



Global Citizenship Education
Curriculum Development & Integration
Situational Analyses under the 2nd Round Project

GLOBAL CITIZENSHIP CONCEPTS IN THE CURRICULUM OF **KENYA:**

**ANALYSIS AND INITIAL
RECOMMENDATIONS**

Felisa Tibbitts, Teachers College of Columbia University

GLOBAL CITIZENSHIP CONCEPTS IN THE CURRICULUM OF KENYA:

ANALYSIS AND INITIAL RECOMMENDATIONS

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Author

Felisa Tibbitts, Teachers College of Columbia University

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Contact

Office of Research and Development, APCEIU
120, Saemal-ro, Guro-gu, Seoul, Republic of Korea, 08289
Tel: (+82-2) 774-3981, Fax: (+82-2) 774-3958
www.unescopaceiu.org
rnd@unescopaceiu.org

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Summary

This report provides an analysis of the presence of concepts associated with Global Citizenship Education (GCED) in the aims and content of the Kenyan national curriculum. This analysis reviews key Kenyan education policies and curriculum documents. This report applies a coding scheme for GCED developed by the International Bureau of Education (IBE), derived from UNESCO's definitions of GCED and focused on civics/citizenship education. This coding scheme was developed in 2017 in collaboration between IBE-UNESCO and Asia-Pacific Centre of Education for International Understanding (APCEIU). In addition, two other UNESCO coding schemes are applied in order to analyse the presence of a somewhat wider range of GCED concepts.

This report contains some preliminary suggestions for how GCED might be strengthened in Kenya's education system, taking into account the above analysis, as well as relevant research on curriculum reform in the country. We find numerous avenues for strengthening GCED within the curriculum to be considered in current and future reform processes.

GLOBAL CITIZENSHIP CONCEPTS IN THE CURRICULUM OF KENYA: ANALYSIS AND INITIAL RECOMMENDATIONS

1. Introduction

The General Assembly of the United Nations (UN) established 17 Sustainable Development Goals (SDGs), effective from 1 January 2016. The key areas are poverty alleviation and economic inequality, democratic governance and peace building, climate change and disaster risk. Goal 4 – high quality inclusive and equitable education – has an important part to play in meeting all the other goals.

GCED is central to UNESCO's vision for education in the 21st century (UNESCO, 2015a) and a key component for the SDGs and the 2030 Education agenda, which Kenya has agreed to. Elements of GCED are also present with pan-African African Union priorities. The African Union *Continental Education Policy for Africa 2016-2025* (2016) recognizes sustainable development as a priority for Africa at the national, sub-regional and continental levels (p. 7). Sustainable development includes the strategic objectives of inclusive growth, gender parity, peace education and conflict resolution (p. 8). The African Union's *Agenda 2063: The Africa We Want* (2015) has elaborated on related goals, such as "Environmentally sustainable and climate resilient economies and communities" (Goal 7); "Democratic values and practices, universal principles of human rights, justice and the rule of law entrenched" (Goal 11); and Peace, Security and Stability are preserved (Goal 14) (pp. 19-20).

We also see a direct link between GCED and National Goals for Kenya. The Kenyan Constitution (2010) in Article 10 prioritizes sustainable development as a national goal. Chapter Four of the Constitution recognizes human rights and fundamental freedoms, human dignity, inclusiveness and non-discrimination as fundamental national values and principles of governance.

We note that these are expected to create a positive influence on work ethics and the productivity of Kenyans. There is a prioritization of economic development as this inculcation of values and principles are expected to lead to higher levels of investment, wealth and employment creation, besides promoting better understanding among Kenyans. This characterization of sustainable development recurs consistently in national policies in Kenya, including education policies explored later in this report.

GCED both supersedes and integrates previous approaches supported by UNESCO to promote 'education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms' (1974, p. 142). In this respect, aspects of GCED may be familiar to member states. Yet, the promotion of GCED as an integrating umbrella (as with Education for Sustainable Development as part of SDG 4.7) encourages countries to re-visit curriculum and to strengthen treatment of GCED concepts. Kenya has an additional incentive to further its current treatment of GCED, not only through its engagement in UN processes but also as part of its human development aims, linked with *Kenya Vision 2030* and the country's social cohesion agenda.

Kenya Vision 2030 (2007), a long-term national planning document, mentions maintaining a sustained economic growth over the next 25 years, building a "just and cohesive society with social equity in a clean and secure environment" and realizing "a democratic political system...that respects the rule of law, and protects the rights and freedoms of every individual in Kenyan society" (p.1). References to "global" occur 13 times in this document, primarily in relation to Kenya being economically competitive.

The Status of Social Cohesion in Kenya (2013) is a document linked with our GCED analysis, as reaffirms the joint, and interrelated, national goals of peace and economic development. For the purposes of national development, peace is seen as an imperative in order not to disrupt Kenyan society. Education is seen as one strategy for promoting "social values, trust, peace and positive management of ethnic diversities in the country" (p. 22).

The main purpose of this GCED analysis is to assist the Kenyan government in identifying avenues for integrating GCED through its formal curriculum. We understand that this report is only one input that will be considered as the Ministry of Education, Science and Technology (MoE) and the Kenya Institute of Curriculum Development move forward in their planning. This report is specifically

intended to assist and complement local efforts to carry out a situation analysis of GCED in the curriculum and, in concert with this team, identify concepts and reform processes for strengthening GCED in Kenya's intended curriculum. The local team has access to a wide range of documents in the country and the opportunity to consult first-hand with numerous stakeholders in the educational environment. We hope that the UNESCO *value added* to this review and planning process is the application of the GCED analytical frameworks and ideas for curriculum integration that draw on experiences outside of the Kenyan context. We are cognizant of the need for mutual dialogue that respects Kenyan cultural autonomy between the Kenyan government and partner institutions in the Global North. We also encourage an exchange of views and ideas across different stakeholder groups in Kenyan society.

GCED curriculum development is taking place during an extended period when Kenya is modernizing its curriculum. The curriculum reform process began with the recommendations of the Taskforce on the Realignment of the Education and Training Sector to the Kenyan Constitution (Ministry of Education, 2018, p. ii). The curriculum reform is a flagship project of the Kenya Vision 2030. A successful GCED curriculum reform effort will not only be integrated within ongoing sector-based reforms in the country but will contribute to quality education in Kenya. We will return to this point in the Recommendations section of the report.

This case study is part of the APCEIU's efforts to support the integration of GCED within national curriculum. By national curriculum we are referring to the intended curriculum, meaning the guidelines found in syllabi and educational programming, as well as learner assessment, textbooks/learning resources, and teacher preparation. This report provides an analysis of the presence of concepts associated with GCED in the curriculum of Kenya. This report also contains some preliminary suggestions for how the MoE might strengthen GCED in Kenya's education system, taking into account the above analysis as well as relevant scholarship.

2. Methodology for Analysis

Domains: GCED is defined by UNESCO as ‘...a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive and sustainable’ (UNESCO, 2015a, p. 9). Given the importance of GCED to the UN and its member states, UNESCO has promulgated numerous documents to assist governments in conceptualising GCED and strengthening the presence of GCED within curriculum. These documents, and the approach incorporated within this Kenya case study, recognise three domains of potential learner outcomes: cognitive, attitudinal (socio-affective), and behavioural. The analytical frameworks that were applied for this case study incorporated all three domains.

Sources: Text-based resources, APCIEU staff, and the Kenya UNESCO focal point were consulted in the preparation of this report. In relation to text-based resources, only those available in English and/or accessible to the author or the APCIEU team at the time of report preparation were consulted. Thus, the report is based on a limited set of data and findings and our recommendations should be considered bearing this in mind.

In regards to text-based sources, educational laws, policies and planning documents, as well subject-specific curriculum might each contain elements reflecting GCED. GCED might emerge:

- 1) as part of the overall educational or learner goals for a schooling system established for basic education or differing levels of schooling (e.g., primary, lower secondary, upper secondary);
- 2) as learner goals, outcomes, or content established for specific subjects;
- 3) as learner goals, outcomes, or content established for whole school or co-curriculum activities in schools; or
- 4) as goals or content of curriculum supports, such as learner assessment, textbooks, and teacher training.

We reviewed each of the available sources of educational policy and intended curriculum in preparing this report. These resources are included in the Reference section of this report. In this report, we were able to review key Kenyan policy documents developed by the Ministry of Education. These contained information about curriculum requirements and initiatives to integrating Education for Sustainable Development and Peace Education in schools. We were able to analyze the aims of

most subjects and can thus comment on their existing and potential links with GCED. In addition, we reviewed additional policy documents that potentially influence strategies for implementing GCED in Kenya.

Analytical categories: The analysis looks for evidence of GCED by employing several analytical frameworks. This report first applies the **IBE-UNESCO analytical framework** used in the cross-country analysis of GCED in civics and citizenship education (2017a). This recent report focused on evidence of GCED (associated with a cosmopolitan outlook) in contrast to a civics education approach focused on national and sub-national themes (and associated with traditional, patriotic, and potentially nationalistic aims). This analysis goes into some depth in analysing citizenship education in such a way that the results promote a ‘new vision’ (IBE-UNESCO, 2017a, p. 11) and *point of interest* for GCED. The 22 indicators associated with this framework are presented more fully in Table 1.

TABLE 1.

MATRIX FOR CODING CATEGORIES OF CURRICULUM CONTENTS ON GLOBAL CITIZENSHIP AND ASSOCIATED CONCEPTS (IBE-UNESCO, 2017a, p. 14)

<p>I. Justification and general orientations about GCED.</p> <ol style="list-style-type: none"> 1. Justification of GCED (socio-economic, political, cultural, moral). 2. Global Citizenship (affirmation; characterization).
<p>II. Cognitive domain categories.</p> <p><i>Global systems, structures and processes:</i></p> <ol style="list-style-type: none"> 3. Global governance system, structures (institutions) and processes. 4. Humanitarian law, human rights, peace building, rule of international laws. 5. Trans-national corporations. 6. Other (global systems). <p><i>Global issues:</i></p> <ol style="list-style-type: none"> 7. Globalization (socio-economic, political, cultural). 8. North-south relationships, developed-developing interconnections, interdependence. 9. Climate change, biodiversity, sustainable development. 10. Global poverty, global inequality. 11. Genocide, terrorism, war, refugees. 12. Diseases (Ebola, HIV & AIDS). 13. Other (global issues).

III. Attitudinal (socio-affective) domain categories.

Multiple identities:

- 14. Humanity as privileged referent of identity.
- 15. Nation as privileged referent of identity
- 16. 'Embedded identities': local, national, regional (supra-national), and global.

Difference and respect for diversity:

multicultural and/or international contexts-levels:

- 17. Intercultural empathy, dialogue, respect, solidarity (referred to intercultural or international, regional or world-wide contexts).
- 18. Discrimination, racism. (Referred to intercultural or international, regional or world-wide contexts).
- 19. Values and attitudes for Global Citizenship.

IV. Behavioural domain categories.

Engagement, participation, actions:

- 20. Current and future participation in civic protest on global issues.
- 21. Information and debates on socio-political issues of global reach.
- 22. Direct action on issues of global reach.

The IBE-UNESCO indicator framework concentrates on concepts linked with civics and citizenship education, which might be found within Social Science subjects such as Civics and History as well as subjects such as Life Skills. The application of this framework provides relatively greater insight into the opportunities for integrating GCED into these subjects.

The IBE-UNESCO framework was derived from UNESCO's *Global Citizenship Education: Topics and Learning Objectives* (2015a, pp. 29, 31), which contains key learning outcomes, key learner attributes, and topics (see Annex A). Due to the limited amount of detail available for the Kenyan curriculum, we decided to complement the use of this analytical framework with others developed by UNESCO for a broader set of GCED-related themes.

This 2015 publication was also the initial basis of the efforts of a **Working Group collaboration between UNESCO, the Youth Advocacy Group, and the Center for Universal Education of the Brookings Institute (GCED-WG)** in elaborating a framework for assessing GCED. The GCED-WG was created in response to recommendations released by the Learning Metrics Task Force (LTMF) 1.0 to respond to the priorities of UNESCO and the Global Education First Initiative (GEFI) on the importance of GCED (GCED-WG, 2016, p. 1). The broad set of learning objectives contained in UNESCO's 2015 GCED publication and the subsequent work of the GCED-WG team place a relatively stronger emphasis on attitudinal/socio-affective outcomes, such as shared values. These frameworks

also contain skills not exclusive to GCED (though perhaps essential for its realisation) such as critical thinking, problem-solving, and conflict resolution. The application of these frameworks in the Kenyan report allow us to consider a wider range of curriculum approaches for promoting GCED holistically within the national curriculum. Annex B presents the initial GCED-WG competencies.

The final indicator framework was developed by IBE-UNESCO for application with the **Global Education Monitoring (GEM) Report** (2015b). This framework was used for assessing the presence of SDG 4.7 and has a specific added value in allowing us to identify a range of concepts that can be seen as directly linked with GCED though not only found in civics or citizenship education curriculum. Topics such as peace, human rights, gender equality, health, and sustainable development could conceivably emerge in other curriculum areas. The SDG 4.7 indicator framework also allows us to explore references to student-centred teaching and learning approaches and assessments that would be essential supports for realising the GCED ethos.

We recognise that the integration of GCED within a national curriculum cannot be comprised of only one subject matter. Certain GCED concepts, attitudes, and behaviours would ideally be integrated transversally across many subject areas. Moreover, school-wide and co-curricular (meaning non-formal education) practices might also offer key supports to meeting GCED learning objectives. Though such approaches can provide a vital support for effective GCED, these were not addressed in the curriculum analysis.

3. Findings

3.1 Findings for overall aims of the Kenyan curriculum

Sources: *National Curriculum Policy* (Ministry of Education, 2018); *Basic Education Curriculum Framework* (Kenya Institute of Curriculum Development, 2016); *The Why, What and How of Competency-Based Curriculum Reforms: The Kenyan Experience* (IBE UNESCO, 2017b).

Analysis: The *National Curriculum Policy* (2018) is the flagship project of the Kenya Vision 2030. Education is seen as a crucial driver for social and economic development. Proponents for this change argue that unless young people's skills are developed for work, they will be ultimately excluded from

active participation in their societies. In line with the global trends, Kenya needs to align itself to this paradigm shift in education (p. 3).

We carried out a content analysis of the *National Curriculum Policy* using a simple word search function so that we could determine the frequency of certain concepts as well as what they were associated with. We did not find any references to the following concepts: ‘citizenship’, ‘diversity’ and ‘human rights’. We did find mention of other concepts that emphasized the human capital development orientation of schooling in Kenya, including from a global perspective.

The concept of ‘global’ occurred 13 times, typically with reference to education reform as a response to globalization. The kinds of phrases associated with the concept of global were ‘globalized world’ (p. i), ‘global realities of work and life in the 21st century’ (p.1), ‘globally competitive education’ (p. 5) and ‘globalized economy’ (p. 2).

‘International’ was present in the policy document on 12 occasions, in relation to international obligations (such as EFA goals and the SDGs) (p. 3), the international mobility of workers (p. 1), and international cooperation and best practices (p. 1).

We found two references to ‘peace’, which seemed to link peaceful co-existence with economic development (p. 21). Equity in education and the closing of income gaps between the have and have-nots were seen as a way to promote peace (p. 1). The concept of ‘equality’ came up as important to address through addressing youth unemployment (p. 1).

This simple word search is very telling about the human capital development priorities of the Kenyan education system though the analysis of other policies brought out other national goals.

The *Basic Education Curriculum Framework* (Curriculum Framework) (2016) identified national unity as the first goal for the Kenyan education system.

It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and by promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to enable them to make a positive contribution to the life of the nation” (p. ix).

We present those goals that we see as linked with GCED along with associated indicators from our analytical frameworks:

- **Foster nationalism and patriotism and promote national unity** (including 'by promoting positive attitudes of mutual respect which enable them to live together in harmony' (p. ix). (*ability to communicate and collaborate with others, conflict resolution and sense of security and identity* indicators found in GCED-WG framework; *appreciation and respect for diversity* indicator found in all three UNESCO analytical frameworks).
- **Promote international consciousness and foster positive attitudes towards other nations** (p. x) (#21 in IBE framework; *recognition of global issues* indicator found in GCED-WG framework).
- **Promote social equality and responsibility** (p. x) (#17 and #18 in the IBE framework).
- **Promote respect for and development of Kenya's rich and varied cultures** (p. x) (#17 in IBE framework, *ability to communicate and collaborate with others* indicator found in GCED-WG framework; *appreciation and respect for diversity* indicator found in all three UNESCO analytical frameworks).
- **Promote positive attitudes towards good health and environmental protection** (p. x) (#9 in IBE framework; *recognition of global issues* indicator found in GCED-WG framework).

Several goals for the education system, as presented in this document, are either directly or indirectly linked with the GCED approach. We do see a focus on national identity and social cohesion at the national level, which is consistent with a **traditional civics** approach. At the same time, some national goals have an explicit global dimension that calls for Kenyans to be aware and actively engaged in an international dimension of their lives. Even the Citizenship Competency in the Curriculum Framework is presented with a global dimension:

Global citizenship is a way of living which recognizes that our world is an increasingly complex web of connections and interdependencies. One in which our choices and actions may have repercussions for people and communities locally, nationally or internationally. It nurtures personal respect and respect for others, wherever they live. It encourages individuals to think deeply and critically about what is equitable and just, and what will minimize harm to our planet (p. 13).

We studied the IBE-UNESCO analysis (2017b) of the Kenyan competency-based curriculum reform effort which was based in part on the 2009 curriculum evaluation carried out by the Kenya Institute

for Curriculum Development. We identified in more detail aspects of the curriculum plan that could be linked with GCED. These are presented in Table 2 beginning on the following page.

We note that the *National Curriculum Policy* recognizes that pedagogies will need to applied that will promote the national curriculum goals. Enhanced pedagogical approaches should ‘support creativity, innovation, critical thinking, inclusivity and sustainable development’ (MoE, 2018, p. 10) and ‘promote inclusive education and ensure equity in education and training to address the needs of learners with disabilities and vulnerable groups in nomadic and ASAL counties and those living in extreme poverty and informal settlements’ (p. 22). The UNESCO GEM Report on ESD recognizes the crucial role that methodologies of instruction plan in promoting GCED Core Competencies.

Table 2.

GCED INDICATORS (IBE-UNESCO, 2017a) IN KENYAN COMPETENCY-BASED CURRICULUM REFORM REPORT

X=present with explicit links to the global level; -- = present with no explicit links to the global level, traditional civics approach; * = may be seen as related to the wider set of GCED indicators, although not presented as supporting global citizenship per se.

Indicator	Excerpt	Competency-Based Curriculum Reform Report 2017b*
I. Justification and general orientations about GCED.		
Justification of GCED (socio-economic, political, cultural, moral).		X, -- Vision statement – ‘thriving in the modern world’ and ‘participating in the world of work and the nation’.
Global Citizenship (affirmation; characterisation).		X Mainstreaming – “Global Citizenship” as a main area
II. Cognitive domain categories.		
<i>Global systems, structures and processes:</i>		
Global governance system, structures (institutions), and processes.		
Humanitarian law, human rights, peace building, rule of international laws.		
Trans-national corporations.		
Other (global systems).		
<i>Global issues:</i>		
Globalisation (socio-economic, political, cultural).		X
North-south relationships, developed-developing interconnections, interdependence.		

Climate change, biodiversity, sustainable development.	X Mainstreaming – “environmental education”, “disaster risk reduction”
Global poverty, global inequality.	X Mainstreaming – “global poverty”, “poverty eradication”
Genocide, terrorism, war, refugees.	X Mainstreaming – “terrorism”, “countering terrorism”, “extreme violence and radicalization”
Diseases (Ebola, HIV & AIDS).	
Other (global issues).	X (technology) Vision statement – “co-operate with their peers around the world through enhanced digital mastery” X Mainstreaming – “small arms”, “human trafficking”
III. Attitudinal (socio-affective) domain categories.	
<i>Multiple identities:</i>	
Humanity as privileged referent of identity.	
Nation as privileged referent of identity.	
‘Embedded identities’: Local, national, regional (supra-national), and global.	X Vision statement – “being good national and global citizens”
<i>Difference and respect for diversity: Multicultural and/or international contexts-levels:</i>	
Intercultural empathy, dialogue, respect, solidarity (referred to intercultural or international, regional, or world-wide contexts).	X, -- Guiding Principles – “intercultural empathy, dialogue” Values – “peace, social justice, integrity, responsibility, unity”
Discrimination, racism (referred to intercultural or international, regional, or world-wide contexts).	
Values and attitudes for Global Citizenship.	
IV. Behavioural domain categories.	
<i>Engagement, participation, actions:</i>	
Current and future participation in civic protest on global issues.	
Information and debates on socio-political issues of global reach.	
Direct action on issues of global reach.	

Notes: The Kenyan Competency-Based Curriculum Reform report contains a Core Competencies section including critical thinking and problem solving. These pedagogies are however not reported in this table since they are not explicitly linked to active or global citizenship.

Our conclusion is Kenya's policy documents already include a rich assortment of GCED- related themes, which can be easily built upon. What we think would be interesting is how the country's national goal for social cohesion and unity can be used not only to ensure stability that assists national development but can potentially extend to a concept of Kenyan as both a citizen of a country but also of the world. We will return to this idea in the Recommendations section.

3.2 Findings for Education for Sustainable Development and Peace Education Policy

Sources: *Education for Sustainable Development Policy for the Education Sector* (MoE, 2017); *Education Sector Policy on Peace Education* (MoE, 2014); *Amani Club Guidelines* (National Cohesion and Integration Commission & Ministry of Education, Science and Technology, 2014); *National Values and Principles of Governance Training Manual* (Executive Office of the President, Directorate of National Cohesion and National Values, 2017).

Background: Through Sustainable Development Goal 4, the *Education for Sustainable Development (ESD) Policy for the Education Sector* is viewed as a cross-cutting mechanism for the achievement of all the SDGs in Kenya, by improving quality of education, building capacity at all levels, and enhancing public understanding and awareness of the sustainable development agenda (MoE, 2017, p. iii).

The Government of Kenya acknowledges the role of peace in enhancing socioeconomic development and Kenya Vision 2030 underscores the need to diffuse a culture of peace and respect for the sanctity of human life through social institutions, in particular through education and training (MoE, 2014, p. 9). The *Education Sector Policy on Peace Education* contributes to the aim of peaceful coexistence, involving social justice and responsibility, respect for diversity, international consciousness, national unity and moral and religious values. The National Cohesion and Integration Commission, in partnership with the Ministry of Education, Science and Technology (MoEST), supported by United Nations Children Fund (UNICEF) developed *Peace (Amani) Club Guidelines* for the establishment of clubs in primary, and secondary schools and institutions of higher learning (NCIC & MoE, 2014, p. iv).

Analysis: Various UNESCO documents recognize the interrelationship between ESD, Peace Education and GCED, with shared pedagogies, values and some overlapping themes. We therefore analyzed Kenyan documents on ESD and Peace Education in order to identify existing and potential links with a GCED initiative.

The Guiding Principles of the *Education for Sustainable Development (ESD) Policy for the Education Sector* (2017) intersect with GCED in terms of goals, pedagogies and specific themes. ^① A few of these are highlighted below.

- Empowerment – Every person has the right to acquire knowledge, skills, values and attitudes that enable them to contribute to sustainable development (p. 13) (#9 in IBE framework).
- Equity and social justice – The policy promotes, intergenerational equity, fair distribution of resources and community participation that underlie sustainable development (p. 13) (#9 in IBE framework).
- Critical thinking and reflection – ESD values the capacity of individuals and groups to reflect on personal experiences and worldviews and to challenge ways of interpreting and engaging with the world (p. 13) (learner competencies found in UNESCO GEM ESD framework).
- Interdisciplinary – ESD supports interdisciplinary and holistic learning that equips learners with an understanding of the connection between the environmental, social and economic dimensions of sustainable development (p. 13) (*recognition of global issues* indicator found in GCED-WG framework).
- Diverse pedagogies – Use of diverse and innovative pedagogical techniques to foster active and participatory learning (p. 14) (pedagogies found in UNESCO GEM ESD framework).
- Embrace diversity – Understanding the importance of maintaining cultural diversity and biodiversity in local and global contexts (p. 14) (*appreciation and respect for diversity* indicator found in all three UNESCO analytical frameworks, #19 in IBE framework).

^① We note that the Kenyan government's interest in sustainable development through education and training is further validated through the National Values and Principles of Governance Training Manual (2017). Developed by the Directorate of National Cohesion and National Values in the Executive Office of the President, there is a lesson dedicated to sustainable development (p. 149).

Kenya has an *Education Sector Policy on Peace Education* (2014) that includes the treatment of peace education as ‘values-based curriculum’ that should be integrated within the school curriculum primarily through Life Skills Education in conjunction with Religious Studies and Social Studies (p. 10). The goals for peace education link closely with those set for GCED: ‘to use the classroom as a springboard through which global values of positive interdependence, social justice and participation in decision making are learned and practiced; and to foster respect for cultural diversity’ (NCIC & MoE, 2014, p. iv). Peace education is intended to be implemented in a way that is ‘participatory, interactive, experiential and transformative’ and to ‘promote peace at the personal, community, national and *global levels*’ (italics added) (NCIC & MoE, 2014, p. 10).

One of the key activities under the program is the establishment of peace clubs at the school level (NCIC & MoE, 2014, p. vi). The peace education policy is accompanied by guidelines on how to develop (Peace) Amani clubs and other co-curricular and extracurricular activities to reinforce a culture of peace. The club guidelines (2014) recognize that “The goals of education in Kenya seek to promote the development of values and skills that help Kenyans operate effectively in their families, community, and nation and also as *global citizens*” (italics added) (p. vi).

Table 3 synthesizes our findings for the presence of GCED-related themes in Kenyan ESD and Peace Education Policy documents. The results suggest many potential curriculum footholds for integrating GCED, which will be addressed in the recommendations section.

Table 3.

GCED INDICATORS (IBE-UNESCO, 2017a) IN KENYAN ESD AND PEACE EDUCATION POLICY DOCUMENTS

X=present with explicit links to the global level; -- = present with no explicit links to the global level, traditional civics approach; * = may be seen as related to the wider set of GCED indicators, although not presented as supporting global citizenship per se.

Indicator \ Document	Education for Sustainable Development Policy 2017*	Education Sector Policy on Peace Education 2014*	Amani Club Guidelines 2014*
I. Justification and general orientations about GCED.			
Justification of GCED (socio-economic, political, cultural, moral).			
Global Citizenship (affirmation; characterisation).	X		X
II. Cognitive domain categories.			
<i>Global systems, structures and processes:</i>			
Global governance system, structures (institutions), and processes.			
Humanitarian law, human rights, peace building, rule of international laws.	X	X	
Trans-national corporations.			
Other (global systems).			
<i>Global issues:</i>			
Globalisation (socio-economic, political, cultural).			
North-south relationships, developed-developing interconnections, interdependence.			X
Climate change, biodiversity, sustainable development.	X		
Global poverty, global inequality.			X
Genocide, terrorism, war, refugees.			
Diseases (Ebola, HIV & AIDS).	X		
Other (global issues).		--	
III. Attitudinal (socio-affective) domain categories.			
<i>Multiple identities:</i>			
Humanity as privileged referent of identity.		--	--
Nation as privileged referent of identity.			

'Embedded identities': Local, national, regional (supra-national), and global.	--	X	X
<i>Difference and respect for diversity: Multicultural and/or international contexts-levels:</i>			
Intercultural empathy, dialogue, respect, solidarity (referred to intercultural or international, regional, or world-wide contexts).	X, --	X, --	X, --
Discrimination, racism (referred to intercultural or international, regional, or world-wide contexts).	X, --		X
Values and attitudes for Global Citizenship.	--	--	--
IV. Behavioural domain categories.			
<i>Engagement, participation, actions:</i>			
Current and future participation in civic protest on global issues.	--		
Information and debates on socio-political issues of global reach.	--		
Direct action on issues of global reach.	--		--

Notes: The ESD policy document (2017) refers to competencies such as critical thinking, futures thinking and problem solving, as well as diverse pedagogies and non-formal learning activities and clubs (p. 6). The Policy on Peace Education (2014) promotes use of "participatory, interactive, experiential and transformative teaching approaches" (p.10). These pedagogies are however not reported in this table since they are not explicitly linked to active or global citizenship.

3.3 Findings for Kenyan Basic Education Curriculum Framework

Sources: *Basic Education Curriculum Framework* (Kenya Institute of Curriculum Development, 2016).

Background: Kenya's *Basic Education Curriculum Framework* (2016) presents the learning outcomes and recommended assessment techniques for each subject (learning area) at every school level of education. This Framework is the most recent result of a series of curriculum reviews and reforms that have occurred since the 1990s. The front section of the Framework presents the vision of education for Kenya, 'framework pillars' and core competencies, some of which were addressed in the Section 5.1 of this report "Findings for Overall Aims of the Kenya Curriculum."

Analysis: Tables 4 and 5 presents the results of applying the IBE-UNESCO GCED (2017a) indicator framework to the curriculum framework. These results are presented according to two schooling

levels: pre-primary through middle and secondary. In developing this table, we distinguished between elements of the curriculum that appeared to be directly linked with GCED and those which that indirectly linked, meaning that they could be built upon through a GCED lens.

Social Studies and language learning appear to be most closely related to GCED in the current curriculum, though there are numerous (indirect) links with other subjects. The implications of these results are addressed in the Recommendations section.

TABLE 4.

GCED AND KENYAN SUBJECT-SPECIFIC AIMS AND LINKS WITH IBE UNESCO INDICATORS - PRE-PRIMARY THROUGH MIDDLE SCHOOL LEVELS

(X=direct link; -- = indirect but supportive link.)

LEARNING GOAL	RELATED IBE-UNESCO (2017a) INDICATOR
Pre-Primary	
Environment-Related Activities: Nature study activities, cultural heritage	-- (#9, #16, #17)
Psychomotor and Creative Activity Area: <i>Appreciate their cultural heritage; forms the foundation of moral development in children enabling them to live in a society with rules that must be obeyed</i>	-- (#16, #17, #19)
Religious and Moral Activity Area: <i>Teachers should help children to appreciate people of different religious backgrounds. Moral and religious activities help learners to acquire the qualities of sharing, care, respect, love, empathy, being considerate, kindness, getting along with others, helping those in need and the ability to tell right from wrong</i>	-- (#17 - #19)
Community Service Learning: <i>Contribute positively to the community in which they live through clean-up activities, charitable events, cultural festivals</i>	-- (#22)
Lower Primary	
Indigenous language activities	X (#16, #17, #18)
Environmental Activities: <i>Science, social and agriculture activities that lay the foundation for sustainable development concepts</i>	-- (#9, #22)
Religion and Moral Life Skills: <i>Will enhance the learner's skills of knowing and living with oneself and others</i>	-- (#16 - #19)
Upper Primary	
Learning of second national language	-- (#17, #18)
Agriculture: <i>Learners will be taught how to maximise the use of available spaces and resources in order to practice agricultural skills</i>	-- (#9)

Religious, Moral and Life Skills Education: <i>Integrated learning area of moral, religious and life skills activities; emphasis should be on aspects of religion that help learners appreciate their own and other's religious beliefs and value</i>	-- (#17 - #19)
Social Studies: <i>The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world</i>	X (#8, #17, #21) -- (#20, #22)
Middle School	
English Language Learning: <i>Apply literary skills and logical thinking appropriately in self-expression, communicate effectively in diverse contexts; demonstrate appreciation of diversity in people and cultures</i>	-- (#17, #18)
Kiswahili: <i>Because different communities across Kenya use different languages, there is a need for a unifying language. Kiswahili is this language, and should be learned by all citizens</i>	X (#15, #16) -- (#17, #18)
Social Studies: <i>Social studies at middle school is an integrated course that includes aspects of history, citizenship and geography;</i> <i>Social studies provide opportunities for the learner to develop an understanding of the environment and participate effectively in its activities. The learner will have the opportunity to appreciate the changing environment and gain a realization of his or her place, privileges, rights and responsibilities as a citizen;</i> <i>The course will also provide the learner with opportunities to be aware of his or her rights and responsibilities as a citizen, to be concerned about the welfare of others, protective of the environment and active at community, national and global levels.</i>	-- (#19 - #22) X (#20-#22)
Life Skills Education: <i>Teaching of life skills is aimed at equipping the learner with psychosocial competencies and interpersonal skills that would help him or her make informed decisions, solve problems, think creatively and critically, communicate effectively, build healthy relationships, empathize with others and manage his or her life in a healthy and productive manner.</i>	-- (#19)
Sports and Physical Education: <i>Participation in sports encourages the learner to relate positively to others and engage in movement experiences that promote and support the development of social skills. It fosters critical thinking, decision making and problem solving and enables the learner to understand the role and the significance that sport plays in promoting a fair and just society.</i>	-- (#19)
Foreign Languages: <i>The business world of tomorrow needs individuals with the requisite skills in a foreign language and who can work in a culturally diverse environment. Building a learner's foreign language competency is one of the ways of ensuring they are competitive on a global scale.</i>	X (#17, #19)
Indigenous Languages: <i>Learners will be exposed to various forms of cultural expression such as literature, arts, traditional celebrations, information mass media and publications.</i>	-- (#16- #18)

In Kenya, each senior school is expected to make informed decisions with regards to the pathway of choice based on the requisite infrastructure that would ensure development of the competencies identified in that pathway. The three pathways are: (1) Arts and Sports Science (2) Social Sciences (3) Science, Technology, Engineering and Mathematics (STEM) (p. 46).

TABLE 5.

GCED AND KENYAN SUBJECT-SPECIFIC AIMS AND LINKS WITH IBE UNESCO INDICATORS - SECONDARY SCHOOL LEVEL

(X=direct link; -- = indirect but supportive link.)

LEARNING GOAL	RELATED IBE-UNESCO (2017) INDICATOR
Arts and Sports Science	
<p><i>The learning environment will be experiential and participatory giving learners the opportunity to think critically and articulate their thoughts through creativity and collaboration.</i></p> <p><i>Arts and Sports Science will enable the learner to participate in the economic development of the country through utilisation of their own talents, thus contributing to cultural preservation, sustenance and development in arts and sports.</i></p>	
Social Science	
<p><i>The critical role of social sciences cannot be overemphasized in preparing future generations to be creative and responsible global citizens. The Social Sciences pathway provides the cornerstone skills that are the key to a competitive workforce and responsible citizenry. Learners use critical thinking, creativity, problem solving, citizenship, collaboration and digital literacy skills to make connections in new and innovative ways as they progress through the Social Sciences pathway. These skills enable learners to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally varied, democratic society in an interdependent world.</i></p>	X (#19, #16, #8)
<p><i>The pathway aims at enabling the learner to act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.</i></p>	-- (#20-#22)
<p><i>Humanities: The primary purpose of humanities is to build and promote the learner's civic competency. Humanities are an integrated academic field comprising of history, citizenship, geography, Christian religious education, Islamic religious education, Hindu religious education and business studies.</i></p> <p><i>Humanities provide the learner with opportunities to develop collaboration, critical thinking and problem solving, imagination, citizenship, learning to learn and self-efficacy competencies.</i></p>	
<p><i>Business Studies: Business studies at secondary level will equip the learner with the five key competencies deemed critical for the course globally. These include: Business skills; Communication in a business environment; Digital literacy; Financial literacy; Ethical, moral, and legal considerations in business; the understanding and/or determination of social and environmental consequences</i></p>	
<p><i>Languages and Literature: Language enables individuals to engage daily, initially within the family and later in the larger society as they create relationships and networks.</i></p>	
Science, Technology, Engineering and Mathematics	
<p><i>The STEM pathway aims at developing the individual learner's innovativeness and promoting the use of technology to develop a labour force that will drive the Kenyan economy. This pathway shall offer some specialization in various areas or fields. In addition, elements of the core curricula such as moral and attitudinal skills, language skills, and communication skills shall be included.</i></p>	-- (#7, #17, #19)

The results above suggest many potential curriculum footholds for integrating GCED, which will be addressed in the recommendations section that follows.

4. Discussion with Recommendations

We now offer some preliminary suggestions for how GCED might be strengthened in Kenya's education system. We find numerous avenues for strengthening GCED within the country's curriculum. This report is specifically intended to assist and complement the local situation analysis of GCED. We trust that Kenyan education policymakers and other national and local stakeholders will review and complement our recommendations using their extensive knowledge of the Kenyan curriculum, reform processes, and traditions within the schooling system. We hope that our suggestions will be a *value added* to local processes intended to contextualise the international GCED themes and learning objectives.

In this section of the report our input is presented for three policy areas:

1. National curriculum goals and learner outcomes
2. Different subject areas
3. Curriculum support systems, including teacher education and textbook writing

In terms of curriculum strategies for GCED, our position is that effective integration of GCED within Kenya's educational system will require a combination of strategies, including a transversal integration of key GCED themes and learning outcomes across all subjects, a focused integration of GCED content and aims in certain subjects, and co-curriculum and even whole school efforts that reinforce GCED learning aims (Tibbitts, 2015, p. 37). Efforts in related approaches such as citizenship education, peace education, and human rights education have shown that combined strategies help to ensure that an approach is not treated in a superficial or ad hoc manner but in a way that is meaningful and sustained through a student's school experience. A cohesive, systematic approach will help to ensure that education and learner engagement with GCED is *meaningful, consistent and sustained*.

Table 6 summarizes our findings for the presence of GCED in Kenyan policy documents, also including the *National Pre-Primary Education Policy* (2017).

4.1 Recommendations for national curriculum goals and learner outcomes

Earlier in this report we presented our findings for the overall aims of education for Kenya, as presented in three key curriculum policy documents.

We recognise that the Kenyan educational system is closely linked with wider country goals related to the importance of (a) **national unity and social cohesion**, and (b) **linking human development with national economic development**. We propose that human development and Kenya's national development be linked more strongly with civic engagement. Research on citizenship education in Africa has distinguished between two citizenship spaces. One is based on belonging and their ethnic group, and the other has to do with rights and duties in relation to national citizenship (Wainaina et al, 2011, p.181). Another feature of citizenship education in Africa involves the African value of 'ubuntu', where is 'no division between individuality and sociality' (Kubow, 2007, p. 324). We propose that the Kenyan curriculum can promote identity and engagement at multiple levels - local, national, pan-African and global – and in cultural, political as well as economic activities.

Table 6.

GCED INDICATORS (IBE-UNESCO, 2017a) IN KENYA POLICY DOCUMENTS

X=present with explicit links to the global level; -- = present with no explicit links to the global level, traditional civics approach

Indicator \ Document	Nat'l Curriculum Policy 2018	Competency-based Curriculum Reform Report 2016	Basic Education Curriculum Framework 2013*	Nat'l Pre-Primary Education Policy 2017	Education for Sustainable Dev't Policy 2017	Education Sector Policy on Peace Education 2014	Amani Club Guidelines 2014
I. Justification and general orientations about GCED.							
Justification of GCED (socio-economic, political, cultural, moral).		X					
Global Citizenship (affirmation; characterisation).		X	X		X		X
II. Cognitive domain categories.							
<i>Global systems, structures and processes:</i>							
Global governance system, structures (institutions), and processes.							

Humanitarian law, human rights, peace building, rule of international laws.					X	X	
Trans-national corporations.							
Other (global systems).							
<i>Global issues:</i>							
Globalisation (socio-economic, political, cultural).		X	X				
North-south relationships, developed-developing interconnections, interdependence.	--						X
Climate change, biodiversity, sustainable development.		X			X		
Global poverty, global inequality.		X					X
Genocide, terrorism, war, refugees.		X					
Diseases (Ebola, HIV & AIDS).					X		
Other (global issues).		X				--	
III. Attitudinal (socio-affective) domain categories.							
<i>Multiple identities:</i>							
Humanity as privileged referent of identity.			--			--	--
Nation as privileged referent of identity.	--		X				
'Embedded identities': Local, national, regional (supra-national), and global.		X	--		--	X	X
<i>Difference and respect for diversity: Multicultural and/or international contexts-levels:</i>							
Intercultural empathy, dialogue, respect, solidarity (referred to intercultural or international, regional, or world-wide contexts).		X, --	--	--	X, --	X, --	X, --

Discrimination, racism (referred to intercultural or international, regional, or world-wide contexts).					X, --		X
Values and attitudes for Global Citizenship.					--	--	--
IV. Behavioural domain categories.							
<i>Engagement, participation, actions:</i>							
Current and future participation in civic protest on global issues.					--		
Information and debates on socio-political issues of global reach.			X		--		
Direct action on issues of global reach.			X		--		--

Notes: Competencies promoted by GCED model were found in the Education for Sustainable Development Policy (2017) including critical thinking and reflection and diverse pedagogies (pp. 13-14). National Curriculum Policy (2018) referred to pedagogical approaches that support creativity, innovation, critical thinking, inclusivity and sustainable development (p. 10). These competencies and pedagogies are however not reported in this table since they are not explicitly linked to active or global citizenship.

Our specific recommendations for strengthening the GCED language in the overall aims of Kenyan education and curriculum are based on UNESCO's GCED Key Learning Outcomes presented in Annex A and include the following kinds of changes:

- Include clear links with the pan-African and global levels, in addition to the local and national levels;
- Strengthen references to global issues;
- Recognize multiple layers of identity;
- Use the concepts of *human dignity, common humanity, equality and human rights*;
- Promote engagement in activities for a peaceful and sustainable world;
- Include verbs related to taking action, not just having an attitude towards or capacity to do so.

The concept of 'global' was frequently mentioned in the *National Curriculum Policy* (2018) but related to globalization and was associated with human capital development. There is no reference to (global)

citizenship that extends beyond participation in the global economy. A general comment for Kenyan educational aims and curriculum is that citizenship be embraced more widely to incorporate the concept of a common humanity and participation both culturally and politically in pan-African and world affairs. We think that this multi-dimensional notion of citizenship and community is reflective of the concept of Ubuntu, which Kenya can exemplify.

The *Basic Education Curriculum Framework* (Curriculum Framework) (2016) identified national unity as the first goal for the Kenyan education system. Along the lines of the above recommendation for the *National Curriculum Policy*, the aims of the *Basic Education Curriculum Framework* might incorporate an added global dimension of diversity and common humanity. Illustrative text has been added below.

It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and by promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to enable them to make a positive contribution to the life of the nation *and the world* (p. ix).

In a similar vein, we have added illustrative language to other goals contained in the *Basic Education Curriculum Framework* that extend beyond the traditional civics approach and make clear links with the global level; promote *human dignity, common humanity, equality and human rights*; and include verbs for taking action.

- Foster nationalism and patriotism and promote national unity, *with appreciation for diversity, respect for human rights and a sense of common humanity.*
- Promote international consciousness and foster positive attitudes towards other nations, *with full participation of Kenyans in economic, social and political affairs of Africa and the world.*
- Promote social equality and responsibility, locally, nationally, *in Africa and the world.*
- Promote respect for and development of Kenya's rich and varied cultures, *and Kenya's unique cultural contributions to Africa and the world.*
- Promote positive attitudes towards good health and environmental protection *in Kenya and globally.*

As with the *Basic Education Curriculum Framework*, the Kenyan competency-based curriculum reform effort, as presented in the IBE UNESCO analysis of 2017, identified existing links with the GCED approach. Small changes in language would help to reinforce this. For example, one part of the Vision statement refers to ‘participating in the world of work and the nation’. This notion of participation might be extended to the social and political dimensions of living in community, Kenya and the world. Similarly, the guiding principle that refers to intercultural empathy and the values of peace and unity could be lifted up to the pan-African and global dimensions.

4.2. Recommendations for strengthening the presence of GCED within various subjects

In general, we recommend changes in language and content along the lines of those recommended in the previous section for the Kenyan educational goals. Content reforms can involve inclusion of more global issues and links to the international, as well the promotion of common humanity and taking action. We believe that the addition of the global level does not compete with the aim to foster these values and attitudes within Kenyan society, but rather is additional affirmation of the importance of these life skills. We suggest that in addition to touching on the pan-African and global dimension of these values and attitudes that those of *solidarity* and *common humanity* be added where appropriate.

Many of the GCED themes are eligible to be infused within other subjects. The perspectives of *local*, *national*, and *global* apply to not only the social sciences but also the natural sciences, particularly if one considers science and technology in light of current issues. Language learning, particularly foreign language learning is an opportunity to be introduced to GCED principles related to diversity as well as shared values. Literature can introduce learners to different ideas and experiences than they would not otherwise encounter.

Religious education is a key carrier for values education. Religious education can have a values and “global humanity” perspective and link with other world religions. For Religious Education to effectively promote the GCED approach, it would then need to move away from any ‘values transmission’ approach involving the ‘cramming of facts and passing of examinations’ (Wamahiu, 2015, p. p. 178). Research on curriculum innovations in Kenya have shown that Christian and Islamic

religious education has tended to focus on facts rather than students' engagement with ethical issues (Bunyi, 2013, p. 688).

A study on values-based education in Kenya (Wamahiu, 2015) identified specific subjects through which certain values were being taught. This could be instructive for the GCED effort in the country in identifying subjects that can naturally link with the GCED approach. Below are the values that this study found associated with specific subjects, based on data collected from Kenyan teachers:

- Science – environmental care and conservation
- Mathematics and Kiswahili – sharing
- English, Religious Education, Life Skills – respect
- Social Studies – humility and human rights (p. viii).

Tables 4 and 5 reflect our analysis of both direct and indirect links between the thematic curriculum and GCED when applying all of the UNESCO-affiliated GCED analytical frameworks. Rather than list our suggestions in detail here, we recommend that Kenyan curriculum developers locate in these tables where we have identified indirect connections with GCED through use of “- -” in the tables. These indirect curriculum links might be converted to direct links through the inclusion of pan-African and global dimensions; attention to global issues; reference to multiple levels of identity and interculturalism extending beyond Kenya's borders; a sense of common humanity; and active, civic participation in the life of Kenyan society and the world.

We note that any GCED effort can be naturally integrated within Kenya's ESD policies and that both the ESD and GCED frameworks can strengthen Kenya's pre-existing initiative in peace education. The challenge will be to construct a holistic approach that recognizes what is most relevant for the country and treats these learning outcomes and action-oriented competencies with sufficient depth to make a lasting impact on students.

Research on the implementation of peace education in Kenya revealed both a subject-specific approach through Life Skills education (“additive” approach), as well as one that attempted to infuse peace education, values and skills as the school as a whole (“integrative” approach). The Peace Education Program policy includes both of these strategies (Lauritzen, 2016, p. 324).

A whole school approach to GCED linked with ESD and Peace Education could take different forms. A study of values education in schools revealed that whole school approaches were taking place specifically through the school motto, vision and mission; rules and policies; the classroom environment; clubs, co-curricular and extra-curricular activities; school assembly; pastoral instruction, guidance and counseling; and children's leadership structures (Wamahiu, 2015, p. ix).

In addition to seeking a fusion of GCED, Peace Education and ESD outcomes and competencies and strengthening the presence of GCED in the curriculum, any GCED initiative could potentially benefit from the existing infrastructure of ESD and Peace Education. We note that the Kenyan MoE has a well-developed non-formal education network associated with both its ESD and Peace Education Plan, including clubs. The national coordination desk for ESD collaborates with multiple government agencies and civil society organizations. As the presence of GCED is made more visible within Kenya's pre-existing ESD efforts, these networks could also come into play.

There is almost no limit to the ways in which GCED concepts, attitudes and behaviours can be fostered within the Kenyan school system. We encourage Kenyan education policymakers to study the GCED learning outcomes and topics and to find ways to creatively infuse these with subject-specific curriculum (see UNESCO, 2015).

Moreover, successful implementation of GCED can build on and support other, existing priorities for Kenya that extend beyond curriculum reforms. Other priorities identified for the Kenyan education system include safe and non-violent schools, and schools that are gender sensitive and appreciative of diverse cultures (MoE, 2019; MoE, 2008).

Strategies for ensuring that schools are safe and free of violence, involve teaching and learning processes such as those found in GCED, ESD and peace education, which promote positive values, character development and ethical behaviour. Related strategies that take place outside of the classroom are youth mentorship, school clubs, transportation safety and school-community relations, among others (MoE, 2019; MoE, 2008). (*See Mentorship Policy for Early Learning and Basic Education (2019) and Safety Standards Manual for Schools in Kenya (2008)*).

4.3 Integrating GCED within reforms in teacher education, textbook writing and other supports essential for an effective implementation

The GCED approach is not only thematic but also one that calls for learner-centred teaching and learning processes. Learning goals include values, skills and behaviours like critical thinking and analysis, a motivation to care for the common good, and taking action to address issues at the local, national, or global levels require methodologies and activities. Such goals are already included in Kenya's ESD Policy.

In order for GCED to deliver the “transformation” process, it will need to support some related agendas for curriculum reform in Kenya, especially the learner-centred approach. This will depend on other reforms and supports for teachers. Research has shown that Kenyan educators lack resources and training and persist in teacher-centred instructional approaches. This condition works against the development of learners' skill, knowledge and attitudes linked with 21st century skills, life skills education and values (Nganga & Kambutu, 2017; Bunyi, 2013). Teacher training over time will be key – both pre-service and in-service. Educators will need to be motivated by the approach and topics, and their perspective understood by curriculum reformers. For example, in the area of interculturalism, one study showed that Kenyan teachers are interested to promote unity; they support multicultural education, and many teachers use culturally sensitive pedagogy. However, the focus is on “safe” topics such as dress and food habits (Kuppens et al, 2019, pp. 1, 15), which may not be sufficient for promoting a deeper engagement with diversity and common humanity in the Kenyan and global contexts.

In the future, there will be increased opportunities for Kenyan educators to have access to resources and other forms of support through the expansion of access to Information and Communication Technologies (ICTs) (Ministry of Information, Communications and Technology, 2016). Global connectivity through the One Kenya electronic communications initiative will also likely provide opportunities for Kenyan schools and classrooms to connect with those in other countries.

5. Final Thoughts

GCED is central to a global vision for education in the 21st century and a key component for the UN's SDGs and the 2030 Education agenda. Kenya has strong incentives to further its current treatment of GCED not only through its engagement in UN processes but also as a member of the international community. We believe that a successful GCED effort will assist Kenya in achieving its wider goals to deliver effective quality education – including competency-based approaches and learner-centred methods – and motivate children and youth to actively and responsibly engage in society at all levels.

The Kenyan government has already committed itself to integrating GCED in its curriculum. We hope that the analysis and preliminary recommendations provided in this report will effectively support this local GCED effort and commend the Ministry of Education for its intention to do so. Building not only on the existing GCED-related themes but also the momentum of major reforms in curriculum and the teaching sector could help to bring about a successfully implemented GCED curriculum.

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ANNEX A

UNESCO GLOBAL CITIZENSHIP EDUCATION TOPICS AND LEARNING OBJECTIVES

BOX 1.

GCED Key Learning Outcomes

Cognitive:

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

Socio-emotional:

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

Behavioural:

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions

Source: UNESCO (2015a). *Global Citizenship Education: Topics and Learning Objectives*. Paris: UNESCO, p. 29. ²

² For a more detailed and age-specific rendering of UNESCO'S GCED learning outcomes and topics, see pages 31-40.

ANNEX B

UNESCO GCED-WG CORE COMPETENCIES FOR GLOBAL CITIZENSHIP EDUCATION

- Empathy
- Critical thinking/problem solving
- Ability to communicate and collaborate with others
- Conflict resolution
- Sense of security and identity
- Shared universal values
- Respect for diversity/intercultural understanding
- Recognition of global issues (e.g., environmental, social, economic, etc.)

Source: Global Citizenship Education Working Group (GCED-WG). 2016. *Measuring Global Citizenship Education Toolkit*. June. Unpublished internal working document, p. 8.



GLOBAL CITIZENSHIP CONCEPTS IN THE CURRICULUM OF KENYA:

ANALYSIS AND INITIAL
RECOMMENDATIONS



United Nations
Educational, Scientific and
Cultural Organization

APCEIU

Asia-Pacific Centre of
Education for International Understanding
under the auspices of UNESCO