' willingness to effectively implement. Therefore for competency-based assessment to be fully implemented, especially as summative evaluation, both the top and bottom level stakeholders in education need to come together and share the knowledge and experiences.

To switch from teaching methods that used to be used (or traditional assessment methods) to a competency-based approach requires a strategic policy and the specific allocation to the project of significant funds in order to complete successfully complete the change and keep it from remaining merely skin-deep, which he termed cosmetic change (Sanchez and Ruiz, 2008, p.35).

### **To the test developers:**

The evaluation should be a blend of the objective approach using the old format and the competency approach that deals with problem situations. The old format, though much emphasis is on knowledge acquisition, helps to maintain the content of the different subject areas. Learners need to first of all acquire the knowledge before using it to solve real life problems.

There should be a separate paper now dealing with competency statements and problem situations so that learners should try to integrate knowledge, skills and attitudes from different subject areas.

The problem situations should be complex, three in number, grouped under subjects that involve more of oral or communication competency, those involving the sciences and another

one for practical activities. By this, I mean subjects like English; French, social studies etc should be under the oral-written paper; while maths, environmental and health sciences plus ICTS should be under sciences and vocational studies, sports, arts go with the practical domain.

Another suggestion is to set complex problem situations according to the four broad based competencies, that is, intellectual; methodological; personal and interpersonal competence and communication competencies. Three of four problem situations, not just one for all the subjects to be integrated. This will serve as a basis for orientation to the type of secondary school; grammar or technical, and may be high school sciences or arts though learners' competencies may not be fully developed at this time.

The evaluation should have the three forms as proposed on the curriculum: oral, written and practicals, and there has to be an alignment between the instructional methods and evaluation. The learners can be given a problem situation from where they form groups to carry out a project to solve the daily life problem.

### **To the inspectors**

I wish to suggest that they always come to a compromise on what information to give the teachers during the seminars. Changing information all the time, with controversial information, disturbs the understanding of the teachers, making them to develop negative perceptions towards CBE, hence may lead to its early termination.

More seminars on the CBAP should focus more on assessment as

### **To the teachers**

I wish to suggest that teachers develop a positive attitude towards innovations in the teaching fields as perception has a role to play in the implementation of CBA. Mulenga and Kabombwe (2019) opine that 'the success of a competency-based curriculum will very much depend on how teachers go about assessing learners and how they use the assessment results to improve learning'.

Teachers should search for more knowledge on any innovations and do not rely so much on the inspectors as they are merely facilitators. Some teachers are adamant to change and so choose to

avoid any information that is contrary to their views. Loewenstein and Golman (2017), termed this behavior as information avoidance theory which states that people tend to avoid information that might challenge existing beliefs; even if it is available.

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