



# Community as Classroom: Evaluation Availability and Use of Local Resources for Service Learning in Primary Schools in Rift Valley Region

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**Abstract:** This study examined the availability and utilization of local community resources for community-based learning (CBL) in public primary schools in the Rift Valley Region under the Competency-Based Education (CBE) framework. A descriptive research design was adopted, targeting Sub-County Quality Assurance and Standards Officers, head teachers, teachers, and Grade Six learners. Data were collected using questionnaires, interview schedules, observation checklists, document analysis guides, and photographic evidence. Quantitative data were analyzed using means, frequencies, and standard deviations, while qualitative data were analyzed thematically. Findings indicated that community resources were moderately available to support teaching and learning. Overall mean scores for learners ( $M = 2.86$ ,  $SD = 0.87$ ) and teachers ( $M = 2.99$ ,  $SD = 0.69$ ) showed general agreement on their presence. Key resources included churches, youth groups, NGOs, local professionals such as artisans, farmers, and health workers, health facilities, and natural resources like forests and rivers. However, access to community libraries was limited, especially among learners ( $M = 2.24$ ,  $SD = 1.02$ ). Interviews and document analysis further revealed reliance on elders and informal networks due to limited formal facilities. The study also found that community resources were moderately utilized in CBL implementation, with mean scores of 3.01 for learners and 2.90 for teachers. Schools collaborated with health facilities for hygiene education, engaged parents in learning activities, and used locally available materials for instruction. The study concludes that although community resources are available and moderately utilized, their integration remains irregular and largely informal. It recommends strengthening school–community partnerships and structured engagement programmes to enhance experiential learning.

**Keywords:** Competency-Based Education, Community-based learning, Community resources, Experiential learning, Service learning.

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## 1. Introduction

Education systems have increasingly embraced competency-based and learner-centred approaches that emphasize the application of knowledge, skills, values, and attitudes in real-life contexts. This shift has been driven by the need to prepare learners for the demands of the 21st-

century knowledge economy, where critical thinking, creativity, collaboration, and problem-solving are essential. As a result, many countries have integrated experiential learning and community-based learning into their curricula to bridge the gap between classroom instruction and real-world experiences (UNESCO, 2015). In countries such as the United States and Canada, learners

participate in service-learning projects, field-based activities, and community partnerships that connect academic concepts to practical settings, thereby strengthening both academic achievement and civic responsibility (Suriyankietkaew et al., 2022; Edelson, 2020).

Similarly, in Europe and other parts of the world, education systems have increasingly recognized the value of community involvement in enhancing learning outcomes. For instance, France has integrated local community participation into curriculum design to ensure that learning reflects cultural and contextual realities, while also improving learner engagement (Francischetti et al., 2021). Across Africa, countries such as South Africa, Rwanda, and Zambia have adopted community-based learning approaches within competency-oriented reforms, where schools collaborate with local stakeholders such as artisans, farmers, and community leaders. These partnerships enable learners to acquire practical skills, strengthen cultural identity, and engage meaningfully with their immediate environment, thereby improving the relevance and impact of education (Duamor et al., 2023; Milupi et al., 2023).

In Kenya, the introduction of Competency-Based Education (CBE) through the Basic Education Curriculum Framework (BECF) by the Kenya Institute of Curriculum Development (KICD) in 2017 marked a significant shift from the traditional 8-4-4 system. The reform seeks to develop learners who can apply knowledge, skills, values, and attitudes in solving real-life problems. CBE emphasizes core competencies such as communication, collaboration, creativity, critical thinking, digital literacy, and citizenship (KICD, 2017; Republic of Kenya, 2018). In this framework, community-based learning and service learning are considered essential because they connect classroom learning with learners' environments, enabling teachers to use local resources to enrich instruction and support experiential learning.

Despite this policy direction, the utilization of local community resources for service learning in Kenyan primary schools remains limited and inconsistent. While some schools have established linkages with parents and community members to support learning, many still rely heavily on classroom-based instruction, with minimal integration of community resources into teaching and learning processes (Ngeno, 2023). This challenge is further compounded by inadequate infrastructure, limited teaching and learning materials, and unequal access to community resources, particularly in rural and marginalized areas (Ituma, 2022). In the Rift Valley Region, despite the availability of rich community resources such as agricultural activities, cultural heritage sites, and local

artisans, there is limited evidence on the extent to which primary schools systematically utilize these resources for service learning under CBE. This study therefore seeks to examine the utilization of local community resources for service learning in Rift Valley primary schools within the Competency-Based Education framework.

## 1.2 Research Question

1. What community resources are available to support the integration of community-based learning into primary school curricula in the Rift Valley Region?
2. How do primary schools in the Rift Valley Region utilize local community resources for community service learning as part of the Competency-Based Education?

## 2. Literature Review

### 2.1 Availability of Community Resources

The integration of community-based learning (CBL) into competency-based education (CBE) requires a strategic focus on the availability and utilization of community resources to achieve holistic educational outcomes. These resources, which include human capital, physical infrastructure, institutions, and local knowledge systems, play a crucial role in supporting active, relevant, and practical learning experiences. When communities become active participants in the educational process, they create environments that reflect real-world experiences, thereby reinforcing the development of learners' competencies and values aligned with societal needs (Nyagah, 2013).

Community resources such as health centres, farms, local artisans, cultural institutions, and environmental features can be valuable learning environments when properly utilized. They serve as tools through which learners engage in hands-on and inquiry-based tasks, promoting critical thinking and problem-solving. This integration is especially significant in CBE, which emphasizes mastery of practical skills, values, and attitudes that are essential in day-to-day life. According to Rahman (2019), the application of classroom knowledge in community contexts allows learners to develop a deeper understanding of content and its relevance to their environment, enhancing both learning outcomes and civic responsibility.

Community resources such as hills and natural landscapes offer rich opportunities for experiential learning, especially within a Competency-Based Curriculum (CBE) framework that emphasizes environmental awareness and contextual learning. According to Sobel (2004), natural features like hills provide an ideal setting for place-based education,

allowing learners to study ecosystems, engage in physical activities, and reflect on local environmental issues. Through guided hikes and observation activities, pupils can explore geological formations, vegetation patterns, and biodiversity, thereby linking classroom content to tangible, real-world experiences. These activities also promote ecological literacy and environmental stewardship, nurturing learners who are more connected to and responsible for their natural surroundings.

Shrines and sacred sites, often rooted in indigenous knowledge systems and cultural heritage, serve as powerful tools for moral education and cultural identity formation. As Ntarangwi (2013) points out, integrating visits to shrines and engagement with community elders into the curriculum helps learners appreciate local customs, belief systems, and the historical significance of their communities. These sacred spaces can be used to teach respect, spirituality, and social norms, providing students with a deeper understanding of their heritage and moral values. When handled sensitively, such integration also fosters intergenerational dialogue and preserves endangered cultural practices, which are vital components of holistic education.

The inclusion of local industries such as agricultural cooperatives, small-scale factories, or artisan workshops in community-based learning helps bridge the gap between school knowledge and practical life skills. According to Dewey (1938), education should prepare learners for active participation in society by connecting learning to real-life occupations and economic practices. Visiting nearby industries allows pupils to observe production processes, understand economic systems, and develop entrepreneurial mindsets. Additionally, it exposes students to future career pathways and instills appreciation for labor and innovation within their communities. Such exposure aligns with the CBE's goal of nurturing learners who are competent and socially responsive.

Beyond individual sites, the collective utilization of diverse community resources strengthens partnerships between schools and local stakeholders. As Jenkins and Clarke (2020) argue, schools that leverage local environments including hills, shrines, and industries create more meaningful, participatory, and culturally responsive learning experiences. These collaborations encourage mutual respect and knowledge exchange between educators and community members, thereby reinforcing the relevance and sustainability of educational initiatives. When teachers integrate community resources actively into teaching and learning, they contribute not only to academic outcomes but also to the social and cultural capital of learners.

However, the availability of these resources varies significantly depending on the socio-economic and

geographic characteristics of communities. Schools in urban areas may have access to more formal and diverse resources, such as technology hubs, museums, and NGOs, while rural schools often rely on informal resources such as elders, local craftspeople, and natural surroundings (Muganda, 2017). This disparity highlights the importance of context-specific approaches to resource mapping and utilization. For effective integration of CBL, it is essential to identify and catalogue local resources, no matter how unconventional, that can enhance the learning process.

## 2.2 Utilization of Community Resources

School leadership plays a pivotal role in coordinating the effective use of community resources. Head teachers and school management teams are expected to create linkages with local organizations, plan experiential learning activities, and ensure alignment with the CBE curriculum. Teachers need support through planning time, logistical help, and access to resource directories. Mutisya and Makokha (2016) emphasize that when teachers are adequately prepared and supported, they are more likely to integrate community resources creatively and meaningfully into their lessons, thereby enriching learners' competencies.

Active participation from parents and other community members is equally vital. When schools open their doors to community engagement, they foster a collaborative environment that benefits all stakeholders. Parents can offer their skills, time, and experiences to support learning, while local leaders and organizations can serve as mentors and role models. Epstein (2001) argues that such involvement boosts student motivation, enhances school-community trust, and supports learners' identity formation within their cultural context.

Incorporating community resources into CBL also benefits communities themselves. As learners engage in service-learning and volunteerism, they contribute to local development while gaining practical experience. Schools that successfully harness community assets often report increased relevance of learning, improved student performance, and stronger community ties. A study by Kasirye and Musoke (2020) in Uganda found that schools that engaged communities regularly had students who were more confident, socially aware, and better prepared for life beyond school.

Policy support is critical to ensure the sustainability and scalability of resource-based CBL. While national policies like Kenya's Basic Education Curriculum Framework (KICD, 2017) encourage community involvement, implementation remains inconsistent due to gaps in coordination, funding, and training. Educational planners must translate policy into actionable strategies, including budgeting for community engagement, developing

resource-sharing platforms, and institutionalizing school-community partnerships.

Empirical research has shown that the integration of community resources leads to positive learning outcomes when done systematically (Kasirye & Musoke, 2020; Rahman, 2019). These outcomes include improved academic performance, social competence, environmental awareness, and career readiness. Community-based projects grounded in local realities equip learners with adaptive skills and empower them to take responsibility for their surroundings (Muganda, 2017). Moreover, they help foster resilience and innovation among learners as they engage with authentic, dynamic situations (Mutisya & Makokha, 2016). The availability and utilization of community resources in the integration of CBL into CBE are fundamental to nurturing well-rounded, competent learners. The success of such integration depends not only on resource availability but also on the willingness and capacity of schools and communities to collaborate (Nyagah, 2013). Therefore, strengthening school-community linkages, supporting teacher training, and enacting supportive policies are essential steps toward unlocking the full potential of community resources in education (KICD, 2017).

### **3. Methodology**

The study adopted a descriptive research design to examine the utilization of local community resources for service learning in public primary schools under the Competency-Based Education (CBE) framework in the Rift Valley region of Kenya. The descriptive design was deemed appropriate because it enabled the researcher to systematically describe and analyze existing practices without manipulating variables, particularly the extent to which schools integrate community resources such as local artisans, farms, cultural sites, and community institutions into teaching and learning processes. The design further facilitated the examination of how service learning is implemented across selected learning areas, including English Language, Mathematics, Social Studies, Science and Technology, Home Science–Agriculture, and Physical and Health Education. The target population comprised Sub-County Directors of Education (Quality Assurance

and Standards Officers), head teachers, teachers, and Grade Six learners drawn from selected public primary schools in the Rift Valley region. These respondents were considered appropriate because they are directly involved in curriculum implementation and the day-to-day utilization of community resources for learning. Schools were purposively selected based on evidence of engagement in community-based learning activities, while respondents within the schools were selected using stratified and simple random sampling techniques to ensure representativeness. Data were collected using structured questionnaires, interview schedules, observation checklists, and document analysis guides. The instruments were designed to capture information on the types of community resources used, the frequency of their utilization, the nature of service-learning activities, and the perceived effectiveness of integrating community resources in supporting competency development among learners. Triangulation of methods was employed to enhance the validity of the findings and provide a comprehensive understanding of the phenomenon under study. Quantitative data obtained from questionnaires were analyzed using descriptive statistics, specifically frequencies, means, and standard deviations, to determine the level and extent of utilization of community resources for service learning across the selected learning areas. Qualitative data from interviews, observations, and document analysis were analyzed thematically to generate patterns and deeper insights into implementation practices and challenges. Reliability of research instruments was ensured through pilot testing and Cronbach's alpha coefficient, while validity was established through expert review and alignment with study objectives. Ethical considerations were strictly observed throughout the study. Approval was obtained from relevant education authorities, and informed consent was sought from all participants. Confidentiality, anonymity, and voluntary participation were maintained to protect respondents' rights and ensure the integrity and credibility of the research process.

## **4. Results and Discussion**

### **4.1 Availability of Community Resources**

**Table 1: Availability of Community Recourses**

		<b>Descriptive Statistics</b>		
<b>Type of respondents</b>		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Pupils</b>	Local community organizations (e.g., churches, youth groups, NGOs) are available	243	3.24	.76
	Our school has access to artisans, farmers, health workers in the community	245	2.91	.91
	Community libraries are accessible to us	245	2.24	1.0
	There is availability of health centres in the local community that can support school learning activities.	243	2.98	.77
	Community members are available to provide relevant knowledge learners.	243	2.90	.88
	The school environment is surrounded by forests and rivers	245	2.93	.82
<b>Average</b>		<b>244</b>	<b>2.86</b>	<b>0.87</b>
<b>Teachers</b>	Local community organizations (e.g., churches, youth groups, NGOs) are available	201	3.03	.65
	Our school has access to local professionals (e.g., artisans, farmers, health workers) who are willing to collaborate in educational programs	201	3.04	.70
	Community facilities such as libraries are within reach of our school	208	2.85	.77
	There is availability of health centers in the local community that can support school learning activities.	208	3.07	.81
	Community members are available to provide relevant knowledge learners.	204	2.97	.59
	The school is located in an environment with rich community resources such as forests that can be integrated into learning	208	3.02	.63
<b>Average</b>		<b>205</b>	<b>2.99</b>	<b>0.69</b>

The overall mean for learners ( $M = 2.86$ ,  $SD = 0.87$ ) and teachers ( $M = 2.99$ ,  $SD = 0.69$ ) falls within the “agree” range, reflecting a general perception that community resources are moderately available to support educational activities.

Learners agreed ( $M = 3.24$ ,  $SD = 0.76$ ) on the statement, “Local community organizations (e.g., churches, youth groups, NGOs) are available,” indicating agreement that various community-based organizations exist and could support school learning activities. Teachers similarly agreed with this item ( $M = 3.03$ ,  $SD = 0.65$ ), showing a shared perception of the accessibility of organized community groups. Head teachers reinforced these findings in their interview reports. Head teacher N10, stated, “*We have several community organizations around us, including churches and youth groups, which support some of our school programmes.*” Head teacher N2 noted, “*These organizations are available, but their involvement depends on the nature of the activity and school planning.*” Head teacher N18 explained, “*We occasionally collaborate with NGOs and community groups during events such as environmental activities and mentorship programmes.*” Similarly, Head teacher U8, remarked, “*Partnerships with community organizations are not consistent, but they do exist and are useful when engaged.*”

Head teacher U3, observed, “*When well-coordinated, these organizations greatly enrich learners’ experiences beyond the classroom.*”

Documentary evidence, including school reports and strategic plans, confirmed the presence of collaborations with local organizations. These findings align with Nyagah (2013) and Rahman (2019), who emphasize that active community participation in education enhances the relevance of learning and reinforces practical competency development.

Learners also reported agreement with, “Our school has access to artisans, farmers, health workers in the community” ( $M = 2.91$ ,  $SD = 0.91$ ) and “There is availability of health centres in the local community that can support school learning activities” ( $M = 2.98$ ,  $SD = 0.77$ ). Teachers’ perceptions were slightly higher for these items ( $M = 3.04$ ,  $SD = 0.70$  and  $M = 3.07$ ,  $SD = 0.81$ , respectively), reflecting that local professionals and health facilities are available, though utilization in learning activities varies. Head teachers confirmed this in their interviews. Headteacher U2 stated, “*We have skilled people in the community such as farmers and health workers who can support learning when needed.*” Headteacher K5, noted, “*Learners sometimes visit farms and health centers, especially when topics require practical exposure.*” Head teacher U1, explained, “*Engagement with artisans and professionals happens, but it is not regular due to time and logistical challenges.*”

Similarly, headteacher U12, remarked, *“We try to link learners with real-life practitioners, but the frequency depends on resources and planning.”* Finally, head teacher K8, emphasized, *“These community resources are valuable, but they are not fully utilized in all schools.”* This observation is supported by Sobel (2004) and Dewey (1938), who highlight the value of natural and occupational resources for experiential learning, environmental awareness, and practical life skills development within competency-based education (CBE).

Moderate agreement was observed for, “Community members are available to provide relevant knowledge to learners” (learners  $M = 2.90$ ,  $SD = 0.87$ ; teachers  $M = 2.97$ ,  $SD = 0.59$ ) and “Community libraries are accessible to us” (learners  $M = 2.24$ ,  $SD = 1.02$ ; teachers  $M = 2.85$ ,  $SD = 0.77$ ), suggesting that while human capital is relatively accessible, institutional resources such as libraries remain inconsistently available. Head teachers substantiated these findings through their interview reports. Head teacher N10, stated, *“We rely heavily on knowledgeable community members like elders and artisans to support learning because formal facilities are limited.”* Headteacher N13, noted, *“Libraries are not easily accessible in most rural areas, so we use available local knowledge instead.”* Head teacher K12, explained, *“Community members play a key role in sharing practical knowledge, especially where resources like books and libraries are lacking.”* Similarly, head teacher U9, remarked, *“Learners benefit from interacting with experienced people in the community even without formal structures.”* Finally, head teacher N4, emphasized, *“In the absence of libraries, informal community networks become very important for supporting learning.”* These verbatim responses indicate that reliance on elders, local artisans, and informal community networks compensates for limited formal facilities, particularly in rural areas. These findings echo Muganda (2017) and

Jenkins and Clarke (2020), who argue that community-based learning should adapt to socio-economic and geographic realities by leveraging both formal and informal resources to enrich the learning environment.

Findings from the observation checklist revealed that while learners and teachers recognized the presence of community resources, the actual use and integration of these resources in school activities varied. It was observed by the researcher that schools occasionally engaged local artisans, farmers, and health workers during lessons or co-curricular projects, but these interactions were infrequent and often lesson-specific rather than systematically embedded. Visits to farms, health centres, or artisan workshops were observed in a few instances, demonstrating practical exposure, but community libraries and structured resource centres were rarely utilized during the observation period. Teachers were seen facilitating discussions or demonstrations using locally available human and material resources, yet consistency across classrooms and schools differed.

#### **Utilization of Local Community Resources for Community Service Learning as Part of the Competency-Based Education**

To address this question, the researcher used descriptive statistics where means and standard deviations of the responses were used to summarise and describe the results. Respondents were asked to indicate their level of agreement on a scale of 1 to 4, with 1 representing strongly disagree, 2 representing disagree, 3 representing agree and 4 representing strongly agree. The mean scale (utilization of community resources) was interpreted in a range of 1-4 where 1.00 – 1.49 strongly disagree, 1.50 – 2.49, disagree, 2.50 – 3.49 agree and 3.50 – 4.00 strongly agree.

**Table 2: Utilization of Community Resources**

		Descriptive Statistics		
Type of respondents		N	Mean	Std. Deviation
<b>Pupils</b>	Our school regularly collaborates with local dispensaries to enrich our understanding of hygiene and disease prevention	241	3.30	.73
	The school administration actively seeks partnerships with our parents to enhance learning.	245	3.08	.79
	Pupils are frequently engaged in practical clean-up drives in the local market enabling them to be mindful of their environment	243	2.89	.81
	Teachers use professionals such as doctors and engineers to provide mentorship to pupils	247	2.69	.85
	Community resources are used as learning sites for learners' projects and experiences.	247	2.93	.85
	We make teaching/learning materials using locally available resources provided by the community.	247	3.18	.82
	<b>Average</b>		<b>245</b>	<b>3.01</b>
<b>Teachers</b>	Our school regularly collaborates with local dispensaries to enrich our understanding of hygiene and disease prevention	208	3.02	.62
	The school administration actively seeks partnerships with parents to enhance learning.	208	3.06	.64
	Pupils are frequently engaged in practical clean-up drives in the local market enabling them to be mindful of their environment	208	2.93	.59
	Teachers use professionals such as doctors and engineers to provide mentorship to pupils	204	2.74	.72
	Community resources are used as learning sites for learners' projects and experiences.	208	2.88	.82
	We make teaching/learning materials using locally available resources provided by the community.	201	2.82	.84
	<b>Average</b>		<b>206</b>	<b>2.90</b>

The overall mean for learners (M = 3.01, SD = 0.81) and teachers (M = 2.90, SD = 0.70) falls within the “agree” range, indicating that community resources are moderately utilized to enrich learning.

Learners reported (M = 3.30, SD = 0.73) on the statement, “Our school regularly collaborates with local dispensaries to enrich our understanding of hygiene and disease prevention,” indicating agreement that health facilities are actively involved in supporting school learning. Teachers similarly agreed (M = 3.02, SD = 0.62), reflecting consistency between learners’ experiences and teachers’ reports. Head teachers affirmed this in their interview reports. Head teacher U1 stated, “*We work closely with nearby dispensaries to teach learners about hygiene, sanitation, and disease prevention.*” Head teacher K9 noted, “*Health workers often visit the school to give talks and demonstrations on first aid and common illnesses.*” Head teacher N10 explained, “*These collaborations help learners gain practical knowledge that they can apply at home and in the community.*” Similarly, Head teacher U15 remarked, “*Engagement with health facilities has improved learners’ awareness of personal and environmental hygiene.*” Finally, Head teacher U8

observed, “*Such partnerships are part of our regular programmes, especially during health-related topics.*” Documentary evidence, including school activity logs, confirmed that such collaborations form part of routine learning engagements. This aligns with Nyagah (2013) and Rahman (2019), who emphasize that integrating community-based resources into teaching enhances both competency acquisition and civic responsibility.

Learners also indicated agreement with, “We make teaching/learning materials using locally available resources provided by the community” (M = 3.18, SD = 0.82) and “The school administration actively seeks partnerships with our parents to enhance learning” (M = 3.08, SD = 0.79). Teachers’ responses were similar (M = 2.82, SD = 0.84 and M = 3.06, SD = 0.64, respectively), showing that the school encourages active involvement of community members and resources in learning activities. Head teachers confirmed these practices.

Head teacher U14 stated, “*Learners often use locally available materials to create learning aids, especially in practical subjects.*” Head teacher U8 noted, “*Parents are actively involved in supporting school programmes, including providing materials and guidance.*” Head teacher

N10 explained, “We encourage project-based learning where learners interact with community members and use available resources.” Head teacher U1 remarked, “Community involvement makes learning more meaningful and relevant to the learners’ environment.” Head teacher U15 emphasized, “Partnerships with parents and the community strengthen both teaching and learning processes.” These observations are supported by Sobel (2004), who highlights the importance of situating learning within community contexts to develop practical skills, problem-solving abilities, and learner agency.

Moderate agreement was reported for, “Pupils are frequently engaged in practical clean-up drives in the local market enabling them to be mindful of their environment” (learners  $M = 2.89$ ,  $SD = 0.81$ ; teachers  $M = 2.93$ ,  $SD = 0.59$ ) and “Teachers use professionals such as doctors and engineers to provide mentorship to pupils” (learners  $M = 2.69$ ,  $SD = 0.85$ ; teachers  $M = 2.74$ ,  $SD = 0.72$ ), suggesting that while community engagement exists, some activities are less consistently implemented. Head teachers provided further insight into this variation.

Head teacher K1 stated, “Clean-up activities are organized occasionally, depending on the school calendar and community support.”

Head teacher K2 noted, “Mentorship by professionals happens, but not as frequently as we would like due to logistical challenges.”

Head teacher K3 explained, “These programmes depend on availability of experts and resources, which are not always guaranteed.”

Head teacher U18 remarked, “We try to involve professionals in guiding learners, but coordination can sometimes be difficult.”

Head teacher K5 observed, “Despite the challenges, such activities are important and are implemented whenever possible.” These findings align with Muganda (2017) and Jenkins and Clarke (2020), who emphasize the need for context-specific strategies to optimize the utilization of diverse community resources for holistic and meaningful learning experiences.

Findings from the observation checklist indicated that schools actively incorporate community resources into learning, though the intensity and consistency of these activities vary. The researcher observed that learners participated in hygiene demonstrations, first-aid exercises, and practical workshops facilitated by local dispensary staff, reinforcing classroom health instruction. This is illustrated in figure 9 where a health professional took pupils through hygiene and sanitation practices.



**Figure 4: Pupils during their CBL Lesson with a Health Professional**

*Source.* Adapted from school records (2025). *Note.* Faces blurred/face away from the camera to conceal identity and in compliance with ethics. Adapted with consent from Head teacher.

The modest classroom setting highlights the integration of school learning with community health priorities. Pupils are exposed to practical health knowledge, reinforcing utilization of community resource persons. The presence of a health professional bridges school learning with community expertise, making the lesson socially relevant and authentic. This supports the findings of Mutisya & Makokha, (2016) which pointed out that resource persons help foster resilience and innovation among learners as they engage with authentic, dynamic situations. The session models collaboration between schools and health institutions, showing pupils that education is a shared responsibility. By involving a health professional, the school empowers pupils to become agents of change in their families and neighborhoods, promoting healthier communities.

Pupils were also seen constructing teaching and learning materials using locally sourced items and engaging in small-scale environmental projects, such as clean-up drives within the school vicinity or nearby community spaces. However, direct engagement with professionals such as doctors, engineers, or other specialists occurred infrequently, and mentorship activities were sporadic. Teachers were observed guiding learners to connect classroom content with community resources, but the degree of hands-on involvement depended on material availability and scheduling.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

Community resources in the Rift Valley Region were found to be moderately available to support the integration of CBL. Both learners and teachers acknowledged the presence of local organizations, professionals, and natural resources that could contribute to experiential learning, although formal institutional facilities like community libraries were less accessible. The findings indicate that while the community provides significant human and natural resources for CBL, structured collaborations and improved access to formal learning facilities are needed to fully support its integration into primary school curricula. Primary schools moderately utilize local community resources to enhance community service learning as part of CBE. Schools collaborate with dispensaries, parents, and local artisans to provide practical skill development, hygiene education, and contextualized learning. However, the use of mentorship, environmental activities, and community sites is irregular, indicating inconsistent engagement with available resources. These results suggest that while schools are leveraging community resources to

some extent, systematic planning and stronger partnerships are needed to optimize the educational potential of community-based learning.

### 5.2 Recommendations

From the findings, the following recommendations were made:

1. Strengthen the use of mentorship programs, professional expertise, and community sites for learning projects.
2. Encourage schools to establish formal schedules for community engagement, ensuring regular participation rather than occasional use.
3. Increase access to formal resources such as community libraries, local museums, and learning centers.
4. Develop structured databases of local professionals, artisans, and community experts for schools to consult regularly.

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