

**PARTICIPATORY COMMUNICATION IN ENHANCING STAKEHOLDER  
INVOLVEMENT IN COMPETENCY-BASED CURRICULUM REFORMS: A CASE OF  
SELECTED PRIVATE SCHOOLS IN KASARANI SUB-COUNTY**

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**A PROJECT SUBMITTED TO THE DEPARTMENT TO THE DEPARTMENT OF  
JOURNALISM AND MASS COMMUNICATION IN PARTIAL FULFILMENT FOR  
THE AWARD OF MASTER OF ARTS IN COMMUNICATION STUDIES OF THE  
UNIVERSITY OF NAIROBI.**

**NOVEMBER 2023**

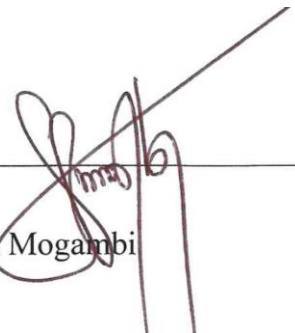
**DECLARATION**

I declare that this research project is my original work and has not been presented for any other degree in any other university.

Signed  \_\_\_\_\_ Date: 28.11.2023.

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This research project has been submitted for examination with my approval as university supervisor.

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## **ACKNOWLEDGEMENT**

I thank God for enabling me complete this research project. I also want to thank my family for their emotional and financial support.

I would also want to thank my supervisor, Prof. Hezron Mogambi, for his guidance and assistance throughout this project.

## **DEDICATION**

I dedicate this research project to my family for their passion about education.

May God bless you abundantly.

## **ABSTRACT**

This study investigates the impact of participatory communication on stakeholder participation in competency-based curriculum reforms in private schools in Kasarani sub-county. The research uses multiple methods, including questionnaires and interviews, to gather data from 16 head of school and 165 teachers from private schools in Kasarani sub-county. The results show that 16.1% of participants are proactive in promoting communication, participation, and empowerment in the development of a competency-based curriculum. However, more participation is needed to enhance the implementation process. The study recommends employing a participatory monitoring and evaluation approach, involving regular evaluations to measure stakeholder engagement. It also suggests enhancing instruction and accountability for all parties involved in the implementation of the Competency-Based Curriculum (CBC). The study also recommends training personnel at the county education office, school administrators, educators, parents, and students in conducting annual action research to improve the implementation of the new CBC.

## **LIST OF ABBREVIATIONS**

CBC	Competency Based Curriculum
PWPER	Presidential Working Party on Education Reform
PE&E	Parental Engagement and Education
KICD	Kenya Institute of Curriculum Development

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## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.1 Overview**

This chapter aims to present an introductory overview of the study, including its background, a statement of objectives, research questions, rationale and justification, as well as operational definitions.

#### **1.2 Introduction**

The Presidential Working Party on Education Reform (PWPER, 2023) proposed recommendations to enhance Kenya's education accessibility, quality, and relevance. These recommendations covered education, training, and research. Competency-Based Education (CBC) aims to equip students with essential skills like critical thinking, problem-solving, and collaboration. Technology integration in educational settings can enhance personalized learning, expand access to diverse resources, cultivate digital literacy, and facilitate effective communication and collaboration between students and educators.

Otieno (2018) opine that value-based education emphasizes the development of moral character, national loyalty, and a global mindset. Community service involves voluntary engagement in activities to provide benefits or enhance welfare. The acquisition of knowledge and skills through learning helps individuals understand their civic responsibilities and contribute effectively to their local communities. This approach fosters a strong sense of national loyalty and global mindset.

UNESCO (2000) research shows that Parental Engagement and Education (PE&E) integration benefits children's academic progress by fostering productive communication and cooperation between educators and parents. The success of the CBC program relies heavily on parental empowerment and engagement. However, there is a lack of clear definitions and strategies for defining and enacting the roles of parents and the community in promoting holistic development and educational progress.

The Kenya Institute of Curriculum Development (KICD,2019 ) has implemented strategies to support PE&E implementation, including stakeholder training, advocacy, and financial allocation. However, the execution of these recommendations has been inadequately executed.

PWPER (2023) highlights the importance of effective communication between educational institutions and parents, caregivers, and guardians to monitor and discuss students' academic progress. Pre-Primary levels showed the highest performance, with a 73.0% rate, while Intermediate levels had the lowest. Digital Literacy attainment was 47.6%, raising questions about the effectiveness of the Competency-Based Curriculum (CBC). Communication and Collaboration were the most advanced core competencies among learners, with a 71.4% growth rate.

This study aimed to evaluate the impact of participatory communication on promoting stakeholder engagement in competency-based curriculum reforms within a specific subset of private schools in Kasarani sub-county. Participatory communication concept originated from Paulo Freire, a Brazilian educator, who advocated for a communication approach that was more liberation, focused on the receiver, and aware of the existing social structure. The primary

objective of this initiative was to foster constructive discourse among individuals, facilitating mutual comprehension, and identifying shared challenges.

The adoption of a two-way dialogic approach allows organizations to access and utilize knowledge to actively participate in the process of change. According to Dudo and Kahlor (2017), participatory communication is a method that enables community members to engage in decision-making processes regarding issues that directly affect their own community. This process involves the active involvement of community members in the planning, monitoring, and assessment of transformative initiatives taking place within their community. Lao Tzu's perspective on participatory communication emphasizes the importance of engaging with individuals, living among them, and fostering a genuine connection. By starting with the existing knowledge of people and using available resources, a collaborative effort can be initiated, ultimately leading to the achievement of the objectives.

Tosun (2006) posits that the utilization of a participatory approach facilitates the application of sustainability principles, as it allows for the creation of more chances for local residents to obtain greater and more equitable advantages from the efforts occurring within their respective regions. Kayat (2002) defines participation as a formalized process that grants the local community the authority to engage in decision-making. Participatory communication enables individuals to engage in dialogue regarding the challenges they face and potential solutions, rather than passively accepting externally imposed concerns.

Dudo and Kahlor (2017) define participatory communication as a strategy that enables community members to actively participate in decision-making processes pertaining to issues that directly impact their community. The approach involves the active engagement of

community members in the planning, supervision, and evaluation of transformative efforts within their local area. Chan (2015) argues that Lao Tzu's quote exemplifies the importance of engaging in participatory communication, emphasizing the significance of actively interacting with individuals, coexisting within their community, and cultivating a sense of fondness for them.

Kayat (2002) describes the concept of participation as conferring authorization to the local community for the purpose of engaging in decision-making processes. Participatory communication offers individuals the chance to actively participate in dialogues concerning matters that directly affect them, while also enabling the exploration of viable resolutions. This strategy diverges from the incorporation of externally articulated issues, despite the potential advantages they may provide.

PWPER,( 2023) put forward that Competency-Based Curriculum (CBC) is a new educational framework in Kenya, replacing the 8-4-4 system since 1985. The CBC faces challenges and requires comprehensive disclosure of modifications to stakeholders, including parents, instructors, administrators, and students. Effective messaging is crucial for understanding the reforms and ensuring successful curriculum implementation. The Presidential Working Party on Education Reforms (PWPER) emphasizes the importance of public participation in implementing curriculum changes. In 2016, the Kenyan Ministry of Education proposed a comprehensive overhaul of the 8-4-4 curriculum system, but faced criticism for inflexibility, limited capacity to accommodate learners' professional interests, and lack of public engagement. The Education Ministry in Kenya employed various communication strategies to raise awareness about the ongoing curriculum reform process, including workshops, circulars, promotional



advertorials, teacher manuals, and media platforms. The Kenyan government introduced the PWPER to endorse the CBC as the new educational framework, and communication plays a critical role in driving this initiative, enabling regular updates on CBC implementation and fostering agreement on future actions.

Muchira et al. (2023) study the Competency-Based Curriculum (CBC) in Kenya, a new educational framework replacing the 8-4-4 system. CBC faces challenges, such as communication issues, and must be thoroughly communicated to stakeholders like parents, instructors, administrators, and students. Effective communication strategies are crucial to ensure all key participants in education understand and embrace the proposed improvements.

Effective communication is crucial for successful curriculum implementation in the education sector, as it engages all stakeholders and ensures the successful execution of planned curricular reforms. The Ministry of Education in Kenya used various communication strategies to raise awareness about the curriculum reform process, including workshops, circulars, promotional advertisements, teacher manuals, and media platforms. These strategies effectively communicated the redesigned curriculum to the public and other stakeholders, ensuring the successful execution of the reforms (Chepkonga (2022), and Mugambi and Chepkonga (2022).

In a recent publication, the Kenyan government unveiled an initiative aimed at endorsing the Competency-Based Curriculum (CBC) as the country's new educational framework. At the core of this initiative lies effective communication, which plays a crucial role in enabling regular updates on the progress of the Competency-Based Curriculum (CBC) implementation between policymakers and Kenyan citizens. Besides , it serves to foster agreement and consensus on the subsequent actions to be taken. The study aimed to investigate the utilization of participatory

communication in enhancing stakeholder involvement in competency-based curriculum reforms within selected private schools in Kasarani sub-county. This research was conducted against the backdrop of recognizing the complexity of communication methods and their importance in effectively implementing educational changes, with effective stakeholder engagement through effective participatory communication as emphasized in scholarly literature.

### **1.3 Background of the Study**

According to Kioko and Muthwii (2001), "the development of any nation is heavily based on education," making it crucial to update and adjust the curriculum to meet the needs of a changing community. Brennan (2011) and Ryder & Banner (2011) provide compelling evidence for the usefulness of national curriculum projects by highlighting the pivotal role that assessment and evaluation data play in determining policy and guiding pedagogical shifts.

As Muchira et al. (2023) point out, the general public tends to view Competency-Based Curriculum (CBC) as being more practically oriented. Although it is agreed that education is crucial to a student's growth, it is also understood that it is time-consuming and costly. As a result, it is crucial to be in touch with all relevant parties, especially parents, to gain their input during the curriculum's development, evaluation, and implementation phases.

The PWPER (2023) report emphasizes the importance of communication in curriculum revisions to actively involve and incorporate the public, educators, and all other stakeholders in the process of transformation. Active engagement is crucial to garner support, enhance self-confidence, expand knowledge, and exert influence on behaviour and lifestyle decisions pertaining to the new curriculum. Effective communication of objectives, methodologies, and expected outcomes to diverse stakeholders will be imperative for the successful execution of CBC. This study aimed

to determine the level of participation communication and the degree to which all stakeholders are involved in participatory communication in a specific set of private schools located in Kasarani county. According to the PWPER (2023), proponents argue that effective communication is essential to get stakeholder acceptance of proposed improvements

The purpose of this study was to assess the level of preparedness and stakeholder participation in the implementation of the Competency-Based Curriculum (CBC) in selected private schools in Kasarani sub-county using participatory communication (PC). The purpose of this study was to look into the effectiveness of participatory communication in order to get insight into the development and execution of the CBC curriculum. Moreover , it intended to investigate the possible benefits of implementing the PWPER (2023) framework, notably in private elementary schools. The research also aimed to determine the extent to which these schools engage stakeholders through participatory communication.

#### **1.4 Statement of the Problem**

There is a lack of significant study that has been undertaken to evaluate the efficacy of participatory communication in promoting the engagement of all stakeholders in the implementation of the Competency-Based Curriculum. However, Muchira et al. (2023) argue that the use of effective communication strategies is essential in ensuring that all relevant participants in the education sector understand and accept the proposed enhancements which ensure performance enhancements of CBC implemetion. As well, Mugambi and Chepkonga (2022) suggest that the Ministry of Education in Kenya should employ various communication strategies to increase awareness among all stakeholders regarding the curriculum reform process for the Competency-Based Curriculum (CBC). The report from PWPER (2023) suggests that successful implementation of the CBC educational reforms necessitates the need of effective

communication in resolving issues that arise from the knowledge gap. The report also asserts that a range of communication strategies such as seminars, circulars, promotional advertorials, instructor manuals, practice files, and media involvement, have been employed to foster mutual understanding among the stakeholders. However, the adoption of the Competency-Based Curriculum (CBC) has faced opposition from educators and other relevant parties. Likewise, there exists a shortage of scholarly investigations pertaining to the utilization of participatory communication as a means to enhance stakeholder engagement in order to achieve effectiveness in the context of the CBC education reform. This study aimed to investigate the utilization of participatory communication in engaging stakeholders throughout the implementation of a competency-based curriculum in private schools within Kasarani sub-county. This study aimed to investigate the extent of stakeholder involvement through participatory communication in the implementation of a competency-based curriculum in private schools within the Kasarani sub-county. The study also, aimed to investigate the difficulties encountered when using participatory communication approaches to facilitate stakeholder participation in the implementation of a competency-based curriculum.

## **1.5 Objectives of the Study**

### **1.5.1 General Objective**

The primary goal of this research was to look into the importance of participatory communication in increasing stakeholder participation in competency-based curriculum reforms in private schools in the Kasarani sub-county.

### **1.5.2 Specific Objectives**

- I. To find out the use of participatory communication in stakeholder involvement in competency-based curriculum implementation in private schools in Kasarani sub-county.
- II. To determine the level of stakeholders' participation in private school competency-based curriculum implementation in Kasarani sub-county.
- III. To analyses the challenges faced when participation communication is used to ensure stakeholder involvement in competency-based curriculum implementation.

### **1.6 Research questions**

This research project undertakes to answer the following questions:

- I. How has participatory communication been used in stakeholder involvement in competency-based curriculum implementation in private schools in Kasarani sub-county?
- II. What is the level of stakeholders' participation in private school competency-based curriculum implementation in Kasarani sub-county?
- III. What are the challenges faced when participation communication is used to ensure stakeholder involvement in competency-based curriculum implementation?

### **1.7 Significance of the research**

This study aimed to conduct a comprehensive analysis of the strengths, limitations, and methods of participatory communication in order to identify specific actions that may be implemented to improve the dissemination of knowledge about the Competency-Based Curriculum (CBC) changes among all stakeholders at Kasarani private primary school. Accordingly , the successful implementation of the new curriculum may be attributed to the enhanced knowledge and awareness among teachers, parents, and other relevant stakeholders. Enhancing the probability of

widespread acceptance and long-term sustainability of the CBC reform can be achieved by fostering stakeholders' engagement in the reform process through the implementation of participatory communication strategies.

The findings of the study will provide valuable insights and best practices regarding the utilization of participatory communication in the implementation of competency-based curriculum in Kenya. This will ensure that all stakeholders involved in the implementation process are adequately informed through effective communication strategies. Consequently, this understanding of communication strategies will contribute to informed decision-making and facilitate future reforms in the field. According to the PWPER, 2023 report, it is suggested that the utilization of this approach during the transition to the CBC will lead to successful implementation and acceptance of educational changes. The paper emphasizes the need of excellent communication in achieving a seamless transition. By analyzing the extensively documented outcomes of this study, educational systems can enhance their preparedness for forthcoming transitions, mitigate errors, and establish effective communication strategies to allow a seamless transition. This can be achieved by a comprehensive evaluation of the challenges and successes encountered throughout the implementation of the CBC.

### **1.8 Rationale and justification of the study**

This study aimed to examine the level of engagement among stakeholders, including teachers, parents, and the general public, in understanding and interpreting the concept of CBC through participatory communication. In order to facilitate the successful implementation of CBC changes, it is imperative for the government, teachers, and parents to actively engage in participatory communication that is characterized by regularity and effectiveness.

This study aimed to evaluate the implementation of participatory communication strategies in the context of the CBC educational reform. The evaluation is based on the understanding that participatory communication strategies are considered crucial components for the successful implementation of the CBC educational reform, as outlined in PWPER (2023).

### **1.9 The Scope of the study**

The scope of this research was to look into the effectiveness of participatory communication strategies in promoting communication and acceptance of the CBC among parents, teachers, and other key stakeholders in selected private schools in Kenya's Kasarani sub-county. The Kasarani sub-county in Nairobi was chosen for the study because it has the second highest overall population of primary school students and with the highest number of private schools in Nairobi County. (GOK 2020 Basic Education Statistics Booklet)

### **1.10 Assumption of the Study**

Throughout this inquiry, some assumptions are made. The research was conducted based on the premise that the participants possess pre-existing information pertaining to the topic matter under investigation. Furthermore, it was imperative that the responses exhibit a collaborative approach and demonstrate sincerity and transparency in furnishing the necessary information. Lastly, it was imperative to ensure that the University of Nairobi (UON) and the Kasarani sub-county Education office under the County of Nairobi office, sought the necessary approvals to conduct the study.

### **1.11 Limitations and Delimitations of the Study**

The study foresaw certain constraints that could arise during the investigation. One potential issue that could arise was the possibility of delayed answers from the participants. The study aimed to investigate the impact of participatory communication on stakeholder involvement in competency-based curriculum changes within selected private schools in Kasarani sub-county. The focus was on exploring the role of cooperation in promoting stakeholder engagement in participatory communication in implementing CBC educational reforms.

To address the limitations, the study employed a combination of semi-structured open-ended questions and structured closed-ended questions. The question format was selected for their ease of comprehension and efficiency in eliciting responses. Likewise, it is important to note that all participants were guaranteed confidentiality, and the research was conducted solely for academic objectives. To address the lack of literature on the role of participatory communication in enhancing stakeholder involvement in competency-based curriculum reforms in selected private schools in Kasarani sub-county, secondary data from the local Kasarani county education office fact sheets, minutes, and reports was utilized.

### **1.12 Definition of Terms**

**Participation** “is the relationship between participation and community engagement in the participatory communication process. It defines participation as a dynamic process where individuals actively engage in identifying issues, making decisions, formulating policies, planning services, and taking actions for transformative change. The study aims to investigate the correlation between participation and community engagement during the selection, planning,



implementation, and monitoring stages of participatory communication process. (Nikkhah and Redzuan ,2009)

**Communication** involves exchanging information, ideas, and thoughts between individuals or groups through a shared system of symbols, signs, or conduct. This study defines communication as the process of exchanging ideas and thoughts.

**Participatory communication** (PC) is a collaborative approach that focuses on active participation and information dissemination. This study uses participatory communication techniques in Kasarani Subcounty schools to enhance stakeholder communication and feedback on the Competency-Based Curriculum implementation. The study will investigate PC tactics and strategies to empower CBC stakeholders at Kasarani Private primary school.

**Sustainability:** The concept of sustainability centers around the objective of satisfying present needs while also safeguarding the potential of future generations to fulfill their own needs. This study aims to investigate the influence of participatory communication on the implementation of Competency-based curriculum (CBC) in Kasarani county, with a focus on its long-term sustainability.

**Stakeholder:** The stakeholders in this study would encompass individuals such as the Subcounty school Officer, School Principals, teachers, and parents who are actively engaged and hold responsibilities in the implementation of the Competency-based curriculum (CBC) school reform within Kasarani sub-county.

### **1.13 Summary**

This chapter explored the importance of participatory communication in promoting stakeholder engagement in competency-based curriculum reform in private schools in Kasarani subcounty. It identified research gaps and provided a justification for the study. The chapter also outlined assumptions, scope, limitations, and delimitations, as well as key terms' definitions.

## **CHAPTER TWO: LITERATURE FRAMEWORK**

### **2.1 Introduction**

The literature reviewed in this chapter highlighted the value of participatory communication in raising stakeholder involvement in competency-based curriculum reforms in private schools located in the Kasarani sub-county. The practice of interacting with scholarly texts known as literature review aids scholars in defining, articulating, and honing their own scholarly perspective and viewpoints. It enables the researcher to manage the adjustments and uncertainties that arise with learning about fresh viewpoints and concepts (Harris, 2019). Literature review is defined as "the process of looking for, reading, summarizing, and synthesizing existing material on a topic or the ensuing written summary of the search" by Adler and Clark (2011, referenced in Leavy, 2017). Additionally, the chapter conducts an empirical review of the phenomenon under investigation. The section lays out the conceptual framework and aims to detail hypotheses that try to explain the participatory communication phenomenon.

### **2.2 General Literature Review**

#### **2.2.1 Kenya's implementation of Competency-Based Curriculum.**

According to the recommendations put forth by the Presidential Working Group on Education Reform (PWPER, 2023), enhancements to Kenya's education system are advised. These enhancements encompass the adoption of Competency-Based Education (CBC) as well as the integration of technology. The primary objective of CBC is to provide students with contemporary competencies such as critical thinking, problem-solving, and cooperation. The utilization of technology has the potential to augment individualized learning experiences, offer a wide range of educational resources, cultivate digital literacy, and enable efficient communication and collaboration among students and educators. Value-based education places

significant emphasis on the cultivation of moral character, fostering a sense of patriotism, and nurturing a global perspective among individuals. Community service is a form of voluntary participation within a community with the intention of giving advantages or improving the overall well-being of the community. The process of acquiring knowledge and skills has a crucial role in fostering comprehension and acknowledgement of civic obligations, empowering individuals to actively participate in and make meaningful contributions to their respective local communities.

Numerous studies have demonstrated that the involvement of parents in their children's education, commonly referred to as Parental Engagement and Education (PE&E), has resulted in notable advantages for children's academic advancement. These benefits are attributed to the establishment of efficient channels of communication and productive collaboration between educators and parents. Nevertheless, the delineation and implementation of household and communal obligations in fostering educational and comprehensive growth are inadequately established and executed. According to UNESCO (2000), the Kenya Institute of Curriculum Development (KICD) provides support for Physical Education and Exercise (PE&E) by implementing several techniques, including stakeholder training, engagement in advocacy activities, and appropriate allocation of budgetary resources. Nevertheless, the implementation recommendations for PE&E have been insufficiently executed. According to the Kenya Institute of Curriculum Development (KICD, 2019)

The management methods employed by teachers, including staffing norms, recruitment procedures, deployment strategies, negotiation processes, pay structure, code of conduct, performance evaluation, and follow-up measures, have a direct impact on teaching and learning outcomes. According to Otieno (2018),

Empirical research from New Zealand underscores the necessity of establishing efficient communication channels between educational institutions and parents to facilitate the monitoring and discussion of children's academic achievement. The results indicate that the Pre-Primary level exhibited the most favourable performance in terms of outcomes, whilst the Intermediate level displayed the least favourable performance. The attainment of digital literacy was observed in 47.6% of the student population, hence prompting questions regarding the efficacy of the CBC. The core skill of Communication and Collaboration demonstrated the most significant advancement among students (PWPER, 2023).

### **2.2.2 Engagement of Stakeholders in implementation of Competency-Based Curriculum**

According to Gedi and Kamau (2023), the Kenyan government replaced the 8-4-4 curriculum with the Competency-Based Curriculum (CBC) education model in 2016. The CBC approach strives to assist learners in demonstrating their ability to apply skills, knowledge, values, and attitudes acquired during their educational journey. All parties must work together to ensure the successful implementation of the CBC project. The effect of parental involvement in children's learning on the outcomes of the CBC educational model in public schools in Tarbaj Sub-County, Wajir County, was investigated. The findings revealed that a lack of active parental participation as co-educators resulted in poorer implementation success rates for the CBC model. This study underlines the need of CBC project leaders intervening to motivate and enable parents/guardians to properly fulfil their role as co-educators.

According to Karimi, Angeline, Mulwa, and Kyalo (2021), increasing stakeholder capacity in Kenya's public elementary schools is critical for a revolutionary shift in the educational system. The study's goal was to find out how stakeholder capacity affects the success of literacy and

numeracy educational programs. The study discovered a statistically significant relationship between stakeholder capacity building and literacy and numeracy educational program performance. The study emphasized the necessity of stakeholder capacity building in the Participatory Monitoring and Evaluation process, which necessitates the involvement of all key stakeholders, particularly those involved in literacy and numeracy skills elements, to enable full participation.

Akala (2021), opined Kenya is implementing the Competency-Based Curriculum (CBC) to improve personal well-being and develop essential skills for economic and societal contributions. The Kenyan government is aggressively spending in education, but the implementation of CBC is being hampered by early difficulties. This essay explores the hurdles encountered in its early stages, stating that any obstacles that may impede the implementation of this reform agenda should be addressed immediately. The study examines the accomplishments and challenges related with educational reforms in Kenya using secondary literature and statistics. Early challenges include a lack of human and material resources, inconsistency in content and instructional approaches, and a lack of public engagement. According to the research, the CBC implementation was chaotic, and to fulfil its goals, schools must be appropriately equipped, all parties engaged, and instructors obtain suitable training and upskilling.

## **2.3 Empirical Literature Review**

### **2.3.1 Participation of Stakeholders in implementation of Competency-Based Curriculum**

According to Gichohi (2015), academic achievement outcomes are dependent on stakeholder involvement and leaders' ability to influence stakeholders. Despite government support for Free Elementary Education (FPE) initiatives, there has been a fall in academic achievement in Nakuru

Municipality's public elementary schools. The purpose of this study was to see if the reduction in academic achievement was attributable to a lack of stakeholder involvement. The findings revealed that most schools have implemented stakeholder involvement, resulting in active participation of school management committees in decision-making. Increased funding is needed to support participation activities that improve the learning environment, and parents should be encouraged to attend their children's class meetings. In most schools, participatory management has a major impact on academic attainment.

### **2.3.2 Difficulties experienced in Kenya while implementing Competency-Based Curriculum**

Gichuru, Wandabwa, Olkishoo, Marinda, Owaki, Kathina, and Yuanyue, (2021) opine that the curriculum for 2021 serves as a framework for educational improvements, with the goal of achieving improved learning outcomes through the selection of information, skills, and values. Their scoping study examines the characteristics of curricular modifications and transitions in Kenya, with an emphasis on the modern competency-based education policy. Government policymakers and partners understand the benefits of an adaptive and responsive curriculum in equipping citizens with the knowledge, skills, and values required for social and economic growth. These developments have been affected by factors such as missionaries, colonization, and ambitions for social and economic progress. The international significance of Kenya's education curriculum revisions and transitions is critical, notwithstanding its localized nature. Education's transformative impact on internationalization extends beyond political, social, and intellectual spheres to include historical and cultural dimensions. The impact of globalization may disrupt internal processes inside school organizations, forcing education stakeholders to reinvent critical courses.

### **2.3.3 Stakeholder involvement in implementation of Competency-Based Curriculum**

According to Nyamwange (2020), opine that Competency-based education in Kenya has experienced significant development, with its implementation now encompassing all grades. However, there are challenges in teacher readiness and resource availability for implementing the Competency-Based Curriculum (CBC). The government has failed to provide necessary teaching and learning tools, leaving teachers uncertain about the content and disadvantaged. The current class numbers, which exceed 50 students and reach 100 students, are unsuitable for successful CBC implementation. The government must critically assess the implementation strategy and devise remedial measures. The limited engagement of stakeholders, such as parents and public participation, hinders the successful implementation of the CBC. The government must take responsibility for engaging stakeholders and addressing the concerns of teachers, who are the end-user implementers of the CBC, to achieve desired outcomes in community-based education programs.

### **2.3.4 Study on Educational implementation at Kasarani Sub-county**

Numerous studies have been undertaken to examine the implementation of Competency-Based Curriculum (CBC) at the Kasarani sub-county. However, no study has specifically evaluated the impact of participatory communication on increasing stakeholder engagement in competency-based curricular revisions. Most academic research endeavours, such as In the study conducted by Magoma, Waithaka, and Mwoma (2021), it was found that professional identity plays a crucial role in shaping the professional experiences of educators. This phenomenon exerts a substantial influence on the work performance, information retention, and general productivity of individuals in their different professional settings. The present research examines the findings of a doctorate study that aimed to ascertain the professional identity of teachers in the pre-primary



and lower primary levels, as well as explore the factors that shape this identity. The study was conducted under the guidance of the theoretical framework put forward by Fredrick Herzberg in 1950, which centres on the concepts of satisfaction and motivation. The conducted investigation revealed that the professional identity of pre-primary and lower primary teachers had a notable deficiency in terms of its robustness. It is recommended that stakeholders, such as school administrators, local and national governments, and other pertinent entities, should prioritize endeavours aimed at addressing the causes that weaken the professional identity of early years education teachers (EYET).

Several research studies have been conducted to examine the adoption and implementation of the Competency-Based Curriculum (CBC) in Kasarani Sub County. Nevertheless, a comprehensive evaluation of the influence of participatory communication in enhancing stakeholder participation in competency-based curricular modifications has not been undertaken. Most scholarly research endeavours, such as the study done by Magoma, Waithaka, and Mwoma (2021) revealed that the professional identity of educators significantly influences their professional pursuits. This phenomenon significantly impacts the work performance, information retention, and overall productivity of individuals in their respective professional environments. This article seeks to investigate the professional identity of teachers in pre-primary and lower primary education, as well as analyse the variables that contribute to the formation of this identity. It is suggested that prioritizing efforts to address the factors that undermine the professional identity of early years education teachers (EYET) should be emphasized by different stakeholders, including school administrators, local and national governments, and other relevant institutions. According to Wairimu (2022), the shift of the Kenyan government from the 8-4-4 system to the Competency-Based Curriculum (CBC) was implemented with the

objective of providing the populace with a practical and adaptive education. Nevertheless, the process of transitioning has encountered obstacles, such as the limited involvement of parents in both the reform procedure and its execution. The importance of parental engagement cannot be overstated in fostering collaborative partnerships between parents, schools, and communities, and should be given high priority in the implementation of the curriculum. The objective of this study was to investigate the impact of parental involvement in fostering school and family collaborations in the implementation of the Competency-Based Curriculum (CBC) in public primary schools located in Langata Sub County.

The study unveiled a noteworthy positive correlation between parental involvement and the implementation of the CBC curriculum. Nevertheless, it was noted that there were challenges in communicating inside public elementary schools, as parents predominantly concentrated on providing support for homework tasks. Parent Associations played a crucial role in promoting parental engagement; yet the lack of autonomous advocacy organizations and insufficient networking opportunities impeded the effective communication between families and their representatives.

The research discovered that factors such as parental and familial worries, as well as the dynamics between parents and instructors, had an impact on parental participation. The paper outlines recommendations aimed at mitigating these challenges, emphasizing the enactment of legislation that encourages the engagement of advocacy organizations in public elementary schools. It is recommended that educational institutions incorporate parenting and family support efforts into their programs to provide parents with the essential skills and understanding of the importance of their involvement, extending beyond mere aid with homework. The importance of involving all stakeholders in the implementation of the Competency-Based Curriculum (CBC)

cannot be overstated. However, to achieve this, it is necessary to enhance participatory communication among all stakeholders. It is worth noting that no comprehensive study has been conducted to assess the potential for enhancing stakeholder participation through the improvement of participatory communication among all stakeholders. Numerous studies have been conducted on various aspects such as resource allocation and personal enrichment. However, there is a notable gap in the literature on the exploration of the significance of participatory communication in enhancing stakeholder engagement within the context of competency-based curriculum reforms in private schools located in the Kasarani sub-county. The study aimed to investigate the utilization of participatory communication in engaging stakeholders in the implementation of competency-based curriculum in private schools within Kasarani sub-county. As well, the study aims to ascertain the extent of stakeholders' involvement in the implementation of a competency-based curriculum in private schools within Kasarani subcounty. Lastly, the study will seek to identify the degree of participation. This study aims to examine the difficulties encountered in utilizing participatory communication strategies to facilitate stakeholder engagement in the implementation of competency-based curricula.

Viennet and Pont (2017) highlight the significance of stakeholder engagement throughout the implementation phase, as it guarantees that policy implementation is influenced by the individuals accountable for its execution. The consultative tradition in Norway has had a notable impact on the implementation of the Competency development model within educational institutions. According to Burns, Köster and Fuster (2016), the attainment of effective stakeholder involvement is facilitated by employing transparent communication strategies, carefully identifying pertinent players, offering capacity building opportunities, and cultivating facilitative leadership. The authors Burns et al. (2016) highlight the significant importance of

persons in the implementation of educational programs. The available body of literature extensively discusses different approaches to stakeholder participation. However, there is a scarcity of empirical information about the specific influence of engagement on the effectiveness of implementation. This chapter provides a comprehensive analysis of the existing research and integrates qualitative information derived from past engagements conducted in Norway. Throughout the duration of the project, a series of interviews and seminars were performed with stakeholders from Norway in order to assess the efficacy of various techniques aimed at enhancing stakeholder involvement and facilitating the successful implementation of the Competency development model.

According to the study conducted by Burns et al. (2016), the involvement of stakeholders is of paramount importance in ensuring the effective implementation of policies, particularly in the field of education, as stakeholders play a key role in policy implementation. The individuals exhibit agency and actively strive to exert influence on the process of policy implementation, propelled by their distinct views, motives, and interests. According to Schleicher (2018), it is crucial to have the active participation of teachers and school administrators to effectively connect classroom activities with the changing external environment. These individuals possess the necessary knowledge and practical experience to bridge this gap. The present change in education policy formation necessitates the exploration of innovative techniques to actively engage stakeholders in the creation and implementation of education policies.

According to Rouw et al. (2016) and Burns et al. (2016), the involvement of stakeholders is of utmost importance in effectively implementing education policies, as these persons bear the responsibility of executing them. Stakeholders exhibit a proactive stance and actively endeavour to exert influence on the process of policy implementation, guided by their distinct ideas,

motives, and interests. Educators and educational administrators assume a crucial role in facilitating the connection between instructional methodologies within the classroom and the ever-changing external environment. The present change in educational policy creation necessitates the examination of innovative approaches to inclusively engage stakeholders in the formulation and execution of policies.

Burns et al. (2016) proposed The heightened involvement of stakeholders in the process of formulating policies presents several key benefits. Achieving improved policy results can be facilitated by the alignment of policies with the needs and interests of stakeholders, as well as the integration of their expertise and experience. This phenomenon can lead to heightened credibility and a perception of ownership among individuals or groups with vested interests. The establishment of trust can be strengthened by means of direct communication and dialogues between policy makers and stakeholders, which in turn contributes to the perception of credibility and trustworthiness. According to Burns et al. (2016), the authors also express their opinion. In systems that exhibit pronounced decentralization, distributed responsibilities, autonomy across multiple levels, and the participation of numerous intermediary players, the attainment of shared understanding among all stakeholders is crucial for the effective execution of the system. Sustaining a continuous discourse is crucial for promoting the interchange of varied interpretations of the policy, emphasizing its initial goals and context, and collectively developing innovative perspectives and solutions.

According to Burns and Köster (2016), it is imperative to have a shared understanding of the difficulties faced by a particular system. This is because the absence of awareness among educators and parents poses difficulty in comprehending the policies implemented in response.

The scope of common knowledge extends beyond the stated goals of a policy and incorporates the various approaches and strategies utilized to attain these aims

According to Rouw et al. (2016), Stakeholder engagement has emerged as a widely adopted practice in most OECD countries; yet the intricacies of complexity have brought about changes in the factors influencing stakeholder participation. Technological advancements have played a pivotal role in enhancing individual participation and facilitating collective organization, hence enabling institutions to effectively communicate with a broader audience. In contemporary times, it is imperative for governments to adopt a proactive approach in engaging a broader range of stakeholders and involving them in the first stages of the policy-making process. This involvement primarily pertains to educators and administrators, but also extends to students and parents. They additionally express their opinion. The involvement of stakeholders in the process of policy formulation can also function as a means for professional development, offering individuals opportunities for learning, acquiring specific knowledge in policy matters, and developing broader skills such as effective communication, networking, and the ability to engage in policymaking.

## **2.4 Theoretical Framework**

### **2.4.1 Stakeholders Theory and application paradigm in implementation of Competency-based curriculum reforms**

According to Mashigo (2021), suggests that stakeholder theory is an empirical theory that places significant emphasis on the effective management and monitoring of stakeholders within an organizational context. The approach under consideration is characterized by its efficiency, functionality, and ethicality, as it prioritizes the optimization of productivity and the attainment

of organizational objectives. Nevertheless, it is important to acknowledge that it can also function as a facade for management opportunism, whereby individuals in higher positions may partake in illicit activities. Certain stakeholders bear the role of overseeing the conduct of other stakeholders, closely evaluating their performance, and providing critical analysis of any instances of mismanagement. The stakeholder theory places significant emphasis on the equitable treatment of all stakeholders, advocating for impartiality irrespective of factors such as ethnicity, gender, or age. The subject matter is categorized into three distinct classifications: instrumental, descriptive, and normative. The primary focus of instrumental stakeholder theory is the cultivation of stakeholder relationships that are guided by principles such as equity, reliability, and commitment, ultimately resulting in the achievement of organizational prosperity. The descriptive stakeholder theory provides an account of organizational operations and delineates the behaviour of senior individuals. The normative stakeholder theory offers moral and ethical principles that govern the behaviour of stakeholders, which are directed by the norms set forth by the company. Participatory communication establishes a comprehensive framework within an organization, comprising strategic planning, tactical development, and effective message dissemination. Participatory communication encompasses essential components such as culture and organizational structure. It plays a crucial role in fostering the development of both inter and intra relationships. The utilization of stakeholder theory inside businesses offers a valuable framework for prioritizing the requirements of stakeholders, fostering principles of equity and fairness, and effectively integrating strategic communication management to establish a robust and efficient communication channel with stakeholders.

#### **2.4.2 The participatory communication prototypes.**

This research was based on Paulo Freire's (1970) Participatory Communication Model and Carroll's (1991) Pyramid of Social Responsibility, both of which have been extensively referenced in the current study.

The idea seeks to question the traditional diffusion approach, which operated from the top down, and instead encourages the use of a bottom-up communication model. According to Servaes (2008), any development attempt should begin at the community level, where challenges are debated and solutions are found, considering factors such as empowerment, cultural authenticity, and multiple perspectives.

The work of Freire (1970), according to Servaes and Malikhao (2005), demonstrates that participatory communication can reduce the social difference between those engaging in the communication process. As a result, there is a more balanced and fair exchange of ideas, knowledge, and experiences. The method incorporates the concept of cultural identity as well as indigenous peoples' experiences, their active participation in identifying their own needs and finding appropriate solutions.

Critics, on the other hand, argue that the participatory communication paradigm is simply used to achieve a predetermined goal. According to the preceding remark, the rhetorical quality of a given piece is sometimes attributed to the influence of specialists, who tend to value their own knowledge over that of the community. According to this viewpoint, community knowledge is rarely considered as the original foundation for such activities (Waisbord, 2008). Besides, participatory communication departs from one of the fundamental aspects of communication, namely information transmission, and instead prioritizes deliberation, which is incompatible with the informational strategies commonly used in development communication (Melkote & Steeves,



2001). In contrast to these viewpoints, Chambers (2007) contends that emphasizing the genuine needs of the community is critical, ensuring that both community and institutional needs be addressed concurrently.

Participatory communication, according to Jacobson and Kolluri (1999), is defined as an ongoing interaction between the source and receiver in which they engage in constructive thinking about the issue, identify developmental needs and difficulties, make decisions about necessary improvements, and take appropriate actions (p. 269). As a result, the major components of participatory communication for development are involvement, facilitation, and the critical significance of local or indigenous knowledge in development planning. Effective participation promotes comprehension, connectivity, and dedication. This technique allows knowledge generation to be focused on the most important goals while also speeding up the process of integrating knowledge and transforming it into actionable outcomes.

Kloppers and Fourie (2018) assert that a fundamental objective of participatory communication within a community is to make a meaningful contribution towards the achievement of long-term sustainable development. The significance of proficient communication in attaining this objective is emphasized. The authors Kloppers and Fourie (2019) conducted an extensive examination of the four fundamental elements underlying participatory communication, namely discourse, participation, cultural identity, and empowerment. This study aimed to analyse, appraise, and evaluate participatory communication within the domains of Participation, Dialogue, Cultural Identity, and Empowerment.

### **2.4.3 Elements of Participatory communication**

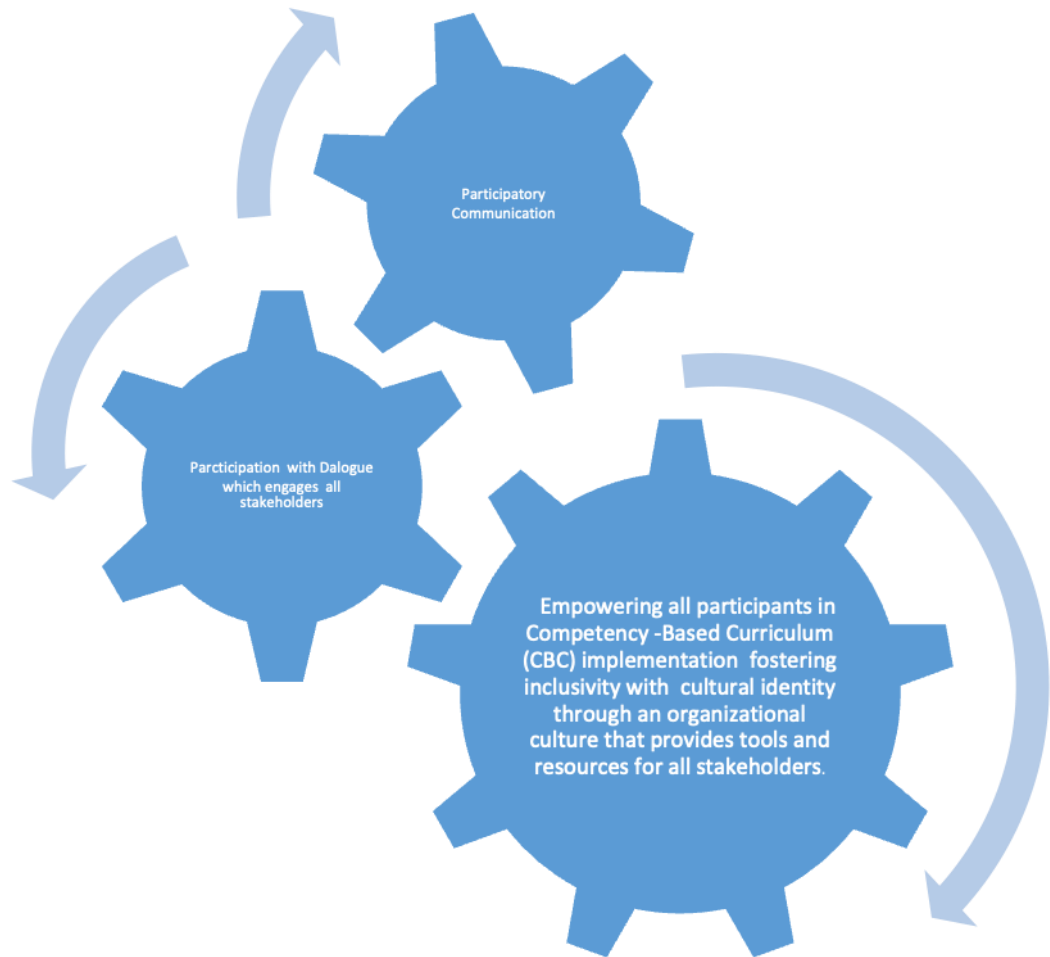
The concept of participation, as described by Narayan et al. (2000), Kayat (2002), and Nikkhah and Redzuan (2009), is integral to fostering effective communication and ensuring the long-term

viability of projects. Kloppers and Fourie (2018) contend that there remains a dearth of clarity regarding the precise nature of involvement. According to Melkote and Steeves (2001), the concept of participation can be understood through two paradigms: the "participation as a means approach" and the "participation as an end approach." According to Diaz-Bordenave (1976), as referenced in Rogers (2001), it is argued that participation should not be viewed as a peripheral advantage that authorities can bestow as a concession, but rather as an inherent entitlement of every individual that no authority has the right to withhold or impede.

According to Freire (1970), empowerment is conceptualized as a process of transformation and is emphasized as an ongoing process rather than a static objective. Nevertheless, McLaren (2005) has criticized Freire's notions of empowerment as excessively idealistic. The author posits that a perpetual power asymmetry is inherent in the relationship between the instructor and the student. Au (2007) argues that despite the existing power imbalance, Freire intended for the development partners to facilitate a discourse that empowers individuals to address their own challenges, rather than imposing solutions upon the community. According to the seminal work by Freire (1970), individuals are unable to attain empowerment until they are bestowed with authority over their own existence. Likewise, the process of empowerment is intended to facilitate the acquisition of power and autonomy in one's personal circumstances.

Servaes (1996) argues that it is essential for development projects to be carefully designed and implemented in accordance with the cultural context, traditional values, and norms of the community being served. According to Kloppers and Fourie (2018), it is important for organizations to acknowledge and appreciate the cultural identity of the community. However, they argue that organizations should also prioritize their own aims and context, even if the cultural practices of the community conflict with these objectives.

In this study, the framework and components proposed by Freire (1970), Servaes (1996), Diaz-Bordenave (1976), Narayan et al. (2000), Melkote and Steeves (2001), Rogers (2001), Kayat (2002), Au (2007), Nikkhah and Redzuan (2009), and Kloppers and Fourie (2018) were adopted. The intent of this study was to evaluate the significance of participatory communication in enhancing stakeholder engagement in the implementation of competency-based curriculum reforms within private schools located in the Kasarani sub-county. The research utilized the model depicted in Figure 2.1.



**Figure 2.1: Participatory communication route**

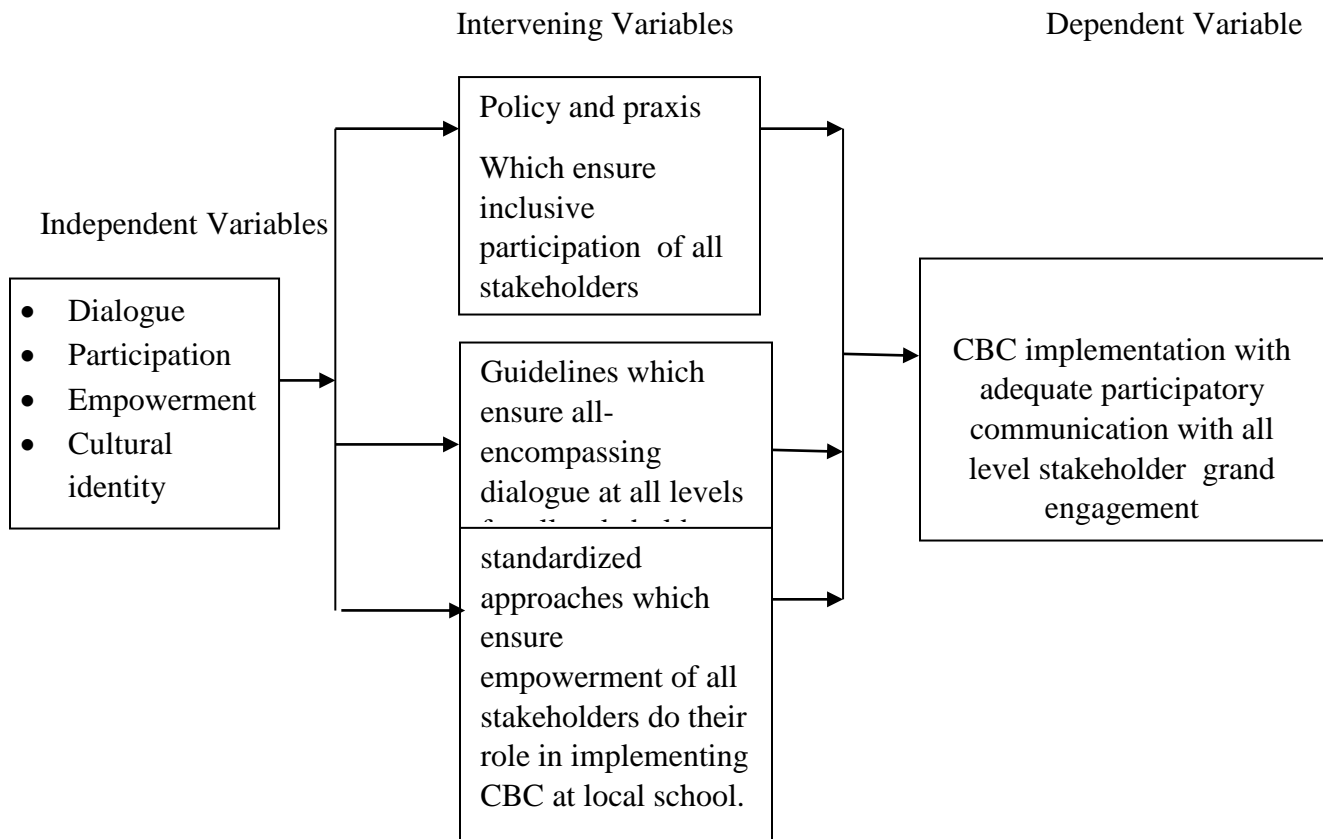
*Source: Author 2023*

The significance of dialogue in facilitating the effective implementation of the Competency - Based Curriculum (CBC) approach in private schools within Kasarani sub-county lies in its ability to foster equitable horizontal communication, mutual comprehension, and interpersonal interaction, hence assuring equitable engagement among all involved stakeholders. Empowerment, as conceptualized by Freire (1970), is a dynamic and profound process that encompasses transformative elements, the resolution of power differentials, and the cultivation of self-efficacy among individuals to independently address their own challenges. The significance of participation in ensuring the sustainability of a project is widely acknowledged. However, it is important to note that there exists a divergence in the definitions of participation, with certain perspectives emphasizing the methods and outcomes, while others prioritize the protection of human rights. Lastly, when implementing Competency -based curricular changes, it is essential to consider Cultural Identity within a cultural framework, encompassing values and conventions, while simultaneously upholding organizational goals and context.

## **2.5 Conceptual Framework**

According to Sinclair (2007), a conceptual framework is a visual representation that depicts hypothetical links, indicating the interconnectivity of several concepts. Concepts are articulations about the characteristics of the events, circumstances, organizations, and individuals being investigated (Chandran, 2004). Additionally, Chandran (2004) thinks that the process of "conceptual definition" is critical for researchers in developing "operational definitions" of concepts. As seen in Figure 2.2, the conceptual framework described below depicts the linkages among the variables. The conceptual framework demonstrates how the participatory communication model relates to Stakeholders Theory to investigate the role of participatory

communication in increasing stakeholder involvement in competency-based curriculum reforms in private schools in the Kasarani sub-county.



**Figure 2.2: Conceptual Framework**

Source: Author (2023)

Gravetter and Forzano (2009) define the independent variable as the variable that is modified or regulated in an experimental context to investigate its impact on the dependent variable. The core values of discussion, participation, cultural identity, and empowerment are all incorporated within participatory communication. The purpose of this study was to investigate the role of participatory communication in increasing stakeholder engagement in the context of competency-based curriculum reforms in private schools in the Kasarani sub-county.

The dependent variable is the variable that is tested or measured during an experiment (Gravetter & Forzano, 2009). The study also claims that the dependent variable is reliant on the independent variable. The researcher manipulates the independent variable systematically, allowing for the observation and recording of its effect on the dependent variable.

It was highlighted that active participation of stakeholders at all levels was crucial to ensuring inclusion in the participatory communication process. Thus, the independent variable is the component of participatory communication, helped by the route of the intervening variable, as illustrated in figure 2. According to the findings of the study, this was crucial in achieving effective competency-based curriculum (CBC) implementation.

## **2.6 Research Gap**

A thorough literature review was conducted to clarify the study's objectives. The review of literature included a theoretical evaluation of numerous ideas concerning the value of participatory communication in promoting stakeholder participation in the context of competency-based curriculum reforms in private educational institutions. A rigorous assessment of the empirical literature was also done to aid knowledge of the language around this field of investigation. The empirical review was critical in identifying and defining the current research gap. A conceptual framework was used in the study to visually represent the causal relationship between several parts of participatory communication, such as dialogue, participation, empowerment, and cultural identity. Besides, the inclusion of intervening factors, particularly those influenced by policy, was judged crucial. These variables were treated from an orthopraxis standpoint, with set rules and standardized approaches guiding the way. The purpose was to

guarantee that all stakeholders were involved in the implementation of the Competency-Based Curriculum (CBC) in a local school, fostering successful participatory communication at all levels with all-inclusive stakeholder engagement.

## **2.7 Summary**

This study reviewed literature on participatory communication's role in enhancing stakeholder engagement in competency-based curriculum reforms in private educational institutions. It examined dialogue, participation, empowerment, and cultural identity, and includes policy and ortho praxis approaches for inclusive involvement.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Introduction**

This chapter presents the methodology pertinent to the current investigation, along with details on the analysis of the study's findings. The chapter focuses on many aspects of the study design, including the population of interest to the thesis, the sampling strategy employed, the determination of the appropriate sample size, as well as the techniques utilized for data collecting and analysis. In addition, the chapter delves into the ethical issues that the researcher will adhere to perform a study that is in accordance with ethical standards. This chapter presents a comprehensive review of the research design that serves as the framework for the investigation.

### **3.2 Research Design**

The study employed a multi-method research strategy. A multi-method research design refers to a research design that incorporates the use of numerous research methodologies, both qualitative and quantitative, inside a single study (Hesse-Biber & Johnson, 2015). A multi-method research design was appropriate for this study as it sought to examine the employment of participatory communication in engaging stakeholders in the implementation of the competency-based curriculum in private schools within the Kasarani sub-county. The objective of this study was to determine the level of engagement exhibited by stakeholders in the execution of a competency-based curriculum at privately owned educational institutions situated in the Kasarani sub-county. Mixed method research and multi-method research design are distinct approaches. Mixed method research involves the collection, analysis, and integration of both qualitative and quantitative data within a single study (Walliman, 2022). In contrast, multi-method research



design encompasses the use of many research methods, which may include qualitative and quantitative approaches, but does not necessarily require their integration within a single study.

### **3.3 Population**

A population is defined as a group of individuals, cases, or items who share some observable characteristics. Participants in a specific cluster are included in the population (Oladipo et al., 2015). According to Leavy (2017), a research population is a collection of elements about which one can subsequently make statements. The population for this study consisted of 523 private primary schools registered with the Kasarani sub-county educational office, as shown in Appendix III. The target population, on the other hand, is the full set of individuals, situations, or objects about which conclusions are desired (Babbie, 2021). This study focused on all 523 private schools registered with the Kasarani Sub County Office of Education. The Kasarani sub-county in Nairobi was selected as the research region due to its significant demographic characteristics and its high proportion of elementary school students, which ranks second among all Nairobi sub-counties. Additionally, Kasarani had the highest private schools in Nairobi County. According to the Government of Kenya's Basic Education Statistics Booklet, published in 2020, it is from this demographic that the researcher picked individuals to interview and administer questionnaires in order to achieve the research objectives.

### **3.4 Sample Size**

According to Kothari (2019), an optimum sample must meet a set of criteria, including efficiency, representativeness, dependability, and flexibility. According to Kothari (2019), the sample size is determined by the nature of the population, the number of groups and sub-groups, the nature of the study, the type of sampling, the standard of accuracy and acceptable confidence level, the availability of finances, and other factors such as population size, questionnaire size, the availability of trained research

assistants, and the research time frame. According to Kothari (2019), sample size is "the number of things to be selected from the universe to create a sample." This is a crucial effort for a researcher, and the sample size should be optimal rather than unreasonably huge or tiny.

The sample frame was built using research books written by Kotari (2019) and Mugenda & Mugenda (2012). It was determined that a representative sample of the population, ranging from 10% to 30% of the total population, was enough. This judgment was based on the existence of four separate regions inside the Kasarani sub-county. The teachers were chosen from four different regions to provide a meaningful and planned selection procedure. According to Kotari (2019) and Mugenda & Mugenda (2012), the study evaluated a subset of educators representing 30% of the total population, as shown in Table 3.1.

**Table 3.1: Sample frame**

Region school is present	Number of teachers in the Region	Sample size
Roysambu	178	53
Ruaraka	60	18
Kasarani	120	36
Mwiki	192	58
Total	550	165

Source: Kasarani sub-county Education office

### 3.4.1 Interviews

The research involved qualitative interviews with a specific group of participants, namely two senior officials at the sub county education office and head teachers from privately-owned primary schools in Kasarani sub-county. The size of the sample was a crucial factor in empirical research. Leedy and Ormrod (2021) presented a pragmatic methodology for ascertaining an

appropriate sample size. According to Leedy and Omrod (2021, p. 207), Mills and Gay (2016) put forth the argument that researchers observed that although these recommendations are appropriate, they mostly pertain to quantitative research. In the context of a qualitatively driven investigation, it is important to note that the researcher may need to make practical judgments that could result in the application of a different rule. Based on the point raised by Leedy and Ormrod (2021), the current study utilized the specified criteria for the selection of Education officers and head teachers in Kasarani sub-county, including conducting interviews with a total of sixteen individuals. The study used purposive sampling to ensure alignment of the sample to the purpose and objectives of the investigation. This approach enhances the rigor, dependability, and credibility of the data collected and the study's outcomes.

Denieffe (2020) highlights snowball sampling as a variant of purposive sampling that researchers employed to determine the appropriate sample size in qualitative research. The author posits that to identify the appropriate sample size for qualitative investigation, it is necessary to consider a range of variables, including the utilization of data saturation. The term "data saturation" refers to a point in research where an enough amount of data has been gathered, allowing for the formulation of important conclusions. At this stage, collecting additional data may not yield any further valuable insights (Pitney et al., 2020).

### **3.5 Sampling Techniques**

According to Chandran (2004), sampling is the process by which researchers select a sample from a population while ensuring that the section chosen adequately represents that group. In statistical terminology, a population is thought to have characteristics known as parameters. A statistic is a characteristic that is represented in a random sample of the population. Chandran

(2004) also,aver a sample accurately represents the population when its statistics are similar to those of the population. The inferential statistical approach enables a researcher to make educated assumptions about the numerical properties of a population.

According to Kothari (2019), the two types of sample designs are non-probability sampling and probability sampling. Furthermore, Chandran (2004) asserts that in specific study circumstances, such as when the population is homogeneous, probability sampling procedures are appropriate. This ensures that a representative sample of the population is obtained.

Two senior education executives from the Kasarani sub-county office, representing policymakers, and fourteen principals, representing policy implementers, were questioned using a snowball sampling technique. Seven principals from the oldest and most prominent schools in Kasarani sub-county were chosen, as were seven principals from the youngest and least prominent institutions. A representative selection will be drawn from the most well-known (Robinson, 2014). Kuzel (1992) established guidelines for determining an appropriate sample size for interviews involving sixteen different data sources.

According to Campbell and colleagues (2020), Skinner and colleagues (2021), and Babbie (2021), "sampling strategies" are the processes used to select individuals from a certain demography for involvement in a research project. Also, Babbie (2021), opines a sampling strategy is the steps done to pick a subset of data for examination. Choosing individuals who are representative of the larger demographic relevant to the study. Purposive sampling, a sort of non-probability sampling, was utilized in this investigation.

Purposive sampling, also known as judgment sampling, is the process of selecting a response based on predefined criteria. In essence, the researcher decides what information is lacking and then recruits persons with the necessary expertise or experience to fill in the gaps (Campbell et

al., 2020). This strategy was utilized since it is usual in qualitative research to seek out and select cases that contain a wealth of information. To put it another way, the researcher was crucial in locating and selecting 14 schools based on the aforementioned criterion that the school principals are experts in and knowledgeable about the issue of interest. Other qualitative researchers (Skinner et al., 2021) concurred with this method, arguing that in qualitative studies, sample technique should be decided based on the researcher's subjective assessment rather than random selection. The criteria set for selecting the school and 14 head teachers will be used in this study in a purposeful manner. Purposive sampling was thus used to select two senior education officers from the Kasarani sub-county, as well as fourteen school principals, who were deemed to be representative of the stakeholders who would implement competency-based curriculum reforms in the area's private schools. Furthermore, the 14 respondents were chosen because they represent schools in diverse places around the Kasarani sub-county and are well-versed in the major implementation of competency-based curriculum improvements in private schools throughout the Kasarani sub-county.

### **3.6 Data Collection Instruments**

The current study used a combination of structured and unstructured questions to collect data. The questionnaire, both structured and unstructured, was made up of specific, tangible, and predefined questions. All respondents were asked the same questions in the same order and language. The researcher used standardization procedures to ensure that all participants answered the same questions. A structured questionnaire, according to Kothari (2019), is distinguished by the presence of preset alternative questions that limit respondents to choose from predetermined response alternatives.

Through interviews, qualitative data was gathered from policymakers, including two senior county officials and 14 head teachers from Kasarani sub-county's seven regions. As a result, interviews were deemed a critical methodology in this study for getting insights into the respondents' viewpoints, experiences, and understandings of the subject matter at hand (Seidman, 2019). Furthermore, Cooper and Schindler (2011) state that interview participants are chosen based on their "knowledge, expertise, and perspectives pertaining to the topic under investigation." Using this approach, the researcher will gain a comprehensive understanding of the extent to which participatory communication might enhance stakeholder involvement in competency-based curriculum reforms within private schools in the Kasarani sub-county.

### **3.7 Types of Data**

The basic data gathered through data collection processes, whether qualitative or quantitative in nature, came in a variety of forms. According to Ajayi (2017), primary data is information gained directly from primary sources by the researcher, and secondary data is information obtained previously by another person. Furthermore, primary data is gathered with the intention of resolving the current issue, whereas secondary data is gained for other purposes. In this study, the primary data sources were questionnaires and interviews.

### **3.8 Data Collection Procedure**

The researcher distributed the questionnaire to the respondents using google form tool and WhatsApp platform to ensure enough time was allotted for it to be completed. The participants were given detailed information on the goal of the study, its potential social benefits, and the opportunity to participate or not. Participants were assured of the confidentiality of the information they gave.

The interview participants were given a similar orientation, with the sole difference being that their interactions were recorded utilizing audio technology. The interviews with the purposefully chosen sample were performed and documented by the researcher.

### **3.9 Pretesting**

Prior to conducting the investigation, the researcher took the required precautions to ensure that the measuring processes and instruments used were valid and reliable. According to Grimm (2010), including a pretesting phase in survey research is critical for mitigating potential errors and improving overall data quality. A pilot test was carried out on ten private elementary schools chosen from the Rysambu subcounty. The purpose of this review was to analyze the data collection process and rectify any difficulties with questionnaire design, question misunderstanding, respondents' inability to answer questions, and ambiguity of language.

### **3.10 Data Analysis Plan**

Mohajan (2018) posits that data analysis entails the systematic dissection of extensive volumes of data into smaller units of narratives, which are subsequently interpreted to yield coherent and rational conclusions. The research process consisted of three fundamental stages: data organization, summary and categorization, and data analysis.

Following the acquisition of raw data from the participants, the questionnaire was subjected to coding to facilitate analysis through the utilization of numerical values and symbolic representations. Data editing was conducted to detect and rectify mistakes and omissions, if feasible. According to Kothari (2019), data editing entails a meticulous examination of fully filled questionnaires. Furthermore, it guarantees the precision of data and maintains consistency with the collected facts in order to facilitate the coding and tabulation process. The data will be inputted into computer software, specifically Excel 365 and SPSS 25, for the purpose of

tabulation. Tabulation is a process that entails the condensation and presentation of unprocessed data in the form of statistical charts, with the purpose of facilitating analysis. According to Kothari (2019), data processing involves the manipulation of obtained data through various procedures such as editing, coding, classification, and tabulation. These processes are carried out in order to render the data suitable for analysis. According to Kothari (2019), the concept of analysis entails the process of computing and exploring patterns of interrelationships within sets of data.

The next stage of the study involved transcribing sixteen interviews, followed by identifying and analyzing themes derived from the data. These themes were then considered during the interpretation of the quantitative data related to the study variables. The transcriptions of the qualitative data obtained from interviews were analyzed in the third phase of the study. During this phase, themes were selected to facilitate the interpretation of the findings. The objective of this analysis was to examine the significance of participatory communication in enhancing stakeholder participation in the implementation of competency-based curriculum reforms in private schools located in the Kasarani sub-county. The qualitative data analysis was conducted using the MAXQDA 2022 program. Descriptive statistics, including bar graphs and percentages, were employed to depict, arrange, and condense the gathered data.

### **3.11 Ethical Considerations**

This study incorporated an examination of ethical concerns to ensure adherence to the prescribed standards of research. The researchers obtained the necessary permissions to conduct the study from the Department of Journalism and Mass Communication at the University of Nairobi and the National Council for Science and Technology and Innovation (NACOSTI).



The researcher obtained consent from the participants by having them complete an information sheet before collecting any data. Prior to the initiation of data collection, the participants were provided with a comprehensive overview of the study's purpose and objectives. The participants were informed about their involvement and were provided with the option to either engage or abstain from participation. The individuals were further guaranteed privacy and confidentiality of the provided information through the implementation of access restrictions on the obtained data, preventing any unauthorized parties from accessing it. The dissemination of the study's findings and recommendations was limited to the relevant stakeholders.

### **3.12 Summary**

The goal of this study was to outline the proposed research approach used in the examination. The concurrent triangulation design has been discussed and shown in this chapter. The approach describes the sample selection procedure, the design of the data gathering equipment, and the data analysis tools that are recommended. Furthermore, the study was carried out with great care for ethical reasons.

## **CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION**

### **4.1 Introduction**

This section provides an analysis and clarification of the study's findings in relation to the stated objectives. The findings were assessed considering a comprehensive examination of the pertinent literature. The study centered on the primary aim of this research is to investigate the importance of participatory communication in promoting stakeholder participation in private schools situated in the Kasarani sub-county, specifically within the framework of competency-based curriculum reforms. The main objective of this study was to examine the application of participatory communication in involving stakeholders throughout the execution of a competency-based curriculum in private schools situated in Kasarani subcounty. Moreover, the study sought to evaluate the degree of stakeholder involvement in the execution of a competency-focused curriculum inside privately-owned educational institutions. Finally, the study aimed to identify the problems encountered when employing participatory communication strategies to facilitate stakeholder engagement in the implementation of a competency-based curriculum. To disseminate the results of the investigation, a report specifically designed for the study was produced. The research results and analysis were presented using statistical tables, graphs, and percentages.

### **4.2 Response Rate**

The intended sample size of students for the questionnaire answer was 165, and a total of 125 teachers participated, resulting in a response rate of 75.8% in relation to the number of teachers that completed the questionnaire. In addition, the research will conduct interviews with a total of 16 individuals. The interview was participated in by a total of 14 individuals, resulting in a response rate of 87.5% for the study. Mugenda and Mugenda (2012), Kothari (2019), and Cooper

and Schindler (2014) have categorized response rate adequacy in the following manner: Response rates of 50% or above are considered acceptable, while rates of 60% or higher are considered satisfactory, and rates of 70% or more are considered exceptional. According to the findings of the study, the response rate for all samples within the four-stratum set ranged from 66.3% to 86.2%. The study asserts that this range of response rates is deemed sufficient in authentically representing the study population. Based on the findings of the study, it can be concluded that the opinions expressed by the respondents are likely to be both truthful and dependable in effectively representing their respective perspectives. Consequently, the responses provided by the participants will be adequate for examining the impact of participatory communication on enhancing stakeholder engagement in competency-based curriculum reforms inside private schools located in the Kasarani sub-county. The response rates are displayed in Table 4.1.

**Table 4.1: Response Rate**

Region	school is present	Number of teachers in the Region	Expected sample size	Actual Sample size	Percentage response rate
Roysambu		178	53	36	67.9
Ruaraka		60	18	12	66.3
Kasarani		120	36	27	75
Embakasi North		192	58	50	86.2
Total		550	165	125	75.8

### 4.3 Data Reliability

The assessment of data dependability was conducted by the utilization of the Cronbach's Alpha test. The purpose of the development of the coefficient of internal consistency was to evaluate the reliability of measures within a numerical range of 0 to 1. Its primary application was centered on the assessment of Likert scale items. The data was collected

through the utilization of a Likert scale within a questionnaire that was distributed to a total of 165 teachers residing in the Kasarani sub county. The agreeableness subscale was comprised of a total of items ( $\alpha = .912$ ). The objective of this study was to determine the average correlation or internal reliability of a survey instrument. According to Kothari (2019), Cronbach's alpha is often utilized as a metric for evaluating the internal reliability of questionnaires containing several Likert-type items. This sort of instrument is intended to be applied in the next study. The study findings indicate a significant positive association between the questions employed to evaluate the significance of participatory communication in enhancing stakeholder engagement in competency-based curriculum changes within private schools located in the Kasarani sub-county. According to Kothari (2019), it was suggested that a reliability coefficient of 0.7 was considered acceptable and suitable for the current investigation. The researcher suggests that the three objectives of the study can be adequately assessed by utilizing carefully constructed Likert scale questions, as seen by the results presented in table 4.2.

**Table 4.2: Cronbach's Alpha examining the reliability of 26 Likert scale items.**

Reliability Statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Based on	N of Items
0.944	0.912		26

#### 4.4 Demographic Characteristics

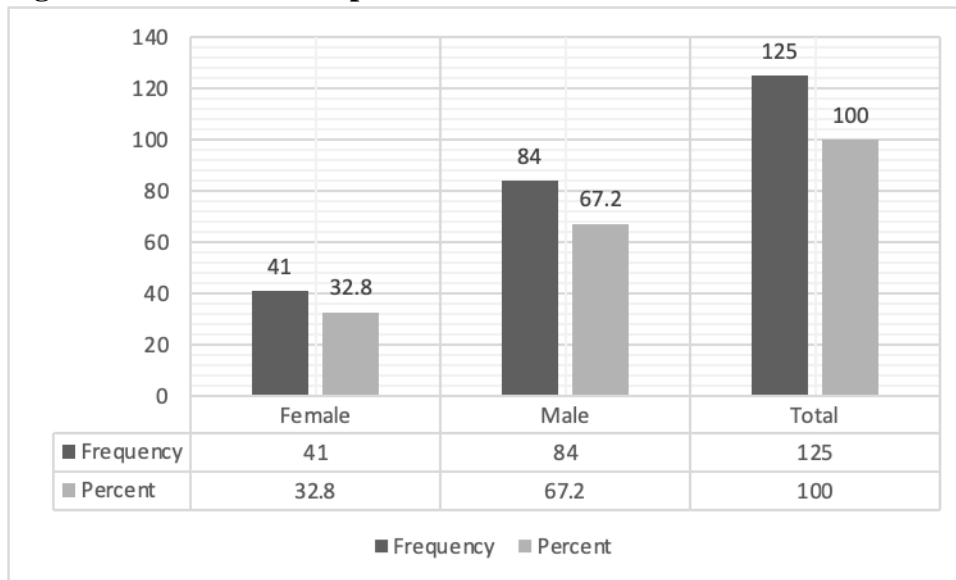
This section aims to analyze the demographic characteristics of the respondents who participated in answering the questionnaire at a school in Kasarani county. The objective is to have a better understanding of the participants' attributes. The primary objective of this study is to assess the

level of stakeholder engagement and identify the obstacles encountered while employing participatory communication strategies to promote stakeholder involvement in the implementation of competency-based curricula.

#### 4.4.1 Gender of the Respondent

The gender of each participant who completed the questionnaire was ascertained in this study as depicted in Figure 4.1. The study included a total of 125 participants, with 84 persons (67.2%) identifying as male and 41 individuals (32.8%) identifying as female, as reported in the questionnaire responses. The female to male response rate ratio was 1:2. Based on the results of the research, it was observed that the percentage of male participants who agreed was twice as high as that of female participants as illustrated in figure 4.1.

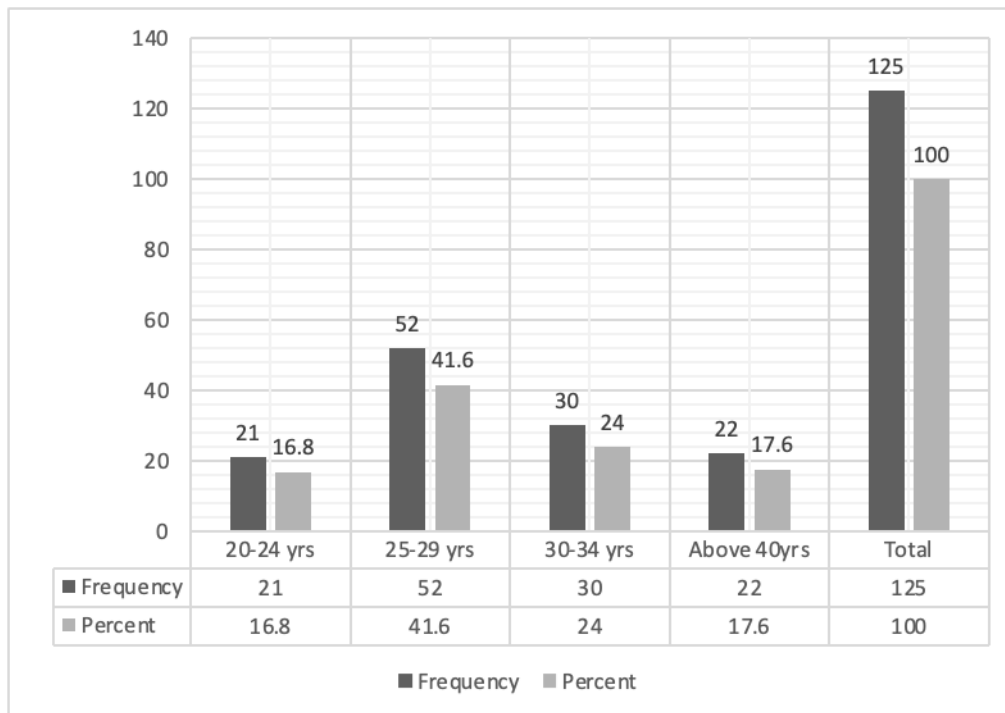
**Figure 4.1: Gender of respondents**



#### 4.4.2 Age of Respondent

The age distribution of the respondents revealed that those aged 25-29 years were the largest population, accounting for 52 respondents or 41.6% of the total sample. This was followed by

individuals aged 30-34 years, comprising 30 respondents or 24% of the sample. Furthermore, those aged 40 years and beyond constituted the third largest segment of the population, accounting for a frequency of 22 (17.6%). Lastly, individuals between the age range of 20-24 comprised 21 individuals (16.8%). The findings of this study indicate that the participants showed a sufficient level of maturity to adequately responses to the survey questions. Results are as shown in 4.2

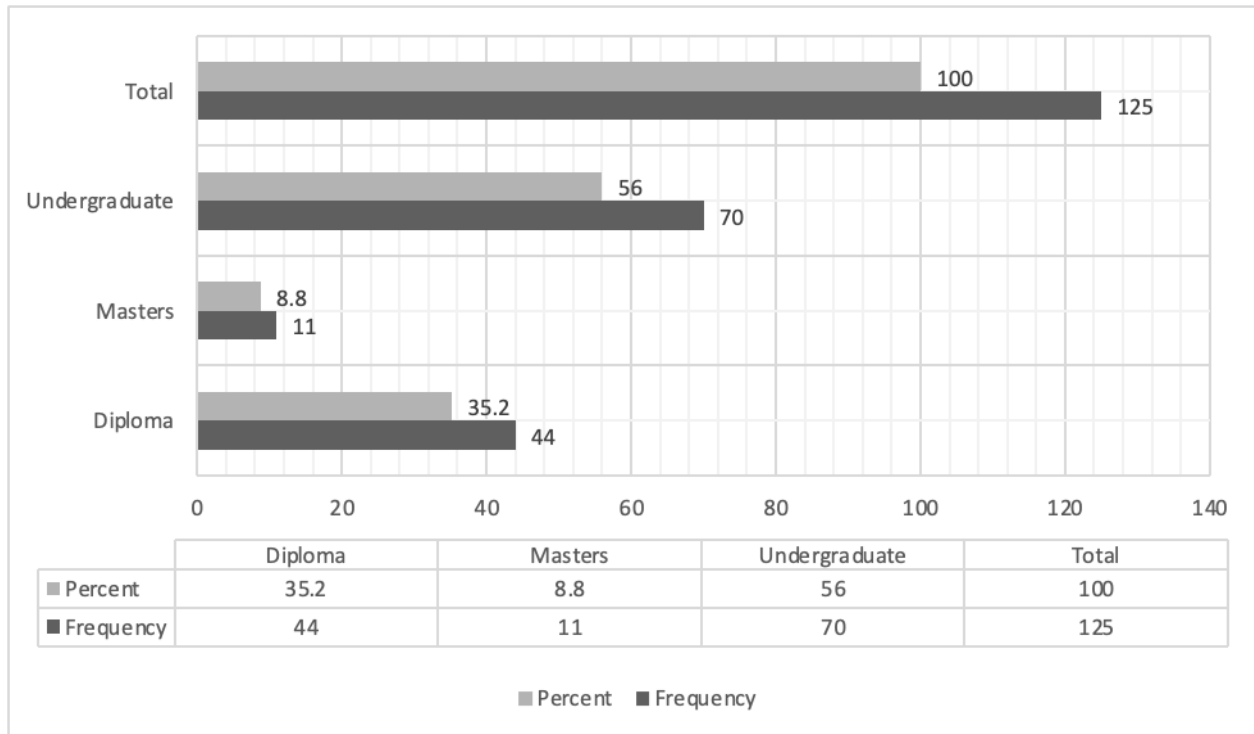


**Figure 4.2: Age of respondent**

#### 4.4.3 Level of education of the respondent

The assessment of the participants' educational achievement was conducted. The findings are illustrated in Figure 4.3. According to the results, a total of 69 participants, comprising 55.6% of the sample, were identified as undergraduates. Additionally, 44 participants, corresponding to 35.5% of the sample, were found to hold diplomas. Only 11 persons, representing a modest 8.9% of the respondents, possess a master's degree. The results indicated that the participants had a

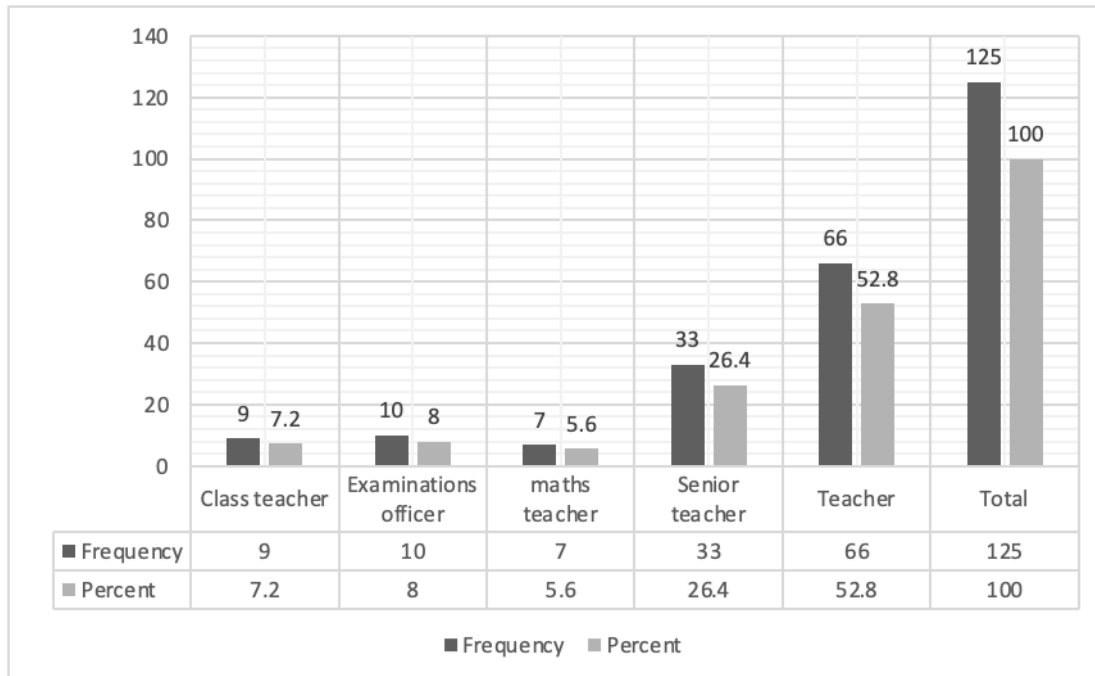
enough level of education and competency to effectively answer the questions presented in the inquiry.



**Figure 4.3 Level of education of respondents**

#### 4.4.4 Job designation for respondents

The findings pertaining to the work description of the respondents are presented in Figure 4.4. Most of the respondents were identified as regular teachers. Most participants, comprising 66 individuals (52.8 %), expressed their identification as ordinary teachers, while an additional 33 respondents (26.4 %) identified themselves as senior instructors. However, a portion of the respondents 10 (8.0%) expressed that they held positions as examination officers, while a smaller percentage 7 (5.6%) claimed to be mathematics teachers. Additionally, a further 9 (3.2%) stated that they were class teachers. The findings of the study indicate that individuals from all levels of the workforce in a school setting were well represented.

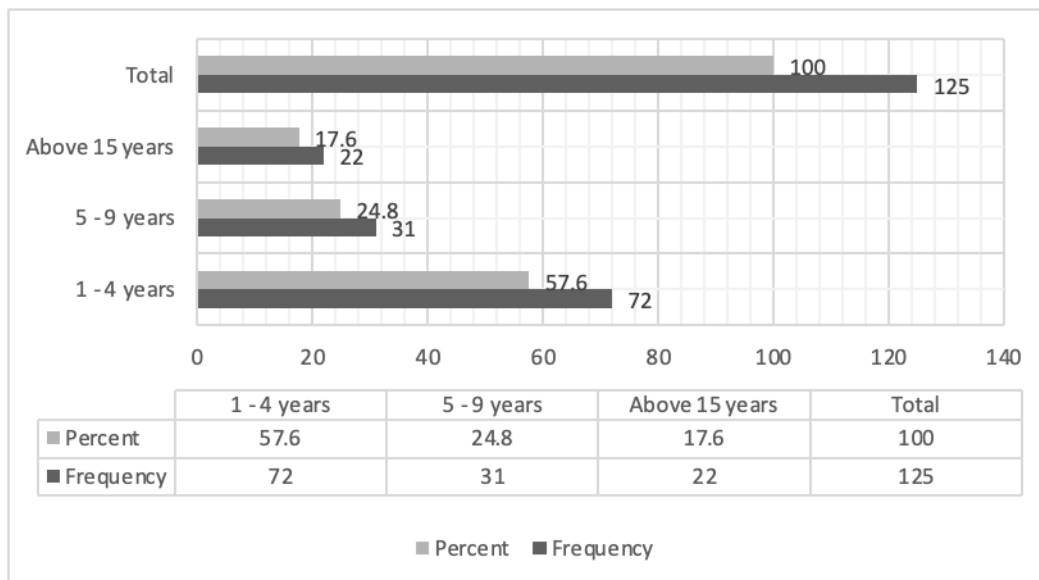


**Figure 4.4: Job designation of the respondents**

#### 4.4.5 Years of service of the respondents

The years of service of the respondents were as shown in figure 4.5. The results showed that the highest population of the respondent are those who had served for 1- 4 years with a frequency of 72(57.6% ) when those who had served for 5- 9 years being 31(24.8%)lastly 22(17.6 % ) opined that had served for more than 15 years and it was noteworthy that no respondent in this study aver they had served in the range of 10 to 14 years. The study concluded that theses assenters were knowledgeable about the working and implementation because all had served at least one year in the school where the research was conducted.





**Figure 4.5: Years of service of the respondents**

**4.5 How Participatory communication aided in the implementation of competency-based curriculum in Kasarani sub-county private schools.**

The purpose of this section was to investigate the role of participatory communication in facilitating the implementation of a competency-based curriculum in private schools located in the Kasarani subcounty.

**4.5.1 Explore participatory communication in Kasarani subcounty private institutions for stakeholder engagement in competency-based curriculum implementation.**

The study examined the presence of participatory communication in the competency-based curriculum of private schools in Kasarani sub-county. A total of 125 respondents, accounting for 100% of the sample, were assessed, resulting in 435 responses, which also accounted for 100% of the total responses . Out of the 435 responses, a total of 70 individuals (16.1%) expressed agreement that their schools actively foster discourse, engagement, and empowerment to effectively implement the Competency-Based Curriculum (CBC). These respondents believe that such efforts are crucial for achieving stakeholder empowerment and alignment with

government policy. Parents have an active role in engaging in debates regarding the implementation of the Competency-Based Curriculum (CBC) within their respective local educational institutions. At a sample size of N = 63 (14.5%), it was suggested by the respondent that their educational institution has successfully developed a cultural identity to facilitate stakeholder engagement in the implementation of the CBC program. This aligns with the government's stipulated requirements and directives to provide efficient administration and instruction. Besides, according to the data, around 11.7% of the responses expressed the view that parents are successfully involved in the implementation of CBC. This involvement is achieved through means such as training, active engagement, communication with stakeholders, and contributing to problem-solving. At a frequency of 42 (9.7%), it was suggested by the assenter that instructors were effectively incorporated into the implementation of the Competency-Based Curriculum (CBC) through various means, such as training, active involvement, engaging in communication with stakeholders, and contributing to local school matters. At a frequency of 41 (9.4%), respondents expressed their belief that teachers play an active role in the implementation of the Competency-Based Curriculum (CBC) in local schools by engaging in communication with principals to ensure its implementation. Similarly, at a frequency of 40 (9.2%), the respondents expressed the belief that genuine inclusion may be achieved through training, active involvement, engaging in communication with relevant parties, and actively contributing to the implementation of the Competency-Based Curriculum (CBC) in local educational institutions. At a frequency of 39 (9.0%), respondents indicated that efficient communication among county education office leaders, local school administrators, teachers, parents, students, and stakeholders is crucial for the successful implementation of the Competency-Based Curriculum (CBC) program. At a frequency of 31 (7.1%), participants

expressed their belief that there was sufficient communication among all groups involved at various levels of implementing the Competency-Based Curriculum (CBC) at our local school. At a frequency of 28 (6.4%), respondents expressed the view that all stakeholders were sufficiently engaged in the implementation of the Competency-Based Curriculum (CBC) at our local school. In addition, they noted that these stakeholders were suitably prepared to make meaningful contributions to the CBC implementation at the local school. Besides, the data reveals that 27 respondents, accounting for 6.2% of the total sample, expressed their belief in the efficacy of training and the involvement of various stakeholders, such as parents, teachers, school heads, and county education offices. This approach is seen to foster empowerment, facilitate conversation, and enhance effective engagement in the successful implementation of the Competency-Based Curriculum (CBC) at the local school level. Out of the total 435 responses, just one response (0.2%) was provided in three separate instances.

One of the key aspects of implementing the Competency-Based Curriculum (CBC) in local schools is the active involvement of stakeholders who engage in communication to ensure that the programs are effective and aligned with government standards and directions.

The second point emphasizes the importance of stakeholders actively participating in the implementation of Competency-Based Curriculum (CBC) in local schools. This involvement is crucial to ensure that the programs are effective and aligned with government requirements and directives for efficient management and teaching.

The third point highlights the empowerment of stakeholders to effectively implement CBC in local schools. This finding suggests that there was limited stakeholder involvement in the implementation of the Competency-Based Curriculum (CBC) in local schools, as evidenced by minimal engagement in dialogue.

Additionally, there was a lack of active stakeholder participation in CBC implementation in local schools, and stakeholders were not necessarily empowered effectively to ensure the successful implementation of CBC in these schools. The distribution of responses among the 125 respondents, totaling 435, exhibited a notable range, with values ranging from 70 (16.1%) to 1 (.2%). The findings of this study suggest that stakeholders exhibited limited engagement in communication, resulting in a diminished capacity to establish a cultural identity within local schools during the implementation of the CBC program. This lack of involvement is not in line with government requirements and directives aimed at promoting effective administration and instruction. See table 4.3.

**Table 4.3: Respondent Perception of participatory communication in Kasarani subcounty private schools.**

Response	N	Percentage	Percent of Cases	Rank
. [a] There is adequate communication between every group involved at all levels of CBC implementation in our local school.]	31	7.1%	33.7%	8
[b] All stakeholders are adequately involved in the implementation of CBC at our local school. Everyone involved is adequately equipped to contribute effectively to the CBC implementation at the local school.]	28	6.4%	30.4%	9
[c] School promotes dialogue, participation, and empowerment for effective implementation of CBC, ensuring stakeholder empowerment and alignment with government policies. Parents actively participate in discussions on implementing CBC in their local school.]	70	16.1%	76.1%	1
. [d] Teachers actively participate in implementing CBC in local schools through dialogue with principals, ensuring efficient implementation.]	41	9.4%	44.6%	5
[e] They is effective training and inclusion of stakeholders, including parents, teachers, and school heads, with county education offices, promote empowerment, dialogue, and effective participation in implementing CBC in local schools.]	27	6.2%	29.3%	10
[f] Parents are effectively included in CBC implementation through training, active engagement, dialogue with stakeholders, and contributing to problem-solving.]	51	11.7%	55.4%	3
. [g] Teachers are effectively included in CBC implementation through training, active engagement, dialogue with stakeholders, and contributing to local school issues.]	42	9.7%	45.7%	4
. [h] Pupils are effectively included through training, active engagement, dialogue with stakeholders, and contributing to CBC implementation in local schools.]	40	9.2%	43.5%	6
. [I] They is effective communication between county education office leaders, local school heads, teachers, parents, pupils, and stakeholders ensures successful implementation of the CBC program.]	39	9.0%	42.4%	7
[j] Outline how stakeholders are involved in CBC implementation in local schools engage in dialogue to ensure effective programs align with government requirements and directives.]	1	0.2%	1.1%	11
[k] Outline how all stakeholders actively engaging in CBC implementation in local schools, ensuring effective programs align with government requirements and directives for effective running and teaching.]	1	0.2%	1.1%	11

[l) Are all stakeholders effectively empowered to ensure effective implementation of CBC in local schools, ensuring effective programs align with government requirements and directives for effective running and teaching?]	1	0.2%	1.1%	
[m) Outline how the school has established cultural identity for stakeholder participation in CBC program implementation, aligning with government requirements and directives for effective running and teaching.]	63	14.5%	68.5%	11
				2
Total	435	100%	472.8%	

#### 4.5.2 Using an average response rate, to estimate the level of participatory communication in private institutions in the Kasarani sub-county.

The study investigated the utilization of participatory communication by private schools by use of mean readings indicated that the range of 1-1.8 was characterized as being extremely low, while the range of 1.81-2.6 was classified as low. The range of 2.61-3.4 was considered moderate, whilst the range of 3.41-4.2 was deemed high. Lastly, the range of 4.21-5 was categorized as extremely high as presented in Table 4.4.

The results indicated that approximately  $33\frac{1}{3}\%$  of the respondents, specifically four out of the twelve responses, reported a significant utilization of participatory communication in the implementation of competency-based curriculum. At the highest level, with a mean of 4.06 and a standard deviation of 1.291, the participants expressed the belief that all relevant parties were adequately empowered to facilitate the successful implementation of the Competency-Based Curriculum (CBC) in local educational institutions. This empowerment extended to ensuring that educational programs effectively align with government regulations and directives, thereby promoting efficient management and instructional practices. At the level of  $M=3.72$  ( $SD=1.389$ ), the respondent expressed their belief that stakeholders are engaged in the implementation of CBC in local schools through discourse, with the aim of ensuring that effective programs are in line with government regulations and instructions. At the third high level, characterized by a mean ( $M$ ) of 3.53 and a standard deviation ( $SD$ ) of 1.839, the respondent asserts that all

stakeholders were sufficiently engaged in the implementation of the Competency-Based Curriculum (CBC) at their respective local school. In addition, they proposed that all relevant stakeholders possessed sufficient resources to make meaningful contributions to the implementation of the Competency-Based Curriculum (CBC) at the local school. At the fourth highest level, with a mean (M) of 3.19 and a standard deviation (SD) of 1.698, the respondents expressed the view that effective training and the involvement of various stakeholders, such as parents, teachers, school heads, and county education offices, are essential in promoting empowerment, dialogue, and effective participation in the implementation of the Competency-Based Curriculum (CBC) in local schools. The survey revealed that about one-third ( $33\frac{1}{3}\%$ ) of the respondents in Kasarani subcounty employed participatory communication and stakeholder involvement in the implementation of a competency-based curriculum inside private schools. All relevant parties were given the necessary authority, involvement, and resources to make meaningful contributions. The promotion of empowerment and discussion was facilitated by the implementation of effective training and inclusion strategies.

Out of the twelve responses,  $41\frac{2}{3}\%$  expressed the opinion that there is a reasonable level of participatory communication utilized in stakeholder involvement throughout the implementation of competency-based curriculum in private schools, particularly at the highest moderate level. With a mean of 2.98 and a standard deviation of 1.103, the participants who agreed expressed their views on the active involvement of all stakeholders in the implementation of CBC in local schools. They emphasized the importance of ensuring that the programs are in line with government standards and directives to facilitate effective management and teaching practices. In another instance, the respondents, with a mean value of 2.83 and a standard deviation of 1.401, indicated that instructors actively engage in the implementation of the Competency-Based

Curriculum (CBC) in local schools. This active involvement is achieved through communication with principals, which serves to ensure an efficient implementation process. Furthermore, when considering a mean (M) of 2.77 and a standard deviation (SD) of 1.476, it can be observed that the assenter's proposed pupils are successfully incorporated into the educational system by various means such as training, active involvement, engaging in communication with relevant parties, and actively contributing to the development of the Competency-Based Curriculum (CBC) in nearby schools. In another instance, the informant proposed that the presence of efficient communication among county education office officials, local school heads, teachers, parents, children, and stakeholders is crucial for ensuring the successful implementation of the Competency-Based Curriculum (CBC) program. The mean (M) for this instance was 2.75, with a standard deviation (SD) of 1.554. At a different time, when the mean (M) was 2.75 and the standard deviation (SD) was 1.554, there existed a successful form of communication among many individuals involved in the county education office, including leaders, local school administrators, teachers, parents, students, and other relevant stakeholders. With a mean (M) of 2.66 and a standard deviation (SD) of 1.627, it was suggested that parents who agreed with the proposal were successfully included into the execution of the CBC program. This was achieved through various strategies such as training, active involvement, engaging in communication with stakeholders, and actively contributing to problem-solving efforts. In summary, the study revealed that about five-twelfth ( $41\frac{2}{3}\%$ ) of the respondents expressed a moderate level of agreement on the utilization of participatory communication for engaging stakeholders in the implementation of competency-based curriculum within private schools. It is widely held that all relevant parties are actively involved, including teachers who actively participate, and parents who are effectively incorporated into the process.

Participant involvement in competency-based curriculum implementation in selected private schools in Kasarani sub-county was only observed in three out of twelve instances, accounting for 25% of the cases, at low to extremely low levels of implementation. Participants in the study reported that participative communication with stakeholders was low to extremely low during this procedure. Teachers play an important role in the success of the CBC (Competency-Based Curriculum) implementation by actively participating in training programs, engaging in meaningful dialogue with stakeholders, and contributing to local school affairs. With a mean score of 2.33 and a standard deviation of 1.038, the average level of teacher involvement in these activities was determined to be quite low. Similarly, with a standard deviation of 0.932, the average level of teacher contribution to local school concerns was discovered to be 2.26. All stakeholders involved in the implementation of the Competency-Based Curriculum (CBC) at our local school communicate effectively. Teachers have participated actively in the CBC implementation process through training, conversation with stakeholders, and contributions to local school concerns. Finally, the assenter observed that their local school actively fosters dialogue, involvement, and empowerment to effectively implement the Competency-Based Curriculum (CBC), with a mean (M) of 1.53 and a standard deviation (SD) of 0.655. This strategy guarantees that stakeholders are empowered and on the same page as government policy. Parents have an active role in discussions about the implementation of the Competency-Based Curriculum (CBC). According to the survey results, a significant proportion (25%) of respondents from schools in Kasarani subcounty noticed a lack of participative communication and stakeholder involvement throughout the implementation of the competency-based curriculum.



In aggregate, 75% of respondents agreed that there was a high to moderate level of participatory communication, while only 25% indicated a low to extremely low level of participatory communication. As a result of these findings, the study concluded that stakeholder engagement in participatory communication in Kasarani local schools ranged from high to extremely low.

**Table 4.4: Explore participatory communication in Kasarani subcounty private institutions for stakeholder engagement in competency-based curriculum implementation.**

	Mean	SD	Rank	Remark
[a] There is adequate communication between every group involved at all levels of CBC implementation in our local school.	2.26	.932	11	Low
[b] All stakeholders are adequately involved in the implementation of CBC at our local school. Everyone involved is adequately equipped to contribute effectively to the CBC implementation at the local school.	3.53	1.839	3	High
[c] School promotes dialogue, participation, and empowerment for effective implementation of CBC, ensuring stakeholder empowerment and alignment with government policies. Parents actively participate in discussions on implementing CBC in their local school.	1.53	.655	12	Extremely low
[d] Teachers actively participate in implementing CBC in local schools through dialogue with principals, ensuring efficient implementation.	2.83	1.401	6	Moderate
[e] They is effective training and inclusion of stakeholders, including parents, teachers, and school heads, with county education offices, promote empowerment, dialogue, and effective participation in implementing CBC in local schools.	3.19	1.698	4	High
[f] Parents are effectively included in CBC implementation through training, active engagement, dialogue with stakeholders, and contributing to problem-solving.	2.66	1.627	9	Moderate
[g] Teachers are effectively included in CBC implementation through training, active engagement, dialogue with stakeholders, and contributing to local school issues.	2.33	1.038	10	Low
[h] Pupils are effectively included through training, active engagement, dialogue with stakeholders, and contributing to CBC implementation in local schools.	2.77	1.476	7	Moderate
[I] They is effective communication between county education office leaders, local school heads, teachers, parents, pupils, and stakeholders ensures successful implementation of the CBC program.	2.75	1.554	8	Moderate
[j] Outline how stakeholders are involved in CBC implementation in local schools engage in dialogue to ensure effective programs align with government requirements and directives.	3.72	1.389	2	High
[k] Outline how all stakeholders actively engaging in CBC implementation in local schools, ensuring effective programs align with government requirements and directives for effective running and teaching.	2.98	1.103	5	Moderate
[l] Are all stakeholders effectively empowered to ensure effective implementation of CBC in local schools, ensuring effective programs align with government requirements and directives for effective running and teaching?	4.06	1.291	1	High

#### **4.5.3 Opinion of the interviewee on how Participatory communication facilitated competency-based curriculum implementation in Kasarani subcounty private schools.**

When the sixteen participants were requested to furnish details pertaining to the execution of the CBC curriculum, the utilized communication strategy, and the degree of stakeholder involvement. Participation in one's local educational institution. Eight of them average. English and Kiswahili are the primary languages used for both written and spoken communication, serving as effective ways of communication that are widely understood by all parties involved. The remaining six individuals expressed their perspective that during the process of project planning, it is crucial to have clearly defined objectives, identify the scope of the curriculum, and determine the budget. Moreover, these regular updates can be perceived as a manifestation of efficient communication from the project management team to educators and other relevant stakeholders, according to their perspective. Also, two participants assert that there were documentation and feedback mechanisms, and all relevant parties, such as senior management, regulatory authorities, teachers, parents, and learners, were actively engaged in the process. However, one participant concurred that the communication was effective, however they did not provide further clarification on the specific methods employed.

On the effective communication strategies employed among all stakeholders involved in the implementation of the Competency-Based Curriculum (CBC) in local schools. All 16 participants reported that they possessed effective communication skills. However, nine participants expressed the view that effective communication entails the presence of open channels that enable stakeholders to inquire, offer feedback, or express concerns. However, two additional individuals expressed their opinions. Online communication has undergone significant advancements, enabling learners to register through online platforms, while teachers utilize

portals to access and download tests and other educational resources. The final grades are accessible via the web platform after all assessments have been uploaded.

#### **4.6 Private schools in the Kasarani sub-county working with local stakeholders to implement a competency-based education program.**

This part focused on how private schools in the Kasarani subcounty involve and collaborate with local stakeholders in implementing a competency-based education program.

##### **4.6.1 Determine how involved stakeholders in the private schools of the Kasarani sub county are in involved in competency-based curriculum.**

A total of 125 participants provided responses regarding the level of involvement exhibited by stakeholders of private schools in Kasarani sub county in relation to the competency-based curriculum. Out of these respondents, 96 responses representing 100% of the sample, were provide. At the most prevalent frequency of 42 (43.8%), the respondents indicated that stakeholders engage in collaborative efforts to implement CBC in local schools, hence assuring the effectiveness of programs in alignment with government rules and instructions through effective communication. Out of the 96 responses provided by the respondents in this area, a frequency of 31(32.3%) indicated that the stakeholders were actively engaged in the implementation of the Competency-Based Curriculum (CBC) in local schools. Besides, it was observed that responses comprising 21 individuals (21.9% of the total sample), opined they was sufficient level of empowerment to effectively facilitate the implementation of the Competency-Based Curriculum (CBC) inside local schools . In two instances, occurring at a very low frequency of 1% each, respondents expressed that the school's initiatives for cultural identity and stakeholder involvement in the Competency-Based Curriculum (CBC) program were beneficial. likewise, stakeholders were found to actively contribute in the implementation

of the CBC in local schools. The low frequency seen in this study suggests that two phenomena, namely school initiatives for cultural identity and stakeholder engagement in the CBC program, were found to be effective. However, it is noteworthy that there was a substantial absence of stakeholder collaboration in implementing the Competency-Based Curriculum, since just one response (1%) was provided. Additionally, the responses had a wide range, spanning from 43.8% to 1%. Notably, the first three responses fell within the range of 43.8% to 21.9%, accounting for a proportion of 96 responses. This finding suggests that the majority of respondents, comprising 94 individuals (98% of the total), expressed their opinion at the maximum frequency observed for this particular area. The stakeholders are engaged in active collaboration and possess sufficient empowerment to effectively participate in the implementation of Competency-Based Curriculum (CBC) in local schools. This finding suggests that a significant proportion of individuals (78.1% to 56.2%) did not perceive this phenomenon as a reality, as they did not express their opinion on the matter. This implies that most of the respondents did not observe this phenomenon. See table 4.5.

**Table 4.5: Determine how involved Kasarani sub county private school stakeholders are in competency-based curriculum.**

Responses	N	Percent	Rank
[a) Stakeholders collaborate on implementing CBC in local schools, ensuring effective programs comply with government regulations and instructions through communication.	42	43.8%	1
. [b) The stakeholders are actively involved in the implementation of CBC in local schools, ensuring that the programs are effective and in line with government regulations and directions for efficient management and instruction.	31	32.3%	2
[c) Are stakeholders adequately empowered to enable the successful implementation of Competency-Based Curriculum (CBC) in local schools, thereby ensuring that the programs successfully match with government criteria and directions for efficient management and teaching?	21	21.9%	3
[d) Are the school strategies for cultural identity and stakeholder engagement in CBC program effective and align with government mandates for effective educational institution operation and instruction.	1	1.0%	4
. [e) Exhaustively outline how stakeholders collaborate on implementing Competency-Based Curriculum (CBC) in local schools, ensuring compliance with government regulations, and aligning with cultural identity strategies.	1	1.0%	4
Total	96	100.0%	

#### **4.6.2 Using an average response rate, to estimate the level of stakeholder participation in private schools in the Kasarani sub-county.**

Besides, the researchers utilized a Likert scale questionnaire to determine the level of stakeholders' engagement in the implementation of a competency-based curriculum at private schools located in the Kasarani subcounty. The study employed a mean values (M) scale to illustrate various levels of measurement. In particular, the numerical interval of 1-1.8 was designated as falling under the category of extremely low, while the range of 1.81-2.6 was classed as low. Similarly, the interval of 2.61-3.4 was categorized as moderate, whilst the range of 3.41-4.2 was considered high. Lastly, the numerical interval of 4.21-5 was labeled as extremely high. The results have been displayed in Table 4.6

The results showed that out of five (20%) instances of responses only was cited as being high level of stakeholder engagement that stakeholders collaborate on implementing Competency-Based Curriculum (CBC) in local schools, ensuring compliance with government regulations, and aligning with cultural identity strategies with a  $M=3.73$ ,  $SD =1.322$ . Three out of five responses (60%) identified that they were a moderate level of stakeholder engagement. With a  $M=3.30$ ,  $SD=1.251$  opined that they is a school strategies to ensure cultural identity and stakeholder engagement in CBC program effective and align with government mandates for effective educational institution operation and instruction. Also, at  $M= 2.91$   $SD=1.270$  the respondent opined stakeholders are adequately empowered to enable the successful implementation of Competency-Based Curriculum (CBC) in local schools, thereby ensuring that the programs successfully match with government criteria and directions for efficient management and teaching. Also, at  $M=2.91$ ,  $SD =1.270$  the aver stakeholders adequately empowered to enable the successful implementation of Competency-Based Curriculum (CBC) in local schools, thereby ensuring that the programs successfully match with government criteria and directions for efficient management and teaching Lastly at the moderate level with  $M=2.65$ ,  $SD =1.246$  the assenter mooted stakeholders were actively involved in the implementation of CBC in local schools, ensuring that the programs are effective and in line with government regulations and directions for efficient management and instruction.. Only in one instant 20% at  $M=2.16$ ,  $SD =.995$  did the responders opine that the low stakeholders collaborate on implementing CBC in local schools, ensuring effective programs comply with government regulations and instructions through communication.

In summary, the study found that 20% of respondents reported high stakeholder engagement in implementing Competency-Based Curriculum (CBC) in local schools, ensuring compliance with government regulations and cultural identity strategies. 60% identified moderate engagement, with stakeholders adequately empowered for successful implementation. Only 20% reported low stakeholder collaboration, indicating communication issues.

**Table 4.6: Assess stakeholder participation in competency-based curriculum implementation in Kasarani sub county private schools.**

	Mean	SD	Rank	Remark
[a] Stakeholders collaborate on implementing CBC in local schools, ensuring effective programs comply with government regulations and instructions through communication.	2.16	.995	5	Low
[b] Stakeholders are actively involved in the implementation of CBC in local schools, ensuring that the programs are effective and in line with government regulations and directions for efficient management and instruction.	2.65	1.246	4	Moderate
[c] Stakeholders adequately empowered to enable the successful implementation of Competency-Based Curriculum (CBC) in local schools, thereby ensuring that the programs successfully match with government criteria and directions for efficient management and teaching	2.91	1.270	3	Moderate
[d] They is school strategies for cultural identity and stakeholder engagement in CBC program effective and align with government mandates for effective educational institution operation and instruction.	3.30	1.251	2	Moderate
[e] Stakeholders collaborate on implementing Competency-Based Curriculum (CBC) in local schools, ensuring compliance with government regulations, and aligning with cultural identity strategies.	3.73	1.322	1	High

#### **4.6.3 Interviewee perspectives on Kasarani subcounty private schools working with stakeholders to build competency-based curriculum.**

This study examines the active engagement of various stakeholders, such as parents, children, and teachers, in internal communication processes, with a specific focus on their significant

contributions to the implementation of the Competency-Based Curriculum inside local schools. 7 of the respondents opined sharing ideas, providing materials needed obeying instructions (pupils), effectively giving instructions (Teachers). An additional five individuals affirm that they maintained the same viewpoint. Meetings, whether conducted in person or online, have the potential to frequently facilitate productive talks. Portals serve as advantageous platforms for facilitating efficient communication and facilitating the creation and dissemination of material, such as manuals and guides, which aid stakeholders in comprehending the newly implemented system. One participant suggested that they had an active role. All relevant parties, encompassing parents, children, and instructors, possess the capacity to actively participate in internal communication and make valuable contributions towards the execution of the Competency-Based Curriculum in their respective local educational institutions.

This inquiry pertains to the strategies and initiatives that have been established to facilitate the involvement and empowerment of various stakeholders, such as parents, children, and teachers, to actively participate and make valuable contributions towards the successful implementation of the Competency-Based Curriculum within local educational institutions. Ten respondents expressed their preference for utilizing locally accessible resources as a means of reducing costs. Additionally, they suggested involving parents in the creation of certain educational materials rather than purchasing them. To ensure effective communication with all stakeholders, respondents recommended utilizing pupils' diaries, newsletters, and parent meetings. Furthermore, they proposed the sharing of teaching and learning aids among students who are unable to afford them, as well as seeking financial support from sponsors.



Furthermore, in relation to the empowerment of teachers through training, the majority of respondents (about 11 individuals) expressed their efforts to align with the requirements of the new educational system. These efforts included the establishment of school science laboratories, computer laboratories, practical involvement of students, and the promotion of learner-centered instruction. The local school employs strategies to ensure the active participation of stakeholders, including parents, children, and community members, in decision-making processes.

Teachers play a vital role in actively engaging and making valuable contributions to the execution of the task at hand.

The implementation of a competency-based curriculum within educational institutions. Eight participants suggested that lowering costs, utilizing locally accessible resources, and including them in the decision-making process were important factors to consider. Additionally, an additional four participants expressed their utilization of diaries as a means for teachers to contact with parents. It is incumbent upon the parents to compose their criticism and affix their signatures to the journals. Moreover, they are actively engaging parents in the everyday activities involving their children and organizing annual exhibitions.

The participants additionally delineate the involvement of Stakeholders, such as parents, children, and teachers, in the implementation of the Competency-Based Curriculum within local schools, thereby ensuring their significant engagement and contribution. Eight participants expressed their perspective on the availability of learning and teaching resources, as well as the utilization of locally accessible materials. Additionally, an additional four individuals expressed agreement on the matter. Parents provide the necessary assistance to cultivate the emerging system. Parents play a crucial role in the provision of both tangible resources and financial support necessary for the acquisition of required materials by their children. Educators

demonstrate their dedication by engaging in various activities with students, such as conducting online searches for information and instructional videos, as well as procuring more materials related to the Competency-Based Curriculum (CBC). Additionally, they actively arrange and facilitate frequent seminars to enhance awareness and understanding among learners.

The study examined the interviewees' perspectives on their institution's support for stakeholders, such as parents, children, and teachers, as well as their meaningful involvement in the implementation of the Competency-Based Curriculum in local schools. Fifty percent of the respondents expressed the view that their institution's level of support for stakeholders, encompassing parents, children, and teachers, as well as their meaningful involvement, was deemed to be moderate. Five participants expressed their consensus that the institution has provided comprehensive support for the Competency-Based Curriculum (CBC). This assistance includes funding for fieldwork activities and organizing educational excursions that facilitate the implementation of CBC activities. These activities encompass swimming exercises for physical education sessions, among other options. Another participant expressed their viewpoint that their institution was actively engaged in providing support for stakeholders.

On how their organization enforces policies to ensure active engagement of all parties, in conversation, and significant contributions to the implementation of the Competency-Based Curriculum in local schools. According to 7 respondents, their policy is to encourage everyone to fully participate regardless of the circumstance. Five more respondents said they consistently involve parents in policy enforcement by supplying resources and pertinent data. In addition, 4 more respondents stated that they prioritize feedback from various stakeholders to ensure stakeholder empowerment for CBC implementation in local schools through participatory communication and participation at all levels. Additionally, three more people proposed that

teachers evaluate themselves after each lesson, while students provide feedback more frequently always involving the parents.

All respondents responded that they reach out to individual parents through letters, reminders, and phone calls when asked to describe how they promote stakeholder empowerment for CBC implementation in local schools through participatory communication and broad engagement at all levels. Everybody's suggestions and opinions are welcomed and debated to determine which ones are the finest by establishing open lines of contact on how their CBC Guidelines guarantee all-inclusive conversation for everyone at all levels.

All respondents who identified themselves as stakeholders acknowledged that they did so, but none of them explained specifically how their CBC Guidelines facilitate inclusive conversation at all levels. They provided impartial training when asked if they have standardized methods for empowering stakeholders in adopting CBC at nearby schools. Additionally, kids' daily diaries are used for discussions between teachers and parents. There are also infrequent gatherings of the learner, the teacher, and the guardian. Additionally, three assenters expressed their opinion that they should guarantee that every learner is exposed to the same teaching methods and programs.

In relation to the commitment of stakeholders in their respective schools towards the implementation of the Competency-Based Curriculum (CBC), participative communication, and widespread engagement, seven respondents indicated that their schools demonstrated dedication through various measures. These measures included the recruitment of trained teachers, provision of all necessary teaching and learning aids, strict adherence to the CBC syllabus, and maintenance of well-organized records. Three further participants affirm that the educational institution is dedicated to employing all accessible resources in order to bolster the implementation of the novel curriculum framework and deliver optimal instruction to the student

body. Furthermore, two additional individuals agreed that active engagement and a positive perspective are crucial.

The maintenance of stakeholder involvement in the implementation of competency-based curriculum is achieved through effective communication and engagement. All respondents expressed their agreement with the notion that a process incorporating responsive feedback and follow-up actions is essential in this regard. Six respondents indicated the utilization of continuous feedback and questionnaires. Three additional respondents were identified through the implementation of regular sessions that incorporated relevant activities.

The implementation of initiatives via participatory communication and extensive engagement. Four individuals expressed their appreciation for the contributions made by all parties and proposed the organization of training sessions. In addition, an additional five recommendations were proposed via online platforms and portals, along with instructional resources tailored for students, educators, and parents. Additionally, two additional participants suggested that the government should enhance the availability of competency-based curriculum materials, as they pose a significant burden for many parents.

#### **4.7 Challenges that arise when attempting to employ participation communication to guarantee stakeholder involvement in the rollout of a competency-based curriculum.**

This section examines the issues that arise when implementing participatory communication strategies to ensure stakeholder engagement in the implementation of a competency-based curriculum.

#### **4.7.1 Challenges in using participation communication to involve stakeholders in competency-based curriculum implementation.**

The respondent, when asked about the problems of utilizing participatory communication to engage stakeholders in the implementation of a competency-based curriculum, provided a total of 116 responses, accounting for 100% of the participants. These responses are presented in Table 4.7, with a range varying from 0.9% to 45.7%. At the peak response rate of 53 (45.7%), they expressed concerns regarding the adequacy of empowering stakeholders to effectively implement the Competency-Based Curriculum (CBC) in local schools. This is crucial for ensuring alignment with government standards and guidelines, which are essential for efficient administration and instruction at the secondary level. Two responses, each with a rate of 21 (18.1%), were given by the participants. These responses highlighted two main challenges.

Firstly, there are difficulties in aligning school initiatives for cultural identity and stakeholder participation in the Competency-Based Curriculum (CBC) program with government mandates for effective operation and instruction in educational institutions. Secondly, stakeholders face challenges when actively involved in implementing the CBC in local schools, as they strive to ensure the effectiveness of the programs and compliance with government regulations and directives for efficient administration and instructional practices. likewise, it was observed that 20 out of the 116 respondents (17.2%) expressed their opinion regarding the obstacles faced in the realm of participatory communication among stakeholders engaged in the execution of the Competency-Based Curriculum (CBC) within local educational institutions. Lastly, one(1) respondent (0.9%) expressed the opinion that stakeholders have difficulties when it comes to adopting CBC in local schools. The present study's findings indicate that stakeholders encounter difficulties when it comes to the implementation of the Competency-Based Curriculum (CBC) in local schools. These issues encompass the need for alignment with government rules,

preservation of cultural identity, and the establishment of participatory communication. Despite concerted attempts to assure effectiveness and efficiency, these obstacles persist.

**Table 4.7: Challenges of employing participation communication to involve stakeholders in competency-based curriculum implementation.**

Responses	N	Percent	Percent of Rank Cases
Stakeholders face challenges in implementing CBC in local schools.	1	0.9%	1.6%
[b) The stakeholders encounter challenges when actively engaged in the implementation of Competency-Based Curriculum (CBC) in local schools, aiming to ensure the efficacy of the programs and adherence to government regulations and directives for efficient administration and instructional practices.	21	18.1%	33.3%
They are challenges in empowering stakeholders sufficiently to facilitate the effective implementation of the Competency-Based Curriculum (CBC) in local schools, thereby guaranteeing alignment with government standards and guidelines for efficient administration and instruction?]	53	45.7%	84.1%
There exist challenges pertaining to the alignment of school initiatives for cultural identity and stakeholder participation in the CBC program with government mandates for effective operation and instruction within educational institutions.	21	18.1%	33.3%
They are challenges encountered in participatory communication among stakeholders involved in the implementation of the Competency- Based Curriculum (CBC) in local schools.	20	17.2%	31.7%
Total	116	100.0%	184.1%

#### **4.7.2 Using an average response rate, estimate the difficulties encountered by respondents from private institutions in the Kasarani sub-county**

The research also employed a Likert scale to examine the challenges found in adopting participatory communication to facilitate stakeholder engagement in the implementation of a competency-based curriculum. Once again, the utilization of a scale consisting of mean values

(M) was employed to demonstrate different levels of measurement. The chosen categorization scheme for the interval of 1-1.8 was categorized as "extremely low," whilst the interval of 1.81-2.6 was characterized as "low." The interval from 2.61 to 3.4 was designated as "moderate," whilst the interval from 3.41 to 4.2 was defined as "high." Finally, the interval of 4.21-5 was classified as "exceptionally elevated." The findings have been presented in Table 4.8

The study revealed that all four challenges examined were found to be of moderate intensity, with a prevalence rate of 100%. While considering a specific value of  $M = 3.90$  and a standard deviation of  $SD = 1.304$ . The respondent proposed or suggested. The implementation of competency-based curriculum (CBC) in local schools presents many problems for stakeholders. At a mean (M) of 3.30 and a standard deviation (SD) of 1.303, it is acknowledged that there are problems regarding the synchronization of school activities for cultural identity and stakeholder participation in the CBC program with government mandates for successful operation and instruction within educational institutions. In addition, at a mean value of 3.14 and a standard deviation of 1.266, the participant expressed their perspective on the difficulties faced by stakeholders during the active implementation of the Competency-Based Curriculum (CBC) in schools at the local level. These challenges are centered around the objective of ensuring the effectiveness of the programs and compliance with government regulations and directives, in order to facilitate efficient administration and instructional practices. At the fourth level of moderation, with a mean (M) of 2.63 and a standard deviation (SD) of 0.857, the respondent asserts that they encountered difficulties in participative communication among the stakeholders involved in the implementation of the Competency-Based Curriculum (CBC) in local schools. Finally, in the fifth position with a mean (M) of 2.18 and a standard deviation (SD) of 1.088, the individuals who agreed expressed their belief that there exist difficulties in adequately

empowering stakeholders to enable the successful execution of the Competency-Based Curriculum (CBC) in schools at the local level. This, in turn, ensures conformity with the established government standards and guidelines for the purpose of efficient administration and instruction.

In conclusion, the research reveals that stakeholders face modest challenges in the implementation of the Competency-Based Curriculum (CBC) inside local educational institutions. The main obstacles are centered on the necessity to conform to government regulations, encourage active involvement, facilitate participatory communication, and empower stakeholders to ensure program effectiveness and compliance with official standards. Besides, it is worth mentioning that no challenges were identified as having a high, extremely high, extremely low, or low level of assessment. All challenges were of moderate intensity, as indicated to the respondent.

**Table 4.8: To identify the roadblocks encountered when participation communication is used to assure stakeholder involvement in the implementation of competency-based curriculum.**

Challenges	Mean	SD	Rank	Remark
Stakeholders face challenges in implementing CBC in local schools.	3.90	1.304	1	High
The stakeholders encounter challenges when actively engaged in the implementation of Competency-Based Curriculum (CBC) in local schools, aiming to ensure the efficacy of the programs and adherence to government regulations and directives for efficient administration and instructional practices.	3.14	1.266		Moderate
They are challenges in empowering stakeholders sufficiently to facilitate the effective implementation of the Competency-Based Curriculum (CBC) in local schools, thereby guaranteeing alignment with government standards and guidelines for efficient administration and instruction	2.18	1.088	3	Moderate
There exist challenges pertaining to the alignment of school initiatives for cultural identity and stakeholder participation in the CBC program with government mandates for effective operation and instruction within educational institutions.	3.30	1.303	5	Moderate
The experienced challenges in participative communication among stakeholders involved in the implementation of the Competency- Based Curriculum (CBC) in local schools..	2.63	.857	2	Moderate
			4	



#### **4.7.3. Interviewee perception on the problems they face in relation to participation communication and involvement of stakeholders in competency-based curriculum implementation at their local school**

The individual being interviewed, in response to inquiries regarding the challenges associated with employing participatory communication methods to involve stakeholders in the execution of a competency-based curriculum. The individuals expressed their belief that it was of utmost importance to ensure conformity with governmental standards and rules, as they are indispensable for effective management and education at the secondary level. Seven respondents expressed concerns about the issues associated with harmonizing school initiatives for cultural identity and stakeholder participation in the Competency-Based Curriculum (CBC) program with government mandates for effective operation and instruction in educational institutions. Four additional participants highlighted the difficulties that stakeholders encounter when they actively participate in the implementation of the Competency-Based Curriculum (CBC) in local schools.

These challenges revolve around their efforts to ensure the efficacy of the programs and adherence to government regulations and directives for efficient administration and instructional practices. Similarly, eight participants articulated their perspective on the multiple challenges encountered in the domain of participative communication among stakeholders involved in the implementation of the Competency-Based Curriculum (CBC) inside their respective educational institutions. Finally, most respondents unanimously agreed and indicated that all stakeholders face challenges in the implementation of the Competency-Based Curriculum (CBC) inside local educational institutions. The concerns pertain to the necessity of adhering to governmental regulations, safeguarding cultural heritage, and fostering inclusive forms of communication. Notwithstanding diligent efforts to ensure efficacy and efficiency, these impediments endure. The primary cause of this situation can be attributed to inadequate allocation of resources and

ineffective planning processes at all organizational levels. Consequently, there has been a significant decrease in the dissemination of information to all relevant parties, leading to a subsequent decline in stakeholder engagement. All individuals universally express dissatisfaction when they are not provided with adequate treatment by government offices. The education office prioritizes the allocation of resources, instruction, and implementation of the Competency-Based Curriculum (CBC) program in county and government schools. However, private schools are expected to independently determine their own strategies for resource allocation and training of stakeholders. The observation suggests that the implementation of participatory communication among many stakeholders, including teachers, parents, and students, may be slightly delayed. However, they additionally said that they consistently surmount and adhere to the governmental criteria, however they perceived that this diminished their efficacy. It is recommended that all schools in Kasarani incorporate training for individuals, with the exception that private schools are required to pay for such training.

As per their statement, they exclusively receive instructions to execute their own initiatives when the government arranges for experts to provide training to their colleagues in public schools at the sub-county level. The individuals express their dissatisfaction with the perceived inequity and suggest that they should have the opportunity to participate in the enterprise and training initiatives, even if they must bear the associated expenses. This would enable them to stay updated on the implementation of the Competency-Based Curriculum (CBC) and ensure that they possess accurate information, thereby enhancing their effectiveness. Their proposal further emphasizes the importance of involving all stakeholders in the implementation process and emphasizes the need for effective and inclusive participatory communication strategies.

Comparison of how to use regression analysis.

The study assessed the level of participatory communication ( $Y_n$ ) as an independent variable in relation to stakeholder participation ( $X_1$ ) and the difficulties encountered during the implementation of CBC in the local school ( $X_2$ ). The purpose was to determine the relationship between these variables, expressed as  $Y_n = X_1 + X_2 + C$ , where C represents a constant in the equation. The findings were as follows.

Multiple regression analysis was used to test if stakeholders' participation and the challenges faced when participation communication significantly influenced participatory communication level. The results of the regression indicated the two predictors explained 84.1 % of the variance ( $R^2=.843$ ,  $F(2,122) = 327.794$ ,  $p<.01$ ). It was found that stakeholder participation ( $X_1$ ) ( $\beta = .809$ ,  $p<.001$ ), did significantly influence participatory communication ( $Y_n$ ) as did and the difficulties encountered during the implementation of CBC in the local school ( $X_2$ ) ( $\beta = .155$ ,  $p=.001$ ). See table 4. 9 and 4.10

**Table 4.9: The model summary depicts the relationship between participatory communication and stakeholder participation and challenges.**

	R	R Square	Adjusted R Square	Std Error of the estimate	R Square Change	F Change	df <sub>1</sub>	Df <sub>2</sub>	Sig. F Change
1	.918 <sup>a</sup>	.843	.841	.41043	.843	327.794	2	122	.000

The study concludes the relationship between participatory communication ( $Y_n$ ) as an independent variable in relation to stakeholder participation ( $X_1$ ) and the difficulties encountered during the implementation of CBC in the local school ( $X_2$ ) in the form  $Y_n = X_1 + X_2 + C$  can be written as form  $Y_n = .808 X_1 + .172 X_2$ . Where we did not include the  $C = -.210$

because ( $\beta = -1.590$ ,  $p = .114$ ) was greater than .05. This means one unit change of  $Y_n$  is influenced by .808 of  $X_1$  and .172 of  $X_2$ . Together they explained 84.1 % of the variance.

**Table 4.10: The coefficient indicates the relationship between stakeholder participation and problems and participatory communication.**

Model	Unstandardized Coefficients	Standardized Coefficient	t	Sig.	95.0% Confidence Interval for B	
					Lower Bound	Upper Bound
1	(Constant)					
	-.210		-1.590	.114	-.471	.051
	$X_1$	.809	17.057	.000	.714	.902
	$X_2$	.155	3.273	.001	.068	.277

#### 4.8 Summary of findings

1. The study found that 16.1% of respondents in Kasarani sub-county schools actively foster dialogue, engagement, and empowerment for competency-based curriculum implementation, suggesting a need for more active stakeholder involvement.
2. The results showed that 33 $\frac{1}{3}$ % of respondents reported significant utilization of participatory communication, with four out of twelve respondents believing all relevant parties were adequately empowered to facilitate the successful implementation.
3. The study also found that all relevant parties were sufficiently engaged in the implementation of the Competency-Based Curriculum (CBC) at their respective local school.
4. The study also found that 41 $\frac{2}{3}$ % of respondents expressed a moderate level of agreement on the utilization of participatory communication for engaging stakeholders in the implementation of the CBC.

5. However, only 25% of respondents observed a lack of participatory communication and stakeholder involvement during the implementation of the CBC.
6. In total, 75% of respondents agreed on a high to moderate level of participatory communication, with only 25% indicating a low to extremely low level.
7. Out of the 96 responses provided by the respondents in this area, a frequency of 31 (32.3%) indicated that the stakeholders were actively engaged in the implementation of the Competency-Based Curriculum (CBC) in local schools.
8. In two instances, occurring at a very low frequency of 1% each, respondents expressed that the school's initiatives for cultural identity and stakeholder involvement in the Competency-Based Curriculum (CBC) program were beneficial.
9. The stakeholders are engaged in active collaboration and possess sufficient empowerment to effectively participate in the implementation of Competency-Based Curriculum (CBC) in local schools.
10. The study in Kasarani sub county found that 98% of stakeholders are actively engaged in implementing Competency-Based Curriculum in local schools, with only 0.1% recognizing this as reality.
11. The study found that 20% of respondents reported high stakeholder engagement in implementing Competency-Based Curriculum (CBC) in local schools, ensuring compliance with government regulations and cultural identity strategies. 60% identified moderate engagement, with stakeholders adequately empowered for successful implementation. Only 20% reported low stakeholder collaboration, indicating communication issues. Overall, the study highlights the importance of effective stakeholder engagement in implementing CBC.

12. The interviewee emphasizes stakeholder involvement in local schools' implementation of Competency-Based Curriculum, emphasizing sharing ideas, providing resources, effective teaching methods, parental involvement, financial support, and teacher empowerment.
13. Implementing a competency-based curriculum in educational institutions reduces costs, utilizes local resources, and involves parents in decision-making. Stakeholder commitment is demonstrated through recruitment, teaching aids, and effective communication.
14. The study reveals that stakeholders face challenges in implementing a competency-based curriculum in local schools. The main issues include aligning school initiatives for cultural identity with government mandates, actively participating in the program, and ensuring compliance with government regulations.
15. The study also found that 17.2% of respondents faced obstacles in participatory communication among stakeholders. Despite efforts to ensure effectiveness and efficiency, these obstacles persist.
16. The main challenges include conforming to government regulations, encouraging active involvement, facilitating participatory communication, and empowering stakeholders to ensure program effectiveness and compliance with official standards.
17. The interview revealed that stakeholders face challenges in implementing a competency-based curriculum, including adhering to governmental regulations, safeguarding cultural heritage, and fostering inclusive communication. Insufficient resource allocation and ineffective planning contribute to these issues.
18. Most of the respondents express dissatisfaction with government offices' prioritization of resource allocation and instruction and suggest that all schools in Kasarani should

incorporate training for stakeholders, with private schools being incorporated even if required they pay for it.

19. The study found that stakeholder participation significantly influenced participatory communication ( $Y_n$ ) and the difficulties encountered during the implementation of Competency-Based Curriculum(CBC) in a local school. The two predictors explained 84.1% of the variance, with stakeholder participation and CBC challenges accounting for a significant portion.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

### **5.1 Introduction**

This section provides a thorough examination of the results, supported by a discourse that is in line with the research aims. The investigation resulted in conclusions that clarified the relationship between the findings and the research questions. The suggestions were formulated based on the acquired results. Ultimately, the chapter underscored the necessity for further inquiry in particular domains.

### **5.2 Summary of Findings**

The present investigation was carried out with explicit objectives. The objective of this study is to examine the significance of participatory communication in enhancing stakeholder engagement in the implementation of competency-based curriculum changes within private schools located in the Kasarani sub-county. The study was conducted with the express aim of investigating the utilization of participatory communication in engaging stakeholders in the implementation of a competency-based curriculum in private schools located in the Kasarani subcounty. The present study aims to assess the extent of stakeholder engagement in the implementation of a competency-based curriculum within private schools in the Kasarani subcounty. Lastly, the study aimed to identify the problems encountered while employing participatory communication strategies to facilitate stakeholder engagement in the implementation of a competency-based curriculum.



### **5.2.1 Stakeholder participation in competency-based curriculum implementation in Kasarani sub-county private schools using participatory communication.**

According to the findings of the study, 16.1% of participants in Kasarani sub-county educational institutions are proactive in encouraging communication, engagement, and empowerment in order to adopt a competency-based curriculum. This means that 83.9% of respondents believed there was a need for enhanced stakeholder participation to improve the implementation process. 33.33% of participants indicated strong participation in participatory communication; however, 66.7% thought that participation was insufficient. Furthermore, four of the twelve respondents (33.3%) agreed that all essential stakeholders were appropriately empowered to support the process. As a result, 66.7% disagreed. Participatory communication was effective in involving stakeholders in the implementation of the Competency-Based Curriculum (CBC), according to 41.7% of participants. However, only 25% of respondents cited a lack of participatory communication and stakeholder participation during the CBC initiative's implementation.

These findings are consistent with the proposals of the Presidential Working Party on Education Reform (PWPER, 2023), which provides measures to improve education accessibility, quality, and relevance in Kenya. These suggestions address education, training, and research. The goal of competency-based education is to provide students with fundamental skills such as critical thinking, problem solving, and cooperation. Technology integration in educational settings can improve personalized learning, increase access to various resources, foster digital literacy, and improve communication and collaboration between students and educators.

Most respondents agreed with a high to moderate degree of participation communication, while a minority reported low to extremely low levels. A significant proportion of participants, 20%, showed notable stakeholder involvement in the implementation of the CBC, adhering to

governmental rules, and incorporating cultural identity techniques. A significant proportion of participants, 60%, reported moderate engagement, and stakeholders were sufficiently empowered.

The study also found that 17.2% of participants had challenges in engaging in interactive communication with various stakeholders. The involvement of stakeholders significantly impacts participatory communication and challenges faced during the execution of CBC within a specific educational institution, accounting for 84.1% of the variance. These results are in tandem with The Kenya Institute of Curriculum Development (KICD, 2019) strategies that support PE&E implementation, including stakeholder training, advocacy, and financial allocation.

### **5.2.2 How closely involved are stakeholders in Kasarani sub-county private schools' competency-based curriculum implementation.**

According to the findings of the study, all stakeholders were actively involved in the implementation of the Competency-Based Curriculum (CBC) in local educational institutions. Even though roughly 98% of Kasarani sub-county stakeholders were actively involved, barely 0.1% saw the implementation as a realistic reality. As a result, this finding indicated merely. Despite 98% of stakeholders being actively involved in the Kasarani sub-county, only 0.1% of participants in this study believed that all stakeholders were actively involved in the implementation of the Competency-Based Curriculum (CBC) at local educational institutions.

The findings emphasized the significance of stakeholder engagement in the implementation of the CBC, which includes idea exchange, resource provision, effective teaching methodologies, parental participation, financial support distribution, and teacher empowerment. Implementing a CBC lowers costs, makes better use of local resources, and incorporates parents in decision-

making. Recruitment methods, the utilization of teaching aids, and effective communication routes all exhibited stakeholder commitment. Notably, these data support Otieno's (2018) viewpoint. The formation of moral character, national patriotism, and a global mentality are all emphasized in value-based education. Volunteering in activities that offer benefits or improve welfare is what community service entails. Individuals can comprehend their civic responsibilities and contribute effectively to their local communities by acquiring information and skills through study. This strategy promotes a strong sense of national devotion as well as a global worldview.

According to UNESCO (2000) study, integrating Parental Engagement and Education (PE&E) promotes children's academic success by encouraging positive communication and cooperation between educators and parents. The CBC program's success is heavily reliant on parental empowerment and engagement. However, concrete definitions and techniques for defining and performing the roles of parents and the community in supporting holistic development and educational advancement are lacking.

However, the study discovered that stakeholders encountered challenges in coordinating educational activities connected to cultural identity with official mandates, active participation in the program, and conformity to government regulatory frameworks. The key concerns were the alignment of cultural identity educational efforts with government directives, active participation in the program, and adherence to government regulatory frameworks.

### **5.2.3. Which challenges arise when using participatory communication strategies to engage stakeholders in competency-based curriculum implementation?**

The key challenges are adhering to governmental rules, encouraging active participation, permitting interactive communication, and empowering stakeholders to ensure the program's efficacy and conformity to official requirements.

According to the findings of the interviews, stakeholders face challenges when implementing a competency-based curriculum. These concerns include the necessity to follow government regulations, the protection of cultural heritage, and the development of inclusive communication. Concerns are exacerbated by insufficient resource allocation and inefficient planning. This finding is consistent with Chepkonga's (2022), Mugambi and Chepkonga's (2022), Muchira et al. (2023), and PWPER's (2023) that participatory communication is an approach that allows community members to participate in decision-making processes relevant to their local region. It entails organizing, overseeing, and assessing transformational efforts. The Competency-Based Curriculum (CBC) is a new educational framework in Kenya that has been in use since 1985, replacing the 8-4-4 system. However, it confronts obstacles and requires thorough disclosure of changes to stakeholders. Effective communication is essential for successful curriculum implementation, engaging all stakeholders, and ensuring that proposed curricular modifications are carried out. Most respondents are dissatisfied with the allocation of resources and advice by government offices, and they urge that stakeholder training be included in all Kasarani schools. They also believe that private schools should be included in this endeavor, even if they must share the related costs.

### **5.3 Conclusion**

The study found that 16.1% of participants in Kasarani sub-county educational institutions are proactive in encouraging communication, participation, and empowerment in developing a competency-based curriculum. However, more stakeholder participation is needed to improve the implementation process. Participatory communication was effective in involving stakeholders in the CBC implementation, with 41 and two-thirds of participants expressing significant involvement. Most participants agreed that participation communication was high to moderate, while a minority indicated low to extremely low levels. Stakeholder involvement significantly impacts participative communication and obstacles encountered during the CBC implementation. The study found that all stakeholders were actively involved in the CBC implementation, but only 0.1% recognized the implementation as a tangible reality. Challenges faced include coordinating cultural identity educational activities with official mandates, active participation, and adherence to government regulations.

### **5.4 Recommendations**

The study proposes several recommendations based on the research findings. It suggests that the educational department in Kasarani and schools should adopt a participatory monitoring and evaluation approach, involving regular evaluations to gauge the level of engagement of beneficiaries and stakeholders at every phase of CBC implementation. This will ensure effective and equitable long-term implementation of educational practices for all generations of students. The study also suggests a comprehensive examination and evaluation of approaches to improve instruction and responsibility of all parties involved in the execution of the Competency-Based Curriculum (CBC) within educational institutions. The training program should prioritize communication strategies that engage all stakeholders, addressing any obstacles and promoting

an organizational culture that consistently ensures successful project outcomes. The study also encourages the involvement of personnel at the county education office, school administrators, educators, parents, and students in conducting annual action research to improve the implementation of the new Competency-Based Curriculum (CBC), aiming to enhance inclusion among all parties involved.

### **5.5 Recommendations for Future Research**

This study highlights the importance of conducting a comprehensive investigation into the implementation of participatory communication in local school projects. It also highlights the role of standardized assessment techniques, in supporting the sustainability of Competency-Based Curriculum (CBC) programs. The study recommends improving inclusivity among stakeholders through participatory communication, ensuring successful CBC implementation. To achieve this, both longitudinal and cross-sectional research methodologies are recommended.

Effective resolution of recurring obstacles in implementing CBC in local school settings can be achieved through appropriate research approaches. The upcoming cultural identity of the local school will involve a progressively improving application of the CBC program. Active involvement of all relevant parties, promoting participatory communication at all tiers, and ensuring inclusivity are essential. Proactive measures will be taken to monitor and handle potential obstacles.

Providing training to stakeholders involved in the participatory communication process is crucial for their active engagement in addressing potential obstacles. SDG17 emphasizes the importance of partnerships and collaboration in increasing CBC implementation, promoting collaborative bottom-up research.

To optimize participatory monitoring and evaluation, thorough investigations on recipients of participatory communication are necessary. Longitudinal research data collection is proposed to improve CBC implementation quality in local schools, fostering inclusivity among all parties and fostering strategic alliances. Participatory communication plays a significant role in promoting inclusivity and ensuring the success of CBC implementation in local schools.

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## APPENDICES

### Appendix I : Questionnaire

Greetings, Respondent My name is Emily Makena, I am a graduate student in the department of journalism and Mass communication at the University of Nairobi. I would appreciate you considering taking part in this study. Please fill out the following questionnaire as part of my MA studies. The main aim of this research is to determine the value of participatory communication in boosting stakeholder involvement in competency-based curriculum (CBC) changes in private schools in the Kasarani sub-county. Your responses and identity will be treated with utmost confidentiality. Please be honest when responding.

Tick (✓) your answers, unless stated to explain your choice.

#### Part One: Demographic information

a) Gender of Respondent

Male	Female

b) Age of respondent

15-19 yrs.	20-24 yrs.	25-29 yrs.	30-34 yrs.	35-39 yrs.	40+ yrs.

c) What is your level of Education?

High School	
Diploma	
Undergraduate	
Masters	
PhD	

d) current position at your Workstation \_\_\_\_\_ School Name \_\_\_\_\_

e) Year of service at your current Position

1-4 years	5-9 -years	10-14 years	15+ Year

Part Two: Explore participatory communication in Kasarani subcounty private institutions for stakeholder engagement in competency-based curriculum implementation.

	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
There is adequate communication between every group involved at all levels of CBC implementation in our local school.					
All stakeholders are adequately involved in the implementation of CBC at our local school.					
Everyone involved is adequately equipped to contribute effectively to the CBC implementation at the local school.					
School promotes dialogue, participation, and empowerment for effective implementation of CBC, ensuring stakeholder empowerment and alignment with government policies.					
Parents actively participate in discussions on implementing CBC in their local school.					
Teachers actively participate in implementing CBC in local schools through dialogue with principals, ensuring efficient implementation.					
They is effective training and inclusion of stakeholders, including parents, teachers, and school heads, with county education offices, promote empowerment, dialogue, and effective participation in implementing CBC in local schools.					
Parents are effectively included in CBC implementation through training, active engagement, dialogue with stakeholders, and contributing to problem-solving.					
Teachers are effectively included in CBC implementation through training, active engagement, dialogue with stakeholders, and					

contributing to local school issues.					
Pupils are effectively included through training, active engagement, dialogue with stakeholders, and contributing to CBC implementation in local schools.					
They is effective communication between county education office leaders, local school heads, teachers, parents, pupils, and stakeholders ensures successful implementation of the CBC program.					
Stakeholders are involved in CBC implementation in local schools engage in dialogue to ensure effective programs align with government requirements and directives.					
Stakeholders actively engaging in CBC implementation in local schools, ensuring effective programs align with government requirements and directives for effective running and teaching.					
Sakeholders effectively empowered to ensure effective implementation of CBC in local schools, ensuring effective programs align with government requirements and directives for effective running and teaching?					
The school has establishes cultural identity for stakeholder participation in CBC program implementation, aligning with government requirements and directives for effective running and teaching.					

Part Three Assess stakeholder participation in competency-based curriculum implementation in Kasarani sub-county private schools.

	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Stakeholders collaborate on implementing CBC in local schools, ensuring effective programs comply with government regulations and instructions through communication.					

The stakeholders are actively involved in the implementation of CBC in local schools, ensuring that the programs are effective and in line with government regulations and directions for efficient management and instruction.					
Are stakeholders adequately empowered to enable the successful implementation of Competency-Based Curriculum (CBC) in local schools, thereby ensuring that the programs successfully match with government criteria and directions for efficient management and teaching?					
Are the school strategies for cultural identity and stakeholder engagement in CBC program effective and align with government mandates for effective educational institution operation and instruction.					
Stakeholders collaborate on implementing Competency-Based Curriculum (CBC) in local schools, ensuring compliance with government regulations and aligning with cultural identity strategies					

Part Four: To identify the roadblocks encountered when participation communication is used to assure stakeholder involvement in the implementation of competency-based curriculum.

	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Stakeholders face challenges in implementing CBC in local schools.					
The stakeholders encounter challenges when actively engaged in the implementation of Competency-Based Curriculum (CBC) in local schools, aiming to ensure the efficacy of the programs and adherence to government regulations and directives for efficient administration and instructional practices.					
They are challenges in empowering stakeholders sufficiently to facilitate the effective implementation of the Competency-Based Curriculum (CBC) in local schools, thereby guaranteeing alignment with government standards and guidelines for efficient administration and instruction?					

<p>There exist challenges pertaining to the alignment of school initiatives for cultural identity and stakeholder participation in the CBC program with government mandates for effective operation and instruction within educational institutions.</p>					
<p>Challenges encountered in participative communication among stakeholders involved in the implementation of the Competency-Based Curriculum (CBC) in local schools. Your focus should prelude adherence to government rules and the alignment of strategies with cultural identity.</p>					



## **Appendix II: Interview for Two Senior education officer**

I am Emily Makena, a graduate student in the Department of Journalism and Mass Communication at the University of Nairobi. I am researching the importance of participatory communication in enhancing stakeholder involvement in competency-based curriculum reforms in private schools in the Kasarani sub-county. The study investigates the use of participatory communication to engage stakeholders and assess their involvement in the implementation of competency-based curricula. It also examines the challenges faced when using participatory communication strategies to facilitate stakeholder engagement. The research invites active participation, with confidentiality assured and information used solely for the research purposes. I express my gratitude for your assistance.

### **Question schedule**

1. Could you please provide information regarding the implementation of the CBC curriculum, the communication approach employed, and the extent of stakeholder involvement within your local educational institution?
2. Is their Effective communication among all groups involved in CBC implementation in local school.
3. How are all stakeholders, including parents, children, and teachers, can actively engage in internal communication and contribute meaningfully to the implementation of Competency-Based Curriculum in local schools?
4. What have you put in place to Implement measures to empower stakeholders, including parents, children, and teachers, to actively engage and contribute meaningfully to the Competency-Based Curriculum implementation in local schools?
5. How does your local school ensure stakeholders, including parents, children, and teachers, actively participate and contribute meaningfully to the implementation of the Competency-Based Curriculum in their schools?
6. Describe how Stakeholders, including parents, children, and teachers, are involved in the Competency-Based Curriculum implementation in local schools, ensuring meaningful participation and contribution?
7. Assess your institution's support for stakeholders, including parents, children, and teachers, and their meaningful participation in implementing Competency-Based Curriculum in local schools?
8. How does your policy enforce active participation of stakeholders, including parents, children, and teachers, in dialogue and meaningful contributions to the Competency-Based Curriculum implementation in local schools?
9. How do you ensure stakeholder empowerment for CBC implementation in local schools through participatory communication and engagement at all levels?
10. Describe how you ensure stakeholder empowerment for CBC implementation in local schools through participatory communication and grand engagement at all levels?

11. Does your CBC Guidelines ensure all-encompassing dialogue at all levels for all stakeholders?
12. What standardized approaches for empowering stakeholders in implementing CBC at local schools do you use?
13. What is your school(s) Stakeholder commitment to CBC implementation, participatory communication, and grand engagement?
14. How do you maintain stakeholder involvement in CBC implementation through effective communication and engagement?
15. Suggest ways in which you can Improve stakeholder involvement in CBC implementation through participatory communication and grand engagement?

Interviewee:

School/ Institution

Position

Date:

Venue:

Start time:

Finish time:

**Appendix III: Private/ APBET Primary School**

<b>S/NO</b>	<b>CENTRE NUMBER</b>	<b>NAME OF SCHOOL</b>	<b>TELEPHONE NO.</b>
1.	20407014	MOUNTAIN VIEW	0720 311 389
2.	20407017	KING'S JUNIOR EDUCATION CENTRE	0722 852 480
3.	20407021	THIKA ROAD CHRISTIAN SCHOOL	0722 263 867
4.	20407022	MARION PREPARATORY	0725 727 446
5.	20407027	RUARAKA ACADEMY	0721 477 400
6.	20407029	NYAWAI ACADEMY	0754 010 408
7.	20407030	MT. LAVERNA SCHOOL	0726 356 863
8.	20407031	STAR OF HOPE ACADEMY	0713 125 594
9.	20407033	ST. MARY'S RUARAKA	0712 135 945
10.	20407036	ROREEN JUNIOR ACADEMY	0722 618 913
11.	20407038	TEMBO COURT BEADOM	0721 834 143
12.	20407039	CORNERSTONE ACADEMY	0733 120 664
13.	20407040	MERCURY JUNIOR ACADEMY	0722 832 246
14.	20407042	ST. BENEDICTS' PRIMARY	0713 688 052
15.	20407043	MIREMA SCHOOL	0791 169 277
16.	20407044	KOROGOCHO GLORY	0721 259 372
17.	20407045	GLADYS JUNIOR ACADEMY	0739 048 811
18.	20407047	ST. FLORENCE ACADEMY	0722 811 342
19.	20407048	VENDRAMIN EDUCATION CENTRE	0727 246 690
20.	20407049	ST. MARYS SPORTSVIEW ACADEMY	0720 393 357
21.	20407050	WONDERLAND INTERGRATED SCHOOL	0713 077 830
22.	20407051	K B A SCHOOL – KAHAWA WEST	0722 108 869
23.	20407053	NOVEN	0729 721 711
24.	20407054	BABA DOGO SACRED	0727 654 776
25.	20407055	ST JOHN'S PRIMARY SCHOOL	0769 888 408
26.	20407056	LIGHT HOUSE GRACE ACADEMY	0700 347 765
27.	20407057	MOGRA STAR ACADEMY	0724 788 147
28.	20407058	THAYU PRIMARY SCHOOL	0721 977 846
29.	20407060	NGUNYUMU CENTRE	0722 250 738
30.	20407061	MUCOE NURSERY AND PRIMARY SCHOOL	0722 693 631
31.	20407063	TIBA JNR ACADEMY	0723 238 900
32.	20407064	ST. CHRISTOPHER WHOLISTIC	0720 433 969
33.	20407065	GOSPEL ASSEMBLY CHRISTIAN	0723 302 192
34.	20407067	NEW STARLIGHT	0726 613 367
35.	20407068	MIDAS GOLDEN ACADEMY	0733 382 332
36.	20407070	TOTOS ACADEMY	0727 950 690
37.	20407071	SAVYO BELLS ACADEMY	0720 306 549
38.	20407072	KARIOBANGI PAG SCHOOL	0724 234 609
39.	20407073	AMITO JUNIOR SCHOOL	0723 659 236

40.	20407074	BEAUTY KID SCHOOL	0721 499 257
41.	20407075	GLORIOUS VISION SCHOOL	0707 659 931
42.	20407076	WANKAN	0716 710 440
43.	20407077	MERCY CARE CENTRE	0722 338 538
44.	20407078	BRECLARES ACADEMY	0722 360 520
45.	20407079	HIGH GATE CHILDRENS DEVELOPMENT	0721 658 519
46.	20407081	KIWANJA BRIGHT STAR SCHOOL	0722 321 233
47.	20407082	PROVIDENCE ACADEMY	0723 726 609
48.	20407084	WATOTO WETU	0723 269 136
49.	20407085	GLOBAL ACADEMY	0720 315 426
50.	20407086	CLARA ACADEMY	0723 904 796
51.	20407087	SUPER ACTION REHABILITATION CENTRE	0710 878 495
52.	20407088	KARIOBANGI BAPTIST YOUTH CENTRE	0722 587 330
53.	20407089	ELITE ZIMMERMAN STARS CENTRE	0724 543 892
54.	20407091	EXODUS JUNIOR SCHOOL	0721 473 457
55.	20407092	LUCKY SHAMIR EDUCATION CENTRE	0722 674 882
56.	20407093	SANTAPRIS ACADMEY	0723 300 861
57.	20407094	GENESIS SHILPHEN	0713 369 248
58.	20407096	CHURCH ROAD EDUCATION CENTRE	0721 725 002
59.	20407097	GREEN ANGELS	0723 240 571
60.	20407098	KING STAR ACADEMY	0705 610 656
61.	20407099	CHARIOTS EDUCATION CENTRE	0720 245 433
62.	20407100	REBY-PETER MEMORIAL	0722 660 835
63.	20407101	ST SCHOLASTICA CATHOLIC SCHOOL	0715 018 571
64.	20407102	MWIKI GOODHOPE	0759 285 748
65.	20407103	MARCES ACADEMY	0722 905 194
66.	20407104	DAMASCUS	0791 665 918
67.	20407105	HEZMAR EDUCATION CENTRE	0720 736 458
68.	20407107	ADDAR JOY ACADEMY	0716 794 033
69.	20407108	SOLIDARITY CHILD RESCUE	0725 745 108
70.	20407109	LINET ACADEMY	0700 420 766
71.	20407110	JALYN JUNIOR SCHOOL	0725 574 467
72.	20407111	BRAINHOUSE SCHOOL	0729 089 355
73.	20407112	BAS ACADEMY	0722 834 138
74.	20407113	ST. ANN LIFRED ACADEMY – KAHAWA WEST	0723 611 240
75.	20407114	EXCELLENT CARE CENTRE	0725 932 982
76.	20407115	TUMAINI	0721 620 676
77.	20407116	FIRM FOUNDATION ACADEMY	0725 431 998
78.	20407117	SUN-RAYS SCHOOL	0721 141 015
79.	20407118	PCEA MWIKI EDUCATIONAL CENTRE	0722 891 898

80.	20407120	RAFIKI SCHOOL FOUNDATION	0751 639 468
81.	20407123	ST CLARE	0726 325 253
82.	20407125	LAWNA LEARNING CENTRE	0723 374 187
83.	20407126	THOME SHEPHERDS	0711 847 221
84.	20407127	PCEA GITHURAI PRESBYTERIAN ACADEMY	0701 113 349
85.	20407130	ANNOINTED JUNIOR SCHOOL	0725 176 074
86.	20407131	ST. MICHAEL ACADEMY	0742 331 292
87.	20407132	CASO UPENDO ACADEMY	0722 869 358
88.	20407133	REHEMA DAY CARE	0720 442 358
89.	20407134	JUJEN EDUCATION CENTRE	0721 224 850
90.	20407136	GARDEN ESTATE ACADEMY	0722 879 432
91.	20407137	KELLYN JR. SCHOOL	0791 585 650
92.	20407138	MARY QUEEN CATHOLIC SCHOOL	0728 010 055
93.	20407141	MENNO KIDS EDUCATION CENTRE	0717 950 282
94.	20407142	ACHIEVERS SCHOOL	0720 487 777
95.	20407143	HOME CANDLE EDUCATION CENTRE	0722 703 652
96.	20407144	ST MATHEW LEARNING CENTRE	0727 442 262
97.	20407145	P.C.E.A KAHAWA WEST CHRISTIAN ACADEMY	0724 908 875
98.	20407146	VICTORIOUS JOY EDUCATION	0713 973 566
99.	20407147	AMSON EDUCATION CENTRE	0717 131 026
100.	20407148	P.C.E.A KAHAWA FARMERS SCHOOL	0722 379 662
101.	20407150	ST. JACINTA JR. CRISTIAN SCHOOL	0722 648 983
102.	20407151	MARANATHA KOROGOCHO CHURCH SCHOOL	0724 925 499
103.	20407152	PCEA KARIOBANGI NORTH ACADEMY	0717 467 788
104.	20407155	SAIMOS CARE CENTRE	0723 975 637
105.	20407156	CHRISTIAN OUTREACH LEARNING CENTRE	0720 906 892
106.	20407157	KINGS AND QUEENS ACADEMY	0726 911 760
107.	20407159	DE ANN SCHOOL	0715 205 148
108.	20407160	AKIMA SPRINGS JUNIOR SCHOOL	0710 373 072
109.	20407161	GREEN RIVER LEARNING CENTRE	0726 524 979
110.	20407162	NAIROBI PREMIER ACADEMY	0728 836 233
111.	20407163	PRECIOUS STAR EDUCATION CENTRE	0795 351 014
112.	20407166	BRIGHT ANGELS EDUCATION CENTRE	0722 403 948
113.	20407167	LITTLE WONDER SCHOOL	0722 800 328
114.	20407168	SPRINGS FIELD ACADEMY	0722 606 392
115.	20407170	MAWEWA SCHOOL	0708 027 434
116.	20407171	LITTLE ANGELS EDUCATION CENTRE	0720 592 558
117.	20407172	JOYFUL SPRING LEARNING CENTRE	0720 876 500

118.	20407174	KASARANI JUNIOR SCHOOL	0722 362 295
119.	20407176	KASARANI LITTLE ANGELS SCHOOL	0720 047 736
120.	20407177	LANDMARK SCHOOL	0725 316 076
121.	20407178	MATHARE NORTH ADVENTIST EDUCATION	0727 448 176
122.	20407179	RED ROSES ACADEMY	0720 340 154
123.	20407180	NEW HOPE CHRISTIAN ACADEMY	0745 726 499
124.	20407182	FAITH CHRISTIAN SCHOOL-LUCKY SUMMER	0703 649 704
125.	20407183	KASARANI SCHOOL OF EXCELLENCE	0722 310 765
126.	20407184	CONNECT WITH A CHILD ACADEMY	0704 140 291
127.	20407185	STRONG TOWER EDUCATION CENTRE	0720 813 126
128.	20407187	PETRA SCHOOL ON THE ROCK	0721 926 592
129.	20407188	FAITH CHRISTIAN SCHOOL	0721 155 095
130.	20407189	THE PRECIOUS ARK SCHOOL	0726 239 855
131.	20407190	ST PATRICK EDUCATION CENTRE KASARANI	0720 996 197
132.	20407191	WAKAJOY JUNIOR SCHOOL	0721 267 509
133.	20407192	HEKIMA BORA SCHOOL	0733 919 107
134.	20407194	MISSIONS OF HOPE CENTRE BABA DOGO	0728 982 821
135.	20407195	K B A SCHOOL MAZIWA	0720 702 956
136.	20407196	BLESSED BRAINS SCHOOL	0721 870 690
137.	20407197	KAREM EDUCATION CENTRE	0720 334 256
138.	20407198	SABY ACADEMY LIMITED	0707 501 253
139.	20407199	NEW MERCY CARE SCHOOLS	0729 429 658
140.	20407200	ESTEEM ACADEMY	0700 421 847
141.	20407201	BENROSE SCHOOL-KASARANI	0720 598 101
142.	20407202	ZIMMERMAN RAINBOW ACADEMY	0729 884 432
143.	20407203	SHINING STAR KAHAWA WEST	0726 234 653
144.	20407205	HARVEST SCHOOLS KARIOBANGI	0716 779 244
145.	20407206	PRECIOUS BRAINS SCHOOL	0724 286 707
146.	20407207	FOUNTAIN OF GRACE ACADEMY	0790 916 843
147.	20407208	SOURCE OF LIFE ACADEMY	0700 832 099
148.	20407209	MATHARE LIGHT CENTRE	0729 951 642
149.	20407211	WISDOM SEEKERS GROUP OF SCHOOLS	0729 256 453
150.	20407213	ACK ST. ANDREWS SCHOOL	0702 048 251
151.	20407214	EXCELLENCE JOYLAND SCHOOL	0781 935 935
152.	20407215	JOWAN LEARNING CENTRE	0720 100 519
153.	20407216	MAAHADUL BANIN INTERGRATED	0716 523 820
154.	20407217	COVENANT RENEWAL SCHOOL	0722 753 031
155.	20407218	MT. OLIVES DAY STAR ACADEMY	0722 569 124

156.	20407219	Macky Learning Centre	0720 360 675
157.	20407220	Jehaca Children Centre	0725 927 267
158.	20407221	Summer Brook Schools	0727 513 344
159.	20407222	Naki Faith Learning Centre	0720 418 644
160.	20407223	Jomico School	0723 472 493
161.	20407224	Pricy Education Centre	0722 622 068
162.	20407225	SAFARI BROOKS ACADEMY	0722 289 049
163.	20407226	River Jordan Academy Junior School	0723031600
164.	20407227	Genevieve Educational Centre	0721278499
165.	20407228	Harmony Junior School	0721122688
166.	20407229	Kisa Education Centre	0721324796
167.	20407230	Bidii Learning Centre	0714923326
168.	20407231	Oases Education Centre	0729768275
169.	20407232	Divine Education Centre	0726728025
170.	20407233	Great Vision SHG Education Centre	0723395103
171.	20407234	Peace Childrens Centre	0724377335
172.	20407235	Happy Day Baraka Learning Centre	0722258050
173.	20407236	Humble Souls Education Centre	0724122575
174.	20407237	New Glory Education Njathaini	0724566705
175.	20407238	Nica Founders	0713097793
176.	20407239	IVY League School 0725 783 914	0719765778
177.	20407240	Pentecom Academy	0721852860
178.	20407241	Tree Top Learning Centre	0712485227
179.	20407242	The Search Education Centre	0728461270
180.	20407243	Jowan Learning Centre	0720100519
181.	20407244	Success Kann Education Centre	0722254965
182.	20407245	Hedges Education Centre	0775203128
183.	20407246	Waynberg Academy	0729560299

184.	20407247	Dajan by Faith	0722592052
185.	20407248	Star Sheik Vision	0725053457
186.	20407249	CAROLINE JUNIOR SCHOOL	0717 818 717
187.	20407250	Brilliant Junior Learning Centre	0722307014
188.	20407251	Alfa Kids Educational Centre	0720367929
189.	20407252	Real Treasure Academy	0723242350
190.	20407253	Blessed Vision Mwiki Learning Centre	0725998179
191.	20407254	Little Stars Self Help Group	0723205180
192.	20407255	Broadminds Junior	0722768904
193.	20407256	St. Irene Kasarani School	0722135213
194.	20407257	Wekan Kasarani Group of School	0727156586
195.	20407258	Amzing learnin Centre	0728855804
196.	20407259	Brenans Education Centre	0721427150
197.	20407260	Torati Angels	0725018067
198.	20407261	Maleo Preparatory	0724327075
199.	20407262	Bright Field School	0710743291
200.	20407263	Trevors School	0726906471
201.	20407264	Davis Education Centre	0717141927
202.	20407265	True Vine Learning Centre	0711529960
203.	20407266	Green cottage Academy	0724613261
204.	20407267	Karuna Girls Education Centre	0721216843
205.	20407268	Better Life Community Centre	0720262258
206.	20407269	Lins Day Care Community Centre	0726732374
207.	20407270	Victorious Kings Education Centre	0720384428
208.	20407271	Good Green Pasture Initiative	0724907870
209.	20407272	Dophil Academy	0725174991
210.	20407273	Roysambu Academy	0708168979
211.	20407274	Gentle Kids Education Centre	0720812035



212.	20407275	Light Shimmers School	0718130547
213.	20407276	St. Bakita Junior School	0725417303
214.	20407277	Tiny Tots Education Centre	0722928482
215.	20407278	Sun Flower School Mararui	0721530653
216.	20407279	Red Petals Education Centre	0720295452
217.	20407280	Jacky's Education Centre	0712229004
218.	20407281	Kasarani Hill Education Centre	0726873620
219.	20407282	Ebenezer Kim Day Care School	0723988628
220.	20407283	Victorious Learnin Centre	0721693575
221.	20407284	Tagice Education Centre	0727230148
222.	20407285	Ariel Junior Academy	0701685865
223.	20407286	New Hope Education Centre	0701586229
224.	20407287	Ruaraka Presbyterian School	0724652592
225.	20407288	Keen Kids Learning Centre	0726504164
226.	20407289	Joy Day Care	0710574607
227.	20407290	Judimma Academic Centre	0733997732
228.	20407291	Future Kids Education Centre	0713114593
229.	20407292	New Glory Education Centre	0745377784
230.	20407293	Blessed Beyond School	0721583846
231.	20407294	Stelurm Elite School	0722425395
232.	20407295	Cardinal Otunga Education Centre	0720955389
233.	20407296	Lucky Education Centre	0723672326
234.	20407297	Nsemia Sure Step Group of Schools	0722898071
235.	20407298	Jojo Junior Education Centre	0721377013
236.	20407299	Sega Holistic	0723485004
237.	20407300	Kasarani Community Wisdom	0724395593
238.	20407301	Mwangaza H. School	0717758311

239.	20407302	Neeva Education Centre	0726642559
240.	20407303	Real Kids Learning Centre	0724949244
241.	20407304	Vickhope Glorious School	0722293351
242.	20407305	Penda Elimu School	0722492882
243.	20407306	Roxnana Learning Centre	0720708236
244.	20407307	Covenant Renewal School	0722753031
245.	20407308	Whetstone Academy	0722345519
246.	20407309	Kijani Ridge School	0721820176
247.	20707310	NJIRAINI CHRISTIAN SCHOOL	0722 659 450
248.	20407311	St. Jude Preparatory	0710465684
249.	20407312	Mathare Legacy Education Centre	0724149688
250.	20407313	Jasil Education	0725-604638
251.	20407314	The Fae School	0713464359
252.	20407315	The Sunton Elite School	0707307439
253.	20407316	Abraham Springs Junior Academy	0710134154
254.	20407317	Unity Christian School	0727035997
255.	20407318	Minto's Support Centre	0721288338
256.	20407319	Pesaka School	0721431057
257.	20407320	Favour Junior School	0722553857
258.	20407321	Hope Education Centre	0725337588
259.	20407322	Aurora School	0728982492
260.	20407323	Giammkin Hope Learning Centre	0723653310
261.	20407324	ACK St. Barnabas Academy	0727692908
262.	20407325	Gods Daily Word Education Centre	0707683532
263.	20407326	ACK St. Getrude School	0727807969
264.	20407327	New Wholehearted Care E.C	0732240315
265.	20407328	Good Care Education Centre	0721770395
266.	20407329	Gracious Lucky School	0724107719

267.	20407330	Makao Junior School	0717748675
268.	20407331	Ngumba School	0721943245
269.	20407332	Korogocho Children Centre	0719457340
270.	20407333	Imara Junior School	0705695210
271.	20407334	St. Anthonys Academy	0722894253
272.	20407335	St. Gideon Amani Education Centre	0720913375
273.			0711129467
	20407336	St. Dominic Savio Catholic School	
274.	20407337	Baraka Education Centre	0720915628
275.	20407338	Broughton Park Junior Academy	0710199739
276.	20407339	Joy Brights Education Centre	0721520310
277.	20407340	Friends Integrated	0724785889
278.	20407341	Silver Bell Education Centre	0722906232
279.	20407342	Araunah Roses Education Centre	0714744127
280.	20407343	Compassion Education Centre	0729564226
281.	20407344	Tranquility Integrated Academy	0721318179
282.	20407345	Smart Brains	0720418377
283.	20407346	Superstar	0726339620
284.	20407347	Vemona Education Centre	0722534191
285.	20407348	The Lesedi School	0713944916
286.	20407349	Gracious Word Education Centre	0705970310
287.	20407350	Sportsview Schools	0711110658
288.	20407351	Taussy Centre	07166427544
289.	20407352	Sarabell Learning Centre	0725079899
290.	20407353	Huson Spring Centre	0722564747
291.	20407354	Great Joslem Junior School	0725274175
292.	20407355	Hanka Education Centre	0706314771

293.	20407356	Vine Orchards Community Centre	0722470631
294.	20407357	Faith Joy Learning Centre	0729804377
295.	20407358	Destiny Junior Education Centre	0724991357
296.	20407359	Life Christian Education Centre	0725569904
297.	20407360	St. Joseph's Resource Centre & School	0721329515
298.	20407361	Candle Light Academy	0727492147
299.	20407362	Redhill Education Centre	0728626368
300.	20407363	Sunrise Project Nursery & School	0721417726
301.	20407364	St. Agnes Learning Centre	0721342089
302.	20407365	Precious Vision Centre	0722796129
303.	20407366	Serff Junior School	0722372905
304.	20407367	Moring Star Learning Centre	0721495012
305.	20407368	Divine Hope Learning Centre	0722866903
306.	20407369	Etham Education Centre	0721698038
307.	20407370	Hevis Centre	0728649787
308.	20407371	Kens School	0708001071
309.	20407372	Real Queens & Kings Centre	0714443727
310.	20407373	Our Lady of Mercy Junior	0723988735
311.	20407373	Broadwise	0717778934
312.	20407374	Bigpen Academy	0721904006
313.	20407375	Wayside Nursery Self Help Project	0719624224
314.	20407376	Nairobi Elite Academy	0717169209
315.	20407377	St. Mathew Preparatory	0721401479
316.	20407378	Sunton School Kasarani	0715847155
317.	20407379	Lindsar Kindergaten and School	0724919322
318.	20407380	Glorious Junior Centre	0702611522
319.	20407381	Korogocho Children Centre	0719457340

320.	20407382	Gracious Lucky School	0724107719
321.	20407383	Mwajoy learning Centre	0726036055
322.	20407384	St. Mary Catholic School Marurui	0719424238
323.	20407385	Grace Pac Education Centre	0720374965
324.	20407386	Mararui Kids Learning Centre	0723592551
325.	20407387	Bridges of Hope Elementary School	0728032678
326.	20407388	Al-Taawon Education Centre	0721266077
327.	20407389	Baraka Day Education Centre	0720624135
328.	20407390	Faith Education Centre	0704398262
329.	20407391	Early Learners Day Care & School	0715459295
330.	20407392	Sasimu Children Centre	0743707843
331.	20407393	Life Care Learning Centre	0722226420
332.	20407394	Happy Moment	0725104622
333.	20407395	Uzima Missions Academy	0720417891
334.	20407396	Haven Primary	0705846961
335.	20407397	Bethany Learning Centre	0722310518
336.	20407398	Divine Destiny Learning Centre	0728444748
337.	20407399	Blessed Explorers Centre	0711583122 0725567559
338.	20407400	Bridgestone Community Centre	0721212304
339.	20407401	Faith Learners	0710269947
340.	20407402	Mathare Teaching & Feeding Station	0724108984
341.	20407403	ACC & S Zimmerman Education Centre	0712608973
342.	20407404	Bringers of Joy Education Centre	0711214166
343.	20407405	Kyeeda New Lucky Summer	0702258209
344.	20407406	Echoes of Joy Chritian Learning Centre	0724789143
345.	20407407	St. Ann Lifred Academy	0720 508 090
346.	20407408	Emmaus Education Centre	0723838120

347.	20407409	Bridge International Academy Baba dogo	0706 140 192
348.	20407410	Bridge International Academy Kamuthi	0702669812
349.	20407411	Bridge International Academy Korogocho	0792004519
350.	20407412	Kenhurt Adventist Learning Centre	0725466300
351.	20407413	St. Andrew Justana Academy	0722455385
352.	20407414	Mountain Tree Education Centre	0729624576
353.	20407415	Kasarani Police Line Academy	0715118914
354.	20407416	Life Victory Education Centre	0718374259
355.	20407417	GRAPESYARD EDUCATION CENTRE	0721 688 239
356.	20407418	St. Rita Education Centre	0721438630
357.	20407419	Joy Care Zimmerman	0721284974
358.	20407420	Faith Glorious Learning Centre	0726660203
359.	20407421	Etham Blessed Kids	0723086802
360.	20407422	Little Jewels	0727879632
361.	20407423	Flying Angels	0724937020
362.	20407424	Thome Elite Academy	0722550206
363.	20407425	Top Destiny Junior Education Centre	0715342896
364.	20407426	Glorizone Academy	0722841339
365.	20407427	Living Kids School	0726488844
366.	20407428	Prestige W. Educational Centre	0721374662
367.	20407429	Asulma Centre	0726927913
368.	20407430	Namu Schools	0702 153 423
369.	20407431	Dorben E. Centre	0723446965
370.	20407432	Japheth Education Centre	0719835721
371.	20407433	Meek Kindergarten & School	0725934562
372.	20407434	St. Jude's Zimma	0725512179
373.	20407435	Exselas Education Centre	0722387940
374.	20407436	Surgeon Junior School	0724527972

375.	20407437	Destiny Shapers Education Centre	0723965583
376.	20407438	Bestan Childcare Centre	0721289687
377.	20407439	Jollystar Education Centre	0720856497
378.	20407440	Mwamba Imara Christian School	0728252602
379.	20407441	Rijah Junior School	0724129396
380.	20407442	Royhill School	0708139357
381.	20407443	Christian Family Primary School Ruaraka	0726449619
382.	20407444	Faith Star Education Centre	0728120139
383.	20407445	Lion of Judah Education Centre	0711113687
384.	20407446	Stella Marris Community Education Centre	0721759614
385.	20407447	St. Patrick Education Centre baba dogo	0722681697
386.	20407448	Subi Marurui Academy	0726070198
387.	20407449	Kingsway Education Centre	0714070163
388.	20407450	Kariobangi Baptist Education Centre	0701295775
389.	20407451	St. Jude Academic Project	0721471396
390.	20407452	Tree of Life Junior School	0798909440
391.	20407453	Shinning Star Learning Centre	0722158338
392.	20407454	Success Care Centre	0725957780
393.	20407455	Imani School	0722164703
394.	20407456	Rofina School	0722418700
395.	20407457	Kanyaa Education Centre	0728704012
396.	20407458	Leebma School	0729325585
397.	20407459	Favourite Junior School	0799739869
398.	20407460	Marci Shinnars Learning Centre	0721291560
399.	20407461	By Grace Learning Centre	0724072285
400.	20407462	Happy Thoughts Christian Academy	0710670885
401.	20407463	MGA School Kasarani	0732607940

402.	20407464	Missions of Hope Centre-Korogocho Grogon	0720469269
403.	20407465	Tabbyjoy Children Centre	0723141060
404.	20407466	Roxana Education Centre	0728252602
405.	20407467	The Bridge Education Centre	0780437988
406.	20407468	Keota Haven Learning Centre	0726868162
407.	20407469	Change a Life Learning Centre	0724296675
408.	20407470	St. Mary's Education Centre	0712334913
409.	20407471	Destiny Shapers Education Centre	0723965583
410.	20407472	Promise Education Centre	0723320853
411.	20407473	Lucy Education Centre	0713884445
412.	20407474	ACK St. Elizabeth Academy	0733390464
413.	20407475	Joy Education Centre Lucky Summer	0721294340
414.	20407476	Faith for All Nation	0724410341
415.	20407477	MISSIONS OF HOPE KOROGOCHO	0718619914
416.	20407478	CITY KIDS EDUCATION CENTER	0724675305
417.	20407479	TRADITIONAL BIRTH ATTENDANT NUSERY & PR	0724647069
418.	20407480	KASARANI ADVENTIST JUNIOR SCHOOL	0726112045
419.	20407481	MIRACLE JUNIOR COMMUNITY CENTRE	0724467608
420.	20407482	MCK RUARAKA SCHOOL	0724928149
421.	20407483	PHILOSOPHERS OF CLEMENTINA SCHOOL	0703514593
422.	20407484	ST STEPHEN'S NEEVAH EDUCATIONAL CENTRE	0723348323
423.	20407485	SHINERS EDUCATION CENTRE	0715331131
424.	20407486	PEDRO EDUCATION CENTRE	0721332974



425.	20407487	MT KENYA PREPARATORY LEARNING CENTRE	0707230235
426.	20407488	AIC UPENDO EDUCATION CENTRE	0717988290
427.	20407489	KISIMA SCHOOL	072962383
428.	20407490	KEBINYA EDUCATION CENTRE	0720655577
429.	20407491	TORTOLA CREC	0716668345
430.	20407492	BRIGHT ANGELS CENTRE SCHOOL	0724859918
431.	20407493	SHARPENER CHILDREN CENTRE	0724854885
432.	20407494	RISING STAR EDUCATION CENTRE	0728475652
433.	20407495	SUCCESS JUNIOR SELF HELP GROUP	0710683565
434.	20407496	VEROS EDUCATION CENTRE	0722599257
435.	20407497	MISSION OF HOPE CENTRE MATHARE NORTH	0717900648
436.	20407498	MISSION OF HOPE CENTRE KOROGOCHO	0728576454
437.	20407499	ST JOEL SCHOOL	0721831895
438.	20407500	DELIGHT EDUCATION CENTRE	0722852480
439.	20407502	ST PRISCA CHILHOOD REHAB CENTRE	0726023674
440.	20407503	BE-SMART LEARNING	0724800343
441.	20407504	FAMILIA YA UFAJIRI AND KINDERGATEN	0790688428
442.	20407505	JASPER LEARNING CENTRE	0704066196
443.	20407506	ROYAL INTERNATIONAL SCHOOL	0700296150
444.	20407507	HERITAGE LEADERSHIP ACADEMY	0739067173
445.	20407508	GRACE COMMUNITY	0701543612
446.	20407509	TUMAINI EDUCATION CENTRE	0713306133
447.	20407510	UNITY LEARNING CENTRE	0723374914
448.	20407511	HEART OF CARE LEARNING CENTRE	0727069012

449.	20407512	GROGANA SCHOOL	0722483047
450.	20407513	TOP BAPTIST ACADEMY	0724684917
451.	20407514	JOYSTAR SHG	0727737350
452.	20407515	YOUNG HEIRS' S.H	0727737350
453.	20407516	SKY VIEW EDUCATION	0725176074
454.	20407517	GLORY CHRISTIAN	0722400855
455.	20407518	BIAFRA COMMUNITY CENTRE	0714432677
456.	20407519	HILLVIEW STATE CENTRE	0720565680
457.	20407520	MUMS LOVE ACADEMY	0720149210
458.	20407521	GIFTED HANDS JUNIOR SCHOOL	0721802581
459.	20407522	ROYAL HUNTERS SCHOOL	0723360369
460.	20407523	THE COVENANT SHIELD JUNIOR	0729038826
461.	20407524	ZARA ACADEMY	0722618913
462.	20407525	UZIMATELE EDUCATION CENTRE	0720727869
463.	20407526	TENDER HEARTS JUNIOR SCHOOL	0720333119
464.	20407527	KIDS OF PROMISE EDUCATION CENTRE	0722958247
465.	20407528	RISING ANGELS STAR ACADEMY	0728475652
466.	20407529	PAGE VISION CARE CENTRE	0722331784
467.	20407530	ELITE SCHOLARS LUCKY SUMMER	0707123443
468.	20407531	LUCKY BLESSED ANGELS	0711472676
469.	20407532	CONSOLATA SCHOOL KIAMBU	0718602375
470.	20407533	CHARITY CAMP JUNIOR SCHOOL	0718498147
471.	20407534	AMANITOPS LEARNING CENTRE	0724028393
472.	20407537	SUPER EDUCATION CENTRE	0702418653
473.	20407538	GREAT PROMISE LEARNING CENTRE	0726926351
474.	20407539	ACK GOOD SAMARITIAN	0710439351
475.	20407540	THE MONARCH DAYCARE & SCHOOL	0746241230

476.	20407541	CALVARY LEARNING CENTRE	0722912201
477.	20407542	BROADWISE EDUCATION CENTRE	0717778934
478.	20407543	LUCKY TRINITY KINDERGATEN	0714295429
479.	20407544	UPENDO CHILDREN'S CENTRE	0740528717
480.	20407545	ACHIEVEMENT VALLEY SCHOOL	0725972486
481.	20407546	MAIN PEAK SCHOOL	0722725641
482.	20407547	JOYFUL JUNIOR ACADEMY	0715176158
483.	20407548	EARLY LEARNERS DAY CARE SCHOOL	0715459295
484.	20407549	LYDA JUNIOR ACADEMY	0722456552
485.	20407550	CAPITAL HILL	0725080886
486.	20407551	GOSPEL VICTORY ACADEMY	0705569038
487.	20407552	RICHWOOD SCHOOL KASARANI	0712858922
488.	20407553	JOY STAR SCHOOL	0728691046
489.	20407554	OASIS OF SUCCESS CHRISTIAN SCHOOL	0717685511
490.	20407555	ACK ST STEPHEN'S ACADEMY CHIEKO	0759532972
491.	20407556	JUHUDI PREMIER SCHOOL	0720797736
492.	20407557	PRECIOUS EMMANUEL SCHOOL	0728793151
493.	20407558	FLY EAGLE LEARNING CENTRE	0722557746
494.	20407561	GOALCARE ACADEMY	0722285891
495.	20407562	THE AVENT GRACIOUS MISSION EDUCATION C	0710563627
496.	20407566	MIVAL EDUCATION CENTRE	0720010002
497.	20407567	LENNYTOP LEARNING CENTRE	0721595450
498.	20407568	GRACIA LEARNING CENTRE MARIRU PARK	0790369004
499.	20407573	WINNERS EDUCATION CENTRE	0720228268

500.	20407574	ST STEPHEN CATHOLIC SCHOOL	0726526244
501.	20407576	WILTRUE SCHOOL	0700211440
502.	20407577	RUBAI CHRISTIAN SCHOOL	0721316526
503.	20407578	CHRISCO BRIGHT STARS SCHOOL	0723536890
504.	20407579	MIWA GARDENS SCHOOL	0729244431
505.	20407600	HEBRON BROOK ACADEMY	0724373828
506.	20407601	UWEZO CHRISTIAN SCHOOL	0720 893 151
507.	20407602	ST. ANNE KASARANI SCHOOL	
508.	20407603	ROHO CENTER SCHOOL	
509.	20407604	PRECIOUS PARK LEARNING CENTRE	
510.	20407605	HOMESCAPE DAYCARE AND KINDERGARTEN	
511.	20407607	BETHANY KINDERGARDTEN	
512.	20407608	CARETAKER ORPHAN EDUCATION CENTRE	
513.	20407609	VICTORY KIDS EDUCATION CENTRE	
514.	20407610	JUNIOR PARADISE CENTRE	
515.	20407611	GREEN GIFT JUNIOR	
516.	20407612	MWIKI SHINING STARS SCHOOL	
517.	20407613	SUCCESS VISION EDUCATION	
518.	20407615	VISION CHILD SCHOOL	
519.	20407616	MATHARE FREE METHODIST EDUCATION CENTRE	
520.	20407617	DAIMA COMMUNITY SCHOOL	
521.	20407618	JACARANDA ACADEMIC CENTRE	
522.	20407619	WESTWOOD SCHOOL	
523.	20407620	PINELYN MWIKI ACADEMY	