
WOMEN'S PERSPECTIVES ON THE COMPETENCY-BASED CURRICULUM (CBC): A CASE OF KENYAN MOTHERS OF CHILDREN WITH DYSLEXIA

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ABSTRACT

Dyslexia is a reading disability that affects 1 in every 5 children globally, yet in Africa, it remains largely unidentified and undiagnosed. Women play a critical role in nurturing and socializing children. They are also key stakeholders and play a critical part in their children's schooling. However, their knowledge and views on curriculum reviews are rarely considered with as much importance as those of other stakeholders. This study sought to explore the views of Kenyan mothers of children with dyslexia on the Competency-Based- Curriculum (CBC). A qualitative research design was adopted purposive sampling was used to capture the mothers' narratives. Excerpts from in depth interviews presented to illustrate the mothers' experiences, using case narratives of 4 mothers drawn from a Nairobi –based social support group of mothers of children with learning disabilities.

Data was analyzed using Nvivo 12 application, drawing from emerging themes and patterns. The findings showed that mothers clearly understand the previous 8.4. 4 and the current Competency Based Curriculum from which they drew comparisons, strengths and weaknesses.

Mothers reported positive education experiences and outcomes for their children because of the practical hands-on pedagogical approach to instruction and learning in CBC. The study concluded that mothers' knowledge of school curriculum is significant and especially its appropriateness for children with dyslexia. Mothers' knowledge about curriculum can influence the nature and quality of curriculum for children with learning disabilities during curriculum reviews. The significance of these findings could be examined in relation to stakeholder partnerships and their implications and considered for expanded professionalism.

Keywords: Dyslexia, mothering, knowledge, children, perspectives, Competency - Based Curriculum, partnerships.

Originality/value - This is an original study.

INTRODUCTION

Globally, curriculum reviews are undertaken to examine academic programs for the purpose of optimizing students learning experiences and the academic staff who deliver the program. This is done collaboratively by experts, professionals engaged in education.

Kenya is not an exception. It introduced the Competency-Based Curriculum in 2017 as a new education system to implement teaching and appraisal of learners' strengths and challenges. The Government of Kenya established a task force that collected views from October to November 2022. Public participation commenced aimed at a review of the Competency-Based Curriculum (CBC). The CBC covers numeracy, literacy, language, environment, hygiene and nutrition, religious studies and music, art, games and sports. This was a departure from the previous 8.4.4, which had been viewed as examination-oriented.

This made it challenging for learners with learning disabilities as it bundled all together in the same classrooms and presented them to the same national examination. Therefore, the paradigm shift from conventional chalk-and-talk pedagogics and rote learning to advancing proficiencies and teaching values was a positive development which heralded the development of learners' competencies rather than on grades. The CBC focuses on the learners' capabilities where the grading ranges are recorded as exceeding expectation, meeting expectation, accomplishing expectation and below expectation after a National Examination at Grade 3. Until now, it has been generally held that educators and curriculum development experts in the education sector are the most critical in curriculum reviews.

This study fills in the gap by providing in-depth understanding of mothers' knowledge and views on the CBC. Parental knowledge of the curriculum is critical in making conscious decisions about pedagogics and other instructional policies that have an impact on its delivery. San Jose et al. (2021) find parents' significant support in tracking and monitoring learners' work and progress, without which instruction would be challenging. It is further observed that motherhood has evolved to a new mothering identity that comes with blended responsibilities and roles of tutoring, mentoring, nurturing, and counselling; thus, the nuance between mothering and engagement with her child's education cannot be delinked in the global, neoliberal and intricately connected world.

Mothers of children with learning disabilities want to be engaged, support and impact their children's education. Early school foundation years are critical in a learner's grounding, and mothers' role as primary socializing agents cannot be underestimated. Therefore, projecting their voices, opinions and suggestions on the CBC is important and should be considered with as much importance as other stakeholders, especially in light of their involvement.

LITERATURE REVIEW

Most of the existing CBC research has focused on the roles and views of developers and implementers, successes and challenges

in different counties in Kenya. There were a few studies on parental involvement in CBC, but none touched directly on the role or views of mothers. Owala (2021) highlights the challenges and successes of implementing the CBC in Kenya with an emphasis on the critical need for teachers' knowledge on implementation but without a mention of the role or contribution of the mothers. Mauki et al. (2020) contemplate the place of universities in implementing the CBC although it can be argued that its grounding in early schooling is likely to have positive impact at college level. Akala (2022) reviews education reform in Kenya in light of the CBC and the challenges faced in its early implementation.

The findings, indicate inadequacies in the workforce, resources, teacher training, pedagogical practices and poor public participation and implementation. Recommendations are made for deep reflection on an all-inclusive stakeholder engagement for desired output and successful inclusion. Pale and Amukowa (2020) scrutinize opportunities and challenges in the implementation of CBC in Bungoma County using mixed qualitative and quantitative methods that reported a rush in planning and implementation, teacher unpreparedness, a lack of adequate and relevant teacher training and knowledge of the curriculum, overcrowded classrooms, inadequate infrastructure limited resources and inadequate parent and stakeholder

participation and involvement. Thus, it was challenging to initiate the curriculum reform process.

Nyamwange (2020) reviewed the current status of CBC from 2018 to 2020 and implementation challenges and gave recommendations for closer collaborations and partnerships for greater effectiveness in implementation. Chepkemei et al. (2022) review the efficacy of CBC on students in Kericho East Primary Schools. Isaboke et al. (2021) provide an urban view of challenges facing CBC in Kenya with recommendations for more active engagement by the county government in the implementation in terms of infrastructure, resources especially owing to an upsurge in enrolment and with further suggestions for parent-teacher collaboration to help them understand their role in its implementation.

Cheptoo and Ramdas (2018) critique the CBC in Kenya, highlighting the challenges faced, including a deficit in infrastructure and resources and inexperienced implementing personnel. Waruingi et al. (2022) examine challenges faced by heads of schools in CBC implementation in Kiambu County, Kenya, with recommendations for adequate funding for staff development, training and resources such as laboratories and libraries. Chepkemei et al. (2022) find institutional unpreparedness, including inadequate resources and insufficient infrastructure, responsible for challenges in

implementing CBC, which was more pronounced during the Covid 19 Pandemic.

Munyasia and Sika (2020) hypothesize enrolment in Siaya County by 2030 and its possible impact on the quality of CBC amidst a scarcity of educational resources. In their study, Muasya and Waweru (2019) found teachers' unpreparedness for effectively implementing the CBC curriculum in Machakos County, inadequate infrastructure to support CBC and uncondusive teaching and learning circumstances. They recommend adequate financing to meet the demands of CBC, reinforcement of positive attitudes and relevant teacher training among pedagogues for effective implementation. This is reinforced by findings by Kubai and Owiti (2022) on effective and appropriate teacher training that aligns with the objectives of CBC. Murithi and Yoo (2021) use of ICT in implementing CBC in Kenyan Primary schools with findings indicating ICT illiteracy among teachers, a lack of ICT facilities and equipment and challenges consolidating technology into lessons due to a lack of grounded computer literacy.

This is despite the ever-changing and growing demand for the use of ICT in aiding students learn and continues to face hurdles due to the pedagogical competence of instructors.

Teacher training continues to feature in a study by Mwita and Yambo (2022) on the CBC teacher training curriculum for grades 1, 2 and 3 in Migori County, while Okal (2022), in his study, advocates for approaches to teaching indigenous languages in CBC but decries challenges that include unskilled teaching personnel, lack of appropriate assessment procedures and a lack of relevant teaching and learning resources.

In his study, Ogwora (2022) advances the philosophical perspective of CBC aligned to a more proactive, skill-based, efficient and responsive competency curriculum. This has been propelled by global technological advancement, which has, in turn, compelled curriculum reforms and reviews that align with these changes. Okeyo and Kanake (2021) find a link between CBC and learning from the theory from a review of global best practices and lessons learnt for replication, while Manduku and Sang (2021) analyze innovative pedagogies in CBC with a personalized individual student lens away from the previous curriculum.

Namwambah (2020) uses principles of rational pedagogy to draw parallels between CBC and the education curriculum in the USA, whose focus is on developing skills, critical thinking and inculcation of values. Ngwacho (2019) recommends making CBC for sustainable development acceptable to all stakeholders for its successful implementation.

Amutabi's (2019) empirical reflections on CBC and its implication for development reflect the flaws of the 8-4-4 education system and learning from the global best practices of CBC.

PARENTING AND MOTHERING

Care work for children is often presented in literature as done by mothers as dictated by cultural norms and societal structures. The term parents refer to mothers and fathers assuming they played equal or complementary roles in their children's education. However, a study by McBride et al. (2009) found that mothers are more positively involved than fathers. Maternal involvement was dictated by mothers' more loving and caring nature compared to fathers. Yani and Rosita (2016) argue that parents have a right to curriculum information in their children's education process.

While Irembere and Lubani (2020), in a Philippine case study, view curriculum development as one that should encompass all stakeholders, with findings indicating the contribution of parents not only in financing the children's education but participating in other ways and attending school meetings, even if they did not play a role in curriculum development. Ní Dhuinn et al., (2021) examine the role of parents and teachers regarding curriculum change in Ireland and the barriers and enablers of engagement for successful implementation, while Turk

(2015) finds that parents have a right to give their views, knowledge and decide on whether or not a curriculum met the needs of their children.

Parental involvement in carework typically goes beyond care for children at home. It includes support for their children's educational progress through consistent communication and follow up with teachers. Hoover-Dempsey and Sandler (1997) argue that parents' involvement in children's education can influence positive outcomes, as found in a study by Jhang and Lee (2018). Lara and Saracostti (2019) observe a link between parental involvement and children's achievement. More recently, there has been an emphasis on the role played by parents in children during pandemics such as Covid 19, as in a study by Alharthi (2023), Amunga et al. (2020) scrutinizing the teacher-parent link on the CBC in Kenya with findings indicating high expectations from parents as partners in the education process of learners and the need to work in partnership as parents were responsible for providing the learning materials needed for practical. Moreover, they propose greater sensitization of parents of their role in CBC to help facilitate more effective implementation. This includes parental inculcation, judgment, concerns and presuppositions of CBC. Mwarari et al. (2020) use Epstein's overlapping spheres of influence theory to determine parental involvement in their children's education, with findings indicating

knowledge and involvement of parents as critical factors despite barriers faced by parents such as lack of time, skills and resources necessary to reinforce parent-school partnerships, Nash et al. (2020) underscore the significance of parents points of view, participation, skills, involvement on educational programs while Syomwene (2022) recommends parental inculcation approaches to confront development of literacy in preliminary schooling years, a position is endorsed by other studies (Antonio et al., 2022, 2022; Avvisati et al., 2010; Azar et al., 2022; Chemagosi, 2012; Desforges & Abouchar, 2003; Lin, 2019; Manzon et al., 2015; Olibie et al., 2014).

Goodall et al. (2022) highlight the best practices in parental involvement, a position bolstered by Levinthal et al. (2022) in a multiple case study of model parental operation and engagements in Finland and Portugal. Using a Singaporean study, Goransson et al. (2022) observe an expanding interest and expectation of parents in children's education.

Levinthal et al. (2022) recommend research-based parent-teacher engagements drawn from global best practices. There is often the general assumption that parents will refer to both mother and father, yet in most instances, mothers take charge even of children's school issues. Thus the place of mothers in the contemporary context can be considered typical.

Prickett and Augustine, (2021) explore a multi-dimensional approach to mothers' involvement in their children's schooling between 2003 and 2017. Erawati (2020) emphasizes the role of mothers as children's primary socializing agents and first educators, further corroborated by Reay (2002) on the critical role mothers play in their children's education. Griffith (1995) explores the relationship between mothering, work, family and school and the central place of mothers and their desire for their children to do well at school, while Ceka and Murati (2016) identify mothers as educators who aid children with a daily routine including homework assignments, Caputi et al. (2016) underscore the mother-child and teacher-child relationship and the importance of the involvement and participation of mothers in successful academic achievement.

METHODOLOGY

The material for this study is drawn from 4 life story interviews. It uses a narratological method, as advanced by Woodiwiss et al. (2017), and that places its core on the importance of the subjectivity of women's experiences. This provides an unconventional yet critical understanding of women's personal stories, life histories, narratives, and lived realities apart from the dominant traditional methods. It also allows evaluation contexts in which these stories are told and how women make sense of their world.

This is further advanced by Geiger (1982), McKinlay et al. (2022), Mitchell and Weber (2003), Sosulski et al. (2010) and Sarangi (2022), who all agree that even though there is a need to link the past and the present, independent heterogeneity and variety of women's lives have lessons that can be drawn from and thus must be understood and embraced.

They produce new knowledge that should be considered in mainstream scholarly agenda and contribution. The four interviewees were purposively selected from a Nairobi-based dyslexia social support group. Each interview lasted between 1 hour and one and a half hours. The interview data was audio recorded with some guidance from probing questions but with little interruption. The data were then transcribed and coded into nodes, codes, sub-themes and main themes using NVIVO 12 application. Mothers were selected based on their membership to the dyslexia social support group, had at least one child with dyslexia, was a career woman either in or out of full-time employment or was self-employed. All 4 were African mothers of Kenyan origin.

The four mothers were trained teachers, three primary and one secondary school teacher. The validity of this research draws from a careful selection of participants such that they were appropriately positioned to address the aim of this study which was to capture and document the missing voices of

Kenyan mothers of children with dyslexia on the Competency-Based Curriculum. The four mothers' case narratives are unique because they are also trained teachers apart from being biological mothers. They have a sound understanding and experience of the previous 8.4.4 education system and the current Competency-Based Curriculum.

Their lived experiences of mothering and engagement in their children's schooling allowed them to speak authoritatively on what they believe works for their children in the CBC. We do not claim that these interviewees are representative, as each individual tells her story in her own words and ways. However, their voices and views are key because they enable the hearing and listening to silence beyond the voices, place central voices of mothers of children with learning disabilities that are too often relegated beyond the margins and give new insights on mothering and involvement in the schooling of children with dyslexia. Pseudo-names have been used to protect the confidentiality of the mothers, children and schools.

Table 1: Characteristics of Kenyan Mothers of children with dyslexia who have expressed views on the Competency-Based Curriculum (CBC)

Name of Interviewee	Age	Marital Status	Profession	Highest Level of educational attainment	Number of children with dyslexia	Level of school/class attended by children
Maya	30	Married	Teacher	Diploma	1	Primary
Belinda	34	Married	Teacher	Bachelor's Degree	1	Primary
Marlene	40	Married	Teacher	Bachelor's Degree	1	Primary
Jasmine	43	Single	Teacher	Bachelor's Degree	1	Secondary

FINDINGS

Mothers of Children with Dyslexia and their views on the Kenyan school curriculum

The Four Mothers who were also trained teachers indicated they experienced challenges with the 8. 4.4 Curriculum. Maya, Marlene, and Jasmine were trained primary school teachers, while Belinda was a secondary school teacher by training. All four were Kenyan mothers of children with dyslexia, and their children were at the primary school level. Their stories suggest that the difficulties manifested in a lack of experience by teachers in teaching children with dyslexia both in the previous 8.4.4 system of education and the current CBC, a lack of understanding by teachers on

dyslexia, challenges and methods that worked for such children, harassment of children when they failed to master skills and meet teachers and school expectations and this by extension impacted negatively on all the mothers.

Mothers compare the 8.4.4 system of education with the Competency-Based Curriculum (CBC)

Mothers explained clearly the differences they observed between the previous 8.4.4 and the current CBC in the excerpts below;

Maya;

“In both the Competency-Based Curriculum and the 8.4.4 system of education, teachers do not know about dyslexia and therefore lack understanding of teaching methods for children with dyslexia. My child has great difficulties. She is not able to write, and her teacher cannot understand why. My daughter has been stressed and has had horrendous school encounters.”

Marlene;

“Late identification, testing and diagnosis and appropriate intervention are largely responsible for the challenges children with dyslexia experience in Kenyan primary schools. Most teachers seem unaware of the spectrum, and neither have the knowledge or skills of remediation methods for dyslexia.

“The previous competitive examination oriented 8.4.4 education system disadvantaged children with learning disabilities like dyslexia. When they are gauged similarly with other children on reading, writing and spelling skills, they will not do well because they learn differently.”

Marlene: *“The CBC has given my child a chance to individually reconnoiter through doing things unlike what was happening in the 8.4.4 education system.” “Even with the introduction of the*

Competency-Based curriculum, learning by memorization is still quite evident. Training is still much pegged on note-writing, a major challenge for children with dyslexia. Most teachers have no expertise in providing differentiated learning and no time to give significant individualized attention to children with dyslexia.

“Teachers are often overloaded with large student numbers, a lack of adequate resources, forcing them to depend on worksheets, workbooks and methods that include students repeating things after the teachers, most of which they cannot relate with or apply.”

Maya;

“Children with dyslexia in Kenya are undiagnosed and misjudged. Although the Government of Kenya now recognizes dyslexia as one of the learning disabilities, its implementation in terms of testing and implementation.”

Belinda:

“A lack of experience by my child's teachers prompted me to look for schools that understood dyslexia and could teach my son appropriately. He focused on reading book series in the public school where he was. He was unable to do because he encountered considerable challenges with reading. His school experience was, therefore, very stressful.”

Jasmine;

“One of the biggest challenges I have experienced with schools is that the curriculum has not aligned with our children's strengths in the past. My child has dyslexia. He was labelled as a ‘slow learner, and the repercussions for such negative branding has devastating. My son was lucky to attend a local private school that understood his dyslexia. It was not easy.”

“I have had to deal with failed interviews and frequent transfers from school to school because my child could not cope under the 8.4.4 curriculum.”

Challenges faced by mothers of children with dyslexia

Maya;

“I had to book an appointment with my child's school and educate them about dyslexia and why my child should not be hard-pressed when encountering reading, writing and spelling challenges. This way, I was able to curtail bullying and harassment.”

“I changed my daughter's schools severally. Eventually, I found a dyslexia-friendly private school in Nairobi. This is after she faced a myriad of challenges in her previous school.”

Marlene;

Children with dyslexia lack the required individualized attention. This is because of the large class numbers compared to the limited number of teachers. I have faced this challenge with the schools my son has attended. All his efforts have been thwarted by school systems and methods that are unsuitable for children with dyslexia. He has suffered. ...”

“At one point, my son was even expelled from what the teachers alleged was a lack of concentration and focus on school work. His stress, low self-esteem, and worth sieved down on me, making me feel helpless. As a mother, this disturbs and causes me much anxiety and pain. Teachers in most schools lack the expertise, capacity and resources.”

Mothers' views on what works for their children in CBC

Maya;

In her new school, they engage the children in various practical activities. The teachers use methods and teaching-learning resources that make it possible even for children with dyslexia to learn like their counterparts. They have programs, applications and resources that enable all children to learn, just like in advanced countries."

Marlene;

"I think the Montessori Method should be considered in the CBC review. To a large extent, this is already happening. I like the fact that children can see the link between theory and practice."

Belinda;

"As a mother who trains parents on children's school curriculum and school-related issues, I use such forums to create awareness and advocate for children with dyslexia. I have done the same with my son's teachers so they are aware of dyslexia and that my son learns differently from his peers."

Jasmine;

"I use the Orton Gillingham Multi-Sensory method to teach children with dyslexia. It is a method that uses a wide range of complementary strategies to reinforce the teaching of a skill. It is aligned with what the CBC intends to achieve. This is the same method I used to teach my child when he could not cope in

public schools under the old curriculum, whose emphasis was often just 'talk and chalk. Children with dyslexia cannot thrive when instructed using a lot of theory, writing and talking."

"We should move away from an obsession with a competitive examination high-grade oriented curriculum. Children with dyslexia will fail because such methods do not work for them. Individualized attention and focusing on the children's strengths rather than weaknesses can work for such children. This includes hands-on projects and practical activities that the children can do, experience and relate with."

"Teaching children values and life skills, as is being addressed by CBC, is critical in empowering children with dyslexia."

Maya;

"What I like about CBC is the Level of engagement required of the parents in their children's education. Like their children, parents have to help their children find resources and materials for their demonstrations. Some of this has to be done with the guidance of parents as part of homework. Thus, teachers, parents and students have to work together to meet the objectives of CBC."

"The CBC does not focus on grades, unlike the previous 8.4.4 education system. Our children's talents are identified and nurtured. This is great for children with learning disabilities such as dyslexia."

Belinda;

“So far, my child is enjoying and thriving in the practical activities they are engaged in within the CBC. Although the CBC has adopted some methods that work for children with dyslexia, I observe that they still need more support than is provided. Parents still lack skills needed to support their children.”

“I think there should be some extent of capacity building to enable them to support their children better. Children who have special learning disabilities like dyslexia should be accorded differentiated tasks because the challenges they experience cannot enable them to work at the same speed and levels with their peers.”

“I recommend that teacher training curriculums in Kenya must begin to shift from theory and prepare trainees for real and practical classroom teaching experiences and challenges. This should entail all areas of learning disabilities so that they are equipped to teach such learners when they encounter them.”

“The teachers should be encouraged to be more innovative in teaching children to expand their creative power and develop their strengths. Currently, many assistive devices, online resources and activities exist for children with dyslexia. Teachers should take the initiative and source for such information and resources.”

RESULTS AND DISCUSSION

Three key points can be gleaned from the material presented in this study: The comparisons mothers of children with dyslexia made between the previous 8.4.4 system of education and the CBC; The challenges mothers of children with dyslexia faced with their children's school experiences and curriculum expectations and the views of mothers of children with dyslexia on what they thought worked for their children in the CBC. There were many points of convergence of the mothers' views and experiences and a few points of divergent experiences.

In comparing the previous 8.4.4 system of education and the current Competency-based curriculum, the four mothers, Maya, Marlene, Belinda, and Jasmine, had similar experiences with teachers, mostly in Kenyan public schools, who had no knowledge, understanding or experience in teaching children with dyslexia, therefore no matter the curriculum in place, they could not effectively and efficiently teach children with dyslexia.

The effect of this was a need for more preparedness to enable effective teaching and learning of these children. For all four, this was the starting point of negative school experiences for their children and them as mothers who had to take the initiative to follow up on their children's progress and challenges.

This was reported in high-level stress. The challenges in the literature review were those noted by other stakeholders, such as curriculum developers and implementers, except for mothers (H. Akala, 2022; Cheptoo & Ramdas, 2018; Isaboke et al., 2021; Kiprotich, 2020; Nyamwange, 2020; Pale & Amukowa, 2020)

The mothers agreed that teacher training and teaching methods were inappropriate and that the 8.4.4 methods did not meet the needs of children with learning disabilities such as dyslexia. They observed a lack of skills among teachers' competitive examination-oriented nature of the 8.4.4 curriculum that focused on reading, writing and spelling skills since this was a major challenge for children with dyslexia. This corroborates the literature review findings by Munyasia and Sika (2020), Murithi and Yoo (2021), and Mwitwa and Yambo (2022). They also mentioned the inability of teachers to instruct in a way that enabled children to relate with and apply knowledge as a major challenge in the 8.4.4 curriculum and more focus given to rote learning.

All the mothers agreed that the CBC opened avenues for addressing the challenges experienced by children with dyslexia, especially in teaching methods and student assignments.

Regarding the challenges the four mothers experienced, Maya's son was undiagnosed but exhibited all signs and symptoms indicative of dyslexia. She explained that she had to frequently change schools because her son faced great challenges with written expression and that despite official recognition of dyslexia by the Government of Kenya, its implementation was yet to be realized. Consequently, the CBC has not fully complied with the specific learning needs of children with dyslexia and the need to emulate sustainable practices and build on skills and critical thinking. This aligns with the findings by Namwambah (2020), Ngwacho (2019) and Ogwora (2022). On the other hand, Marlene noted severe challenges with assignments and tasks that required reading, writing, spelling, and memorization as detrimental to her child's learning.

Furthermore, she decried the large classrooms owing to huge enrolment and increased numbers as overwhelming for teachers in public schools. Consequently, they could not focus on giving children with dyslexia much-needed individualized attention.

Students were made to complete worksheets and workbooks without learning how the theory translated into application.

Additionally, she observed a lack of teacher expertise in differentiated learning, which was key for teaching children with dyslexia.

Jasmine observed that often the curriculum failed to align with the learning styles and needs of children with dyslexia resulting in misunderstanding and labelling with negative effects on the mother and child. At the same time, Belinda was concerned about a lack of appropriate teacher training and expertise to handle children with dyslexia. Mothers are concerned about their children's education and want to be involved and participate. Their role is critical, as endorsed in findings by Amunga et al. (2020), Chemagosi (2012), Goodall et al. (2022), Irembere and Lubani (2020), Jhang and Lee (2018), Lara and Saracostti (2019), Levinthal et al. (2022), Lin (2019), Mwarari et al. (2020) and Nash et al. (2020).

The views expressed by the four mothers on what worked for children with dyslexia in relation to CBC aligned in most instances with what worked for children with dyslexia. Maya suggested more effective use of methods that work for children with dyslexia, including practical experiments, resources, programs and applications that are used globally and are appropriate for children with learning disabilities like dyslexia.

Marlene corroborated this by emphasizing the need to adopt practical Montessori methods, whose emphasis aroused children's interest away from strict numeracy and literacy methods of instruction, giving greater prominence to nature, first-hand experience and enlargement of competence

in lived reality. Belinda recommended mother-teacher coaching to help them better understand their children's dynamics, gain deeper insight into the curriculum and establish bonds and provide quality feedback for the benefit of the children. As corroborated by McBride et al. (2009) and San Jose et al. (2021), the mother-child-teacher relationships are critical. Because of a mother's loving and caring role, the extent of involvement in the child's life compared with fathers and the positive contribution this is said to have on a child's general academic performance.

On the other hand, Jasmine gave an example of how she had trained in and successfully used the Orton-Gillingham method to teach structured literacy to her students and her child with dyslexia. She proposed the shift from an obsession with traditional examination-oriented examination curriculums, including competition and ranking, which did not allow children with dyslexia to thrive. Like Maya, she suggests the significance of experiential rather than rote learning and more focused attention on hands-on activities, practical experiments, individualized attention to children with dyslexia, project work, and teaching values and life skills.

Methods that work for children with dyslexia cannot be actualized without relevant teacher retraining, especially considering specific

learning needs such as the inability to take multiple instructions and the need for keen supervision, guidance, and step-by-step follow-up (Caputi et al., 2016; Goodall et al., 2022; Kubai & Owiti, 2022; Mwitwa & Yambo, 2022; Nash et al., 2020; San Jose et al., 2021). As Belinda explained, they learn differently, so approaches to teaching them successfully must differ from their peers. She further reiterates the need to incorporate the area of specific learning disabilities in the teacher training curriculum, more innovative teaching by pedagogues, inclusion and use of relevant assistive devices for dyslexia and keeping updated with knowledge, information and resources for children with dyslexia. This includes reflections on creativity and innovation in teaching in different contexts (Alharthi, 2023; Amutabi, 2019; Manduku & Sang, 2021; Ngwacho, 2019).

CONCLUSION

As authenticated by Griffith (1995) and Prickett and Augustine (2021), we conclude by reiterating the place of mothers in the process of curriculum implementation as partners and stakeholders with teachers and other professionals in the field of education, first as biological or surrogate mothers; being the child's first teacher as a nurturer and a primary socializing agent; providing a homely and comfortable context at home in which the child can find love, acceptance and support; partnering with teachers and

stakeholders to help make sense of the child's education and its link to the social world and to take their place by elevating their voices to form part of mainstream knowledge and literature about curriculum reviews such as the Competency-Based Curriculum.

This becomes even more demanding when a child struggles with a learning disability and mothers, as argued by Woodiwiss et al. (2017), must take up their role in telling their own stories, as corroborated by findings by McKinlay et al. (2022), Sosulski et al. (2010) and Sarangi (2022). It was the view of all four mothers that compared with the 8.4.4 education system, the Competency-Based Curriculum appeared more relevant and manageable for their children because of its multi-faced and practical approaches to teaching different skills. Such perspectives and knowledge of mothers are incomplete, with missing voices and perspectives of mothers because of their lived realities as mothers of these children. Caputi et al. (2016) and Chemagosi (2012) they should be taken into consideration during policy and curriculum reforms and curriculum implementation because they enrich and address the unique needs of their children (Akala, 2021; Amunga et al., 2020; Avvisati et al., 2010; Azar et al., 2022; Ceka & Murati, 2016; Jhang & Lee, 2018; Prickett & Augustine, 2021; Syomwene, 2022; Yani & Rosita, 2016).

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