

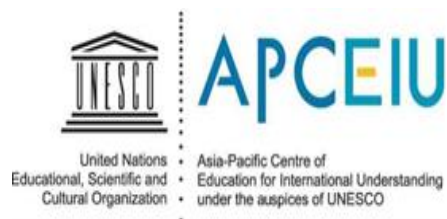


**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*Nurturing Every Learner's Potential*

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**REPORT ON EDITING AND FINALIZATION OF CITIZENSHIP TEACHER'S  
HANDBOOK WORKSHOP HELD AT BIBLE TRANSLATION AND LITERACY  
CENTRE, RUIRU KIAMBU FROM 18<sup>TH</sup> TO 21<sup>ST</sup> MAY 2021**

MAY 2021



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## 1.0 INTRODUCTION

Global Citizenship Education (GCED) is one of the global targets in both the 2030 agenda for sustainable development and the education 2030 framework for action adopted in Incheon, South Korea in 2015. The agenda stipulates that education should be the means to promote global citizenship so as to make a fairer peaceful and sustainable world. GCED is a disposition towards active membership in the 21<sup>st</sup> century world that we live in, not just some content to be learnt and assessed.

In line with this newly emerged global agenda, Kenya Institute of Curriculum Development (KICD) with the support of Asia Pacific Center of Education for International Understanding (APCEIU) conducted a GCED situational analysis in July, 2019 to establish the current Citizenship Education knowledge levels with a view to identify the specific gaps that exist among the stakeholders. The identified gaps were to be addressed through the school curriculum. This process entails mainstreaming GCED in the national curriculum for Kenyan schools.

Citizenship is also one of the seven core competencies in the Basic Education Curriculum Framework. Citizenship Education highlights essential functions of education related to the formation of citizenship. It is a concern with the relevance of knowledge, skills and values for the participation of citizens in, and their contribution to, dimensions of societal development, which are linked at local and global levels. It is directly related to the civic, social and political socialization function of education, and ultimately to the contribution of education in preparing children and young people to deal with the challenges of today's increasingly interconnected and interdependent world.

In view of the above, KICD developed Junior School GCED Mainstreaming Matrix, Senior School GCED Mainstreaming Matrix to guide mainstreaming of GCED in the various subjects at the two levels of education. KICD also developed Citizenship Guidelines to facilitate the implementation of GCED education in Kenya.

In order to facilitate the smooth implementation of citizenship education, KICD developed a Teacher's Handbook to support teachers in the implementation and incorporation of GCED. The Handbook would facilitate realization of citizenship and also guide teachers and provide exemplary lessons on how they can integrate

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citizenship education in any subject and in the non-formal and informal dimensions of learning for effective realization of citizenship education in the country.

In order to ensure the handbook is ready for usage by the Teachers and for carrying out a pilot test a workshop to edit the Teacher’s handbook was held at **Bible Translation and Literacy Centre, Ruiru from 18<sup>th</sup> to 21<sup>st</sup> May 2021**. The team was also joined by officers from Kenya National Commission for UNESCO, Ministry of Education (MoE) and Kenya National Commission on Human Rights (KNCHR).

## **2.0. WORKSHOP OBJECTIVES**

The overall workshop object was to support KICD in its efforts to realize the Citizenship Core Competency in the Competency Based Curriculum and contribute to enabling the country achieve Sustainable Development Goal 4.7 by integrating GCED in the national curriculum.

### **Workshop Specific Objectives**

At the end of the workshop the participants were expected to:

1. Reflect on the Citizenship Education Pilot Plan
2. Edit and finalize the Citizenship Education Teachers’ Handbook to support teachers during the pilot
3. Provide a platform to share activities and plans to strengthen the promotion of citizenship in curriculum
4. Reflect on next steps

## **3.0. WORKSHOP PARTICIPANTS**

The workshop participants were from KICD and other key partners as shown in the table below.

**Table 2.1: List of Participants**

<b>S/No.</b>	<b>Name</b>	<b>Organization</b>
1.	Prof. Charles Ong’ondo	KICD
2.	Dr. David Njeng’ere	Ministry of Education
3.	Jacqueline Onyango	KICD
4.	Ruth Mugambi	KICD

5.	Mary Kangethe	KNATCOM
6.	Jane Nyaga	KICD
7.	Hassan Abdi	KNCHR
8.	Dorah Kitala	Ministry of Education
9.	Robai Musilivi	KICD
10.	Winrose Rono	KICD
11.	Joash Manyi	KICD
12.	Charity Makau	KICD
13.	Alphayo Ocholla	KICD
14.	Jane Njue	KICD
15.	Caroline Murianki	KICD
16.	Onesmus Kakungi	KICD
17.	George Othoo	KICD
18.	Fredrick Okemo	KICD
19.	Joseph Wahome	KICD

## **DAY ONE – TUESDAY, 18<sup>TH</sup> MAY, 2021**

### **4.0. PRELIMINARIES**

The workshop started at 9:30 am with the session facilitator Winrose Rono welcoming participants to the workshop. She then requested Jane Njue to lead the team with a word of prayer. Thereafter the participants were requested to introduce themselves, indicating what lessons they have learnt during the Covid-19 pandemic and their expectations of the workshop.

#### **4.1 Participants' Workshop Expectations**

The participants indicated that at the end of the workshop, they expect to achieve the following objectives.

1. Articulate the way forward in regards to Citizenship Education.
2. Develop a tangible document for teachers that will add value to them.
3. Have a document that will guide teaching of GCED at all levels.
4. Come up with a document that is user friendly and which the teachers can always refer to when teaching about citizenship.
5. Come up with a well synchronized and structured document.

## 4.2 House Rules and Guidelines

The following house rules and guidelines were set.

1. Good time management (starting time: 8.30am; ending time: 4.30pm).
2. Active participation/teamwork.
3. Phones are to be in silent/vibration mode, pick calls from outside the workshop rooms.
4. Observe meal times based on the program.
5. Strict adherence to Covid-19 rules

## 4.3 Workshop Responsibilities

The workshop responsibilities were shared out among the participants as shown in the table below.

**Table 3.4.1 Workshop Responsibilities**

NO	RESPONSIBILITY	RESPONSIBLE PERSONS
1.	Monitoring of Activity	<ul style="list-style-type: none"><li>• Prof. Charles Ong'ondo – Director, KICD</li><li>• Dr. David Njeng'ere –Chief Adviser to CS on Curriculum , MoE</li></ul>
2.	Overall Coordination	<ul style="list-style-type: none"><li>• Jacqueline Onyango (SDDCD)</li><li>• Ruth Mugambi (DDSE)</li></ul>
3.	Assignment of workshop Tasks	Joash Manyi
4.	Travel Logistics	Caroline Murianki in liaison with transport
5.	Follow up of Payment for Participants	Fredrick Okemo
6.	Compilation of Workshop Report	Alphayo Ocholla, Caroline Murianki , Jane Nyaga and Charity Makau
7.	Documentation	Jane Nyaga in liaison with Onesmus Kakungi, George Othoo and Caroline Murianki
8.	Registration, Stationery, Secretarial services, printing of documents etc	Caroline Murianki & George Othoo
9.	Document Layout and Design	Onesmus Kakungi
10.	Printing final documents	George Othoo
11.	Rapportuering	Caroline Murianki and Alphayo Ocholla
12.	Checking of Working Room Arrangement in line with COVID-19 Protocols	Fredrick Okemo
13.	Time Keeping	George Othoo

14.	Morning Recap	<ul style="list-style-type: none"> <li>🇰🇪 Wednesday: 9/5/2021 Charity Makau</li> <li>🇰🇪 Thursday: 20/5/2021 Mary Kangethe</li> <li>🇰🇪 Friday: 21/5/2021 – Dorah Kitala</li> </ul>
15.	Chairing and Monitoring of Adherence to COVID-19 Related Protocols: <ul style="list-style-type: none"> <li>• Availability of sanitizers</li> <li>• Social distancing</li> <li>• Wearing of masks</li> <li>• Meal time logistics to avoid crowding</li> </ul>	<ul style="list-style-type: none"> <li>🇰🇪 Tuesday: 18/5/2021 Robai Musilivi</li> <li>🇰🇪 Wednesday: 9/5/2021 Jane Nyaga</li> <li>🇰🇪 Thursday: 20/5/2021 Winrose Rono</li> <li>🇰🇪 Friday: 21/5/2021 – Charity Makau</li> </ul>

#### 4.4 Opening Remarks

##### **Remarks by Ms. Robai Musilivi, Assistant Director, Legal Services, KICD**

Ms. Robai welcomed the participants to the workshop and informed them that the activity is one of the objectives to be realized under the Cooperation Agreement signed between APCEIU and KICD on 20<sup>th</sup> April, 2021 for the 3<sup>rd</sup> year of GCED Curriculum Integration. She took the participants through the journey taken from the 1<sup>st</sup> year of the GCED project. She further noted that during the 3<sup>rd</sup> year, it is when the results of the GCED project would be realized. She concluded by wishing the participants fruitful discussions during the workshop.

##### **Remarks by Ms. Jane Nyaga, GCED Focal Person, KICD**

In her opening remarks Ms. Jane Nyaga on behalf of the KICD Director, welcomed the participants to the workshop. She informed the participants that she was very excited that the team had been joined by officers from Kenya National Commission for UNESCO, Ministry of Education and KNCHR. She noted that it was a privilege to work with them as this ensures multi sectoral approach which would enable the team to leverage on the expertise from various institutions

She noted that in the past, citizenship had been handled so academically that it did not achieve the desired results. There was therefore a need to have a paradigm shift from teaching citizenship as a history concept but teaching it as a cross-curricular issue. The handbook would therefore be a very good resource material for teachers when teaching citizenship education.

She further gave a brief overview of the journey of GCED integration into the curriculum which began in the year 2019 with APCEIU carrying out an analysis on the policy documents. A situational analysis was also carried out to identify existing gaps in the national curriculum. In the year 2020, KICD with the support of APCEIU and other stakeholders developed GCED guidelines, GCED mainstreaming matrices for Junior Secondary and Senior School. It also commenced the process of developing GCED Teachers handbook with the support of Uraia Trust.

This year, KICD intends to finalize the Teachers handbook, develop a training manual and learner support materials and also carry out a pilot project in Baringo County. She concluded by wishing the participants fruitful discussions during the workshop.

**Remarks by Dorah Kitala, Principal Quality Assurance & Standards, Policy and Partnerships, MoE**

Ms. Dorah Kitala on behalf of the Director, Policy and Partnerships thanked KICD for the invitation to participate in the important workshop of developing GCED teacher's handbook. She noted that Sustainable Development Goal 4.7 requires that all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, **global citizenship**, and appreciation of cultural diversity and of culture's contribution to sustainable development by the year 2030.

One way of achieving this, is through capacity building of teachers on Citizenship Competency and therefore it is important that the teachers are able to interpret the citizenship documents. She therefore, urged the team to develop a handbook which focuses on the teacher so that the teachers are able to instill knowledge, skills and competencies which would transform the learners and help them to think like global citizens.

She further noted that the handbook would equip the teachers with the right pedagogical approaches to sharpen the learner's critical thinking and decision making skills leading to an empowered, engaged and ethical citizen who is inclusive, just and is aware of their rights and responsibilities in the society.



She concluded by wishing the participants a fruitful engagement and hoped to learn from one another since iron sharpens iron

**Remarks by Mary Kangethe, Director, Education Programme, KNATCOM**

Ms. Mary Kangethe on behalf of the Director KNATCOM thanked KICD for the opportunity extended to the commission to be part of the team that would transform the Kenyan child by developing a handbook that would ensure the right values and skills are imparted.

She informed the participants that the role of KNATCOM is to drive UNESCO priorities identified by member states by supporting them to bridge the gaps identified. She noted that the handbook would go a long way in equipping the teachers with the specific skills required to transform the learner's values and attitudes. It is therefore important to have a mass of master trainers who can be champion teachers on GCED. This then calls for multi-sectoral approach to matters of education in order to bring on board other professionals hence become innovative in matters education. In addition, she informed the participants that at the global level, Kenya has a unique role because it sits in the UNESCO's Steering Committee that coordinates education in the whole world.

She concluded by wishing the participants fruitful deliberations and noted that UNESCO looks forward to more engagements in matters education.

**Remarks by Hassan Abdi, KNCHR**

Mr. Hassan Abdi thanked KICD management for the invitation extended towards the Commission and appreciated the role played by KICD and Ministry of Education in ensuring human rights are mainstreamed in the curriculum. He noted that once Kenyans feel that their rights are respected then there would be peace and harmony in the country. He concluded by wishing the participants all the best and looked forward to enriching discussions.

## 5.0. PRESENTATIONS

### 5.1 Workshop Objectives

Ms. Nyaga also took the participants through the workshop objectives. She started by quoting and quote from the preamble to the UNESCO Constitution, 1945 that states that *“Since wars begin in the minds of men(and women), it is in the minds of men (and women) that the defenses of peace must be constructed.”*

She noted that the world is currently facing serious challenges including but not limited to increased violence, negative ethnicity, intolerance, wars and conflicts, terrorism and hence the world is experiencing learning crisis as many children are out of school.

Participants were informed that it is of importance that we rethink education through;

1. Understanding interconnectedness
2. Understanding interdependence
3. Tearing down the classroom walls
4. Empowering students to think beyond the classroom
5. Addressing misinformation and rumours
6. Emotional well-being
7. Ensuring inclusive education and equal learning opportunities

She asked participants to reflect on GCED teaching and posed the question “Should we then teach GCED to inform or transform?”. She then took the participants through transformative education, transformative pedagogy, GCED pedagogical experience, why creativity is important, qualities of a GCED educator, and the roles of GCED educator or trainer.

At the end of the workshop the participants were expected to:

1. Reflect on the Citizenship Education Pilot Plan
2. Edit and finalize the Citizenship Education Teachers’ Handbook to support teachers during the pilot
3. Provide a platform to share activities and plans to strengthen the promotion of citizenship in curriculum
4. Reflect on next steps
5. Share and learn from each other.

She concluded the presentation by wishing the participants all the best in the workshop.

## **5.2 Pilot testing the implementation of Citizenship Education**

Ms. Jane Njue took the participants through a presentation on pilot testing the implementation of GCED through cross curricular and whole school approaches.

She informed the participants that it is important to do a pilot test as the concept, content and methodologies are new. Citizenship Education would bring on board unique ideas on shared planet and view the planet as one. The pilot test would also help to identify which approach will really bring the desired change.

The expected outcomes of the pilot testing would be

- Enhanced capacities among education officers, school management, teachers, parents and learners in uptake of Citizenship Education
- Improved citizenship competency for peaceful living among learners in Baringo County
- Strengthened School - community engagements to address challenges related to harmonious living in the County
- Increased synergy, benchmarking and sharing of best practices from the established citizenship centres of learning

She also took the participants through the benefits of doing the pilot study, the pilot study design and explained the reasons why Baringo County had been chosen as the sample for the pilot study. It was noted that Baringo County had experienced inter-community violent conflicts that are characterized by violent cattle rustling, fatalities, displacement of persons, loss of property and livelihoods. This therefore calls for intervention of Citizenship Education.

The pilot testing will be carried out in 12 schools in four sub-counties and out of the four (4) sub-counties, twelve (12) schools will be sampled by stratified simple random sampling technique to generate four (4) schools from each sub county.

She further noted that in each of sampled schools, one stream of form one (1) or two (2) will be selected to participate in this study. The estimated number of students will be

960, while at least 60 teachers will participate. The education officers are estimated at 30, based on the zones in the sub-counties.

During the pilot test GCED mainstreaming matrices, Citizenship Education Guidelines and the Citizenship Education Teachers' Handbook would be used to teach and provide appropriate leaning experiences to experimental group. Post-test assessment would be administered to both groups by the end of the study and comparative analysis would be done between the pre-test and post-test result to identify CE concepts acquired by both groups of learners.

Finally, she took the participants through the factors to consider when choosing a pilot study, monitoring plan and other pilot study activities.

### **5.3 The draft Citizenship Teachers Handbook**

Mr. Joash Manyi took the participants through the draft Citizenship Education Teacher's Handbook that had been developed in December 2020. This was followed by in-depth discussion whereby the following issues were pointed out;

- There was need for the information to be organised in an orderly manner.
- The acronyms should be clearly indicated.
- The existing legal and policy documents should be organised in such a way that they starts from the international level.
- There should be a section that indicates on how to use the handbook
- The handbook should indicate the target group
- The focus when developing the handbook should be the teacher.
- The title of the handbook was deliberated upon and the title **CITIZENSHIP EDUCATION IN SECONDARY SCHOOLS – TEACHER'S HANDBOOK** was adopted.

### **5.4 Assignment of Tasks**

In order to realize the objectives of the workshop, the participants were divided into teams as shown in the table below.

**Table 4.1: Composition of teams**

S/NO	TASKS	RESPONSIBLE PERSONS
1.	<ul style="list-style-type: none"> <li>• <b>ACKNOWLEDGEMENTS</b></li> <li>• <b>NATIONAL GOALS OF EDUCATION</b></li> <li>• <b>INTRODUCTION TO CITIZENSHIP EDUCATION</b> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Background</li> <li>- Citizenship Education Existing legal Frameworks and policies</li> <li>- Benefits of Citizenship Education</li> <li>- Rationale for Citizenship Education</li> <li>- Rationale for the Citizenship Education Teachers' Handbook</li> </ul> </li> </ul> <p><b>INTEGRATION OF CITIZENSHIP EDUCATION IN CURRICULUM</b></p> <ul style="list-style-type: none"> <li>- Citizenship Core Competency</li> <li>- Strategies for Integrating Citizenship Competency in Curriculum</li> <li>- Citizenship Education General Learning Outcomes</li> <li>- Citizenship Competency and Dimensions Components</li> <li>- Citizenship Competency knowledge, skills values and attitudes</li> <li>- Inter- relationship between National Goals of Education, Level Learning Outcomes, General Learning Outcomes , Specific Learning Outcomes , learning process and assessment</li> </ul>	<p><b>TEAM MANGO</b></p> <ol style="list-style-type: none"> <li>1. JANE NYAGA – TEAM LEADER</li> <li>2. DORAH KITALA</li> <li>3. JOASH MANYI</li> <li>4. ROBAI MUSILIVI</li> </ol>
2.	<ul style="list-style-type: none"> <li>• <b>PREFACE</b></li> <li>• <b>DEFINITION OF TERMS</b></li> <li>• <b>TRANSFORMATIVE PEDAGOGIES FOR</b></li> </ul>	<p><b>TEAM APPLE</b></p> <ol style="list-style-type: none"> <li>1. JANE NJUE –TEAM LEADER</li> <li>2. MARY KANGETHE</li> </ol>

	<p><b>CITIZENSHIP EDUCATION</b></p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Citizenship Competency in CBC</li> <li>- Key pedagogical principles of Citizenship Education <ul style="list-style-type: none"> <li>✚ Holistic</li> <li>✚ Dialogue</li> <li>✚ Values formation</li> <li>✚ Critical empowerment</li> </ul> </li> <li>• Transformative Pedagogies for Citizenship Education</li> </ul> <p><b>CE CORE STRANDS AND SUB STRANDS</b></p> <ul style="list-style-type: none"> <li>- Governance</li> <li>- Human rights</li> <li>- Gender</li> <li>- Sustainable Development</li> <li>- Diversity</li> <li>- Peace and conflict resolution</li> </ul> <ul style="list-style-type: none"> <li>• <b>LESSON EXEMPLARS:</b> <ul style="list-style-type: none"> <li>○ Humanities Subjects</li> <li>○ Languages Subjects</li> <li>○ Pure Sciences Subjects</li> <li>○ Applied Science Subjects</li> <li>○ Technical Subjects</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>3. CHARITY MAKAU</li> <li>4. HASSAN ABDI</li> </ul>
<ul style="list-style-type: none"> <li>3.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>LEARNING RESOURCES FOR CITIZENSHIP EDUCATION</b> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Types of learning Resources for Citizenship Education</li> <li>- Sourcing and accessing Learning Resources for Citizenship Education</li> <li>- Utilization of learning Resources in Citizenship Education</li> </ul> </li> <li>• <b>ASSESSMENT IN CITIZENSHIP EDUCATION</b></li> </ul>	<p><b>TEAM ORANGE</b></p> <ul style="list-style-type: none"> <li>1. WINROSE RONO – <b>TEAM LEADER</b></li> <li>2. RUTH MUGAMBI</li> <li>3. ALPHAYO OCHOLLA</li> </ul>

	<ul style="list-style-type: none"> <li>- Introduction</li> <li>- Assessment methods for Citizenship Education</li> <li>- Assessment Rubrics for Citizenship Education</li> <li>- Assessment tools for Citizenship Education</li> <li>- Lesson exemplars for Core Citizenship Competency drawn from various subjects in Junior Secondary &amp; Senior School</li> </ul>	
4.	<ul style="list-style-type: none"> <li>• <b>ABBREVIATIONS</b></li> <li>• <b>APPENDICES</b> <ul style="list-style-type: none"> <li>- <b>Appendix I: List of writers in the Development of Citizenship Education Teachers' Handbook</b></li> <li>- <b>Appendix 2:</b></li> </ul> </li> <li>• <b>GRAPHIC DESIGNING, PUBLICATION AND PRINT READINESS</b></li> </ul>	<b>TEAM</b> <b>1. ONESMAS KAKUNGI</b> <b>2. GEORGE OTHOO</b> <b>3. CAROLINE MURIANKI</b>

The teams then agreed to commence their assignments the following day. The day ended at 5.00 p.m. with a word of prayer from Alphayo Ocholla.

## **DAY TWO – WEDNESDAY, 19<sup>TH</sup> MAY, 2021**

The day's chair, Jane Nyaga welcomed the participants to the second day of the workshop. She requested Dorah Kitala to lead the team in a word of prayer. She then invited Mrs. Ruth Mugambi, Deputy Director, Secondary Education department to give a few remarks. A recap of the previous day's activities was done by Charity Makau.

### **Remarks by Mrs. Ruth Mugambi**

Mrs. Ruth Mugambi started by apologizing to the participants for not being able to join them during the first day of the workshop due to the teacher education workshop which was taking place during the week.

She then informed the participants that they were part of the workshop in order to transform the children of Kenya through citizenship education. Therefore, the team should ensure that the handbook is an excellent document which the teachers would be thrilled to read.

She thanked Kenya National Commission for UNESCO, Ministry of Education and Kenya National Commission on Human Rights for always supporting KICD in the journey of citizenship integration project. She noted that through their support KICD had been able to achieve all the targets set out the cooperation agreements during the first and second year of the GCED program.

She concluded by informing the participants that they had the goodwill of KICD Director and wished the participants all the best in their deliberations in editing the teacher's handbook.

The teams then proceeded to commence the assignments assigned and it was agreed that a plenary would be done the following day to evaluate whether the teams were in the right track.

### **DAY THREE– THURSDAY, 20<sup>TH</sup> MAY, 2021**

The day started with a word of prayer from George Othoo. The day's chair Ms. Winrose Rono welcomed the members to the workshop and reminded them that the work they were doing was very important and therefore the participants should ensure they give it a 100% commitment. Members agreed to continue with the group work up to 2.00 o'clock when presentations would be done.

At two o'clock, the team was honoured by the presence of Dr. David Njeng'ere, Chief Advisor to the Cabinet Secretary on matters Education.

#### **Remarks by Dr. David Njeng'ere**

Dr. Njeng'ere noted that Citizenship education is one of the programmes that will make a huge difference not only in Kenya but in many other African countries. It was therefore very important that we contextualize citizenship and make it as interesting as



possible. He pointed out that issues of citizenship and ethics were of utmost importance to the President and therefore the team must ensure the teachers understand the whole concept of citizenship.

He challenged the team to think globally and ensure the content and pedagogy used embraces children from other countries. Teachers also need to use differentiated instruction methods when teaching citizenship. The differentiated instruction must move beyond catering for those with special needs to include diversity and inclusion in a broader sense. Learners must be nurtured to have respect for humanity and equality, value diversity, tolerance and justice, be open to changing one's mind and learning from others and have commitment to active citizenship. He pointed that the Citizenship programme will go a long way in enabling the country achieve SDG 4.7.

He concluded by stating that there is need to bring Kenya National Examinations and the Teachers Service Commission on board in order to ensure that assessment of citizenship and capacity building of teachers are dealt with in consultation with the respective institutions.

This was followed by presentations from the groups on the progress of the assigned tasks.

### **Team Mango**

This team had been assigned the responsibility of doing the introduction to citizenship education and also integration of citizenship education into the curriculum. The team leader reported that they had been able to edit about 50% of the assigned work. She then made a presentation which was critiqued by the members with the view of improving the document.

### **Team Apple**

This team was involved in looking at transformative pedagogies for Citizenship Education and core strands and sub strands of citizenship competency. The team leader reported that they had been able to carry out about 60% of the work and made a presentation of the work done so far. The work was critiqued by members and the team was requested to make improvements on their document.

### **Team Orange**

This team was involved in looking at learning resources for Citizenship Education and assessment for Citizenship Education. The team leader reported that they had been able to accomplish about 80% of the work and made presentation on the work done. The work was critiqued by the members with the aim of improving it.

The day ended at 4.30 p.m. with Ms. Jane Nyaga appreciating the efforts put in by the teams in completing their assignments. A word of prayer was said by Alphayo Ochola.

### **DAY FOUR – FRIDAY, 21<sup>ST</sup> MAY, 2021**

Day four was the last day of the workshop. The day's chair Charity Makau welcomed the participants to the final day of the workshop. A recap on the previous day's activities was done by Dorah Kitale.

The teams then proceeded on with their group assignments making improvements on the areas which had been critiqued by other members up to 2.00 o'clock when the whole team converged to go through the completed documents. All the groups made presentations and feedback was given on areas of improvement. The workshop was officially closed at 4.30 p.m.

### **6.0 WAY FORWARD**

1. Training manual to facilitate training of teachers to be developed.
2. A lot of support to be accorded to the teachers in order for them to be able to teach Citizenship education.
3. There will be need to work closely with the education officers in the counties to monitor the teaching of citizenship education.

### **7.0 CLOSING REMARKS**

Ms. Jane Nyaga appreciated the participants for their commitment to the assignments given and more so for sacrificing their time and working beyond the working hours to ensure they complete the assignments given.

Ms. Mary Kangethe noted that it is always a pleasure to join KICD as it is an enriching experience and affirmed that KNATCOM was always ready to support KICD the curriculum reforms.

Ms. Dorah Kitale thanked the participants for the teamwork exhibited during the workshop and for coming up with an excellent document which would go a long way in enhancing teaching of Citizenship education.

Mr. Hassan Abdi appreciated the opportunity extended to the KNCHR to be part of the memorable moment of developing Citizenship Teacher's handbook and noted that GCED had enriched his knowledge through sharing of experiences and expertise.

## 8.0 APPENDICES

### Appendix 1: Workshop Programme



#### KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

#### WORKSHOP PROGRAMME/AGENDA

#### WORKSHOP FOR EDITING AND FINALIZATION OF CITIZENSHIP EDUCATION (CE) TEACHERS' HANDBOOK

18<sup>TH</sup> MAY – 21<sup>ST</sup> MAY, 2021

TIME	ACTIVITY	FACILITATOR	CHAIR PERSON
<b>DAY ONE – TUESDAY, 18<sup>TH</sup> MAY 2021</b>			
8.00- 8.15 am	Arrival and Registration	Secretariat	Caroline Murianki
8.15- 8.30 am	<b>Preliminaries</b> - Prayers - Participants Introduction and Expectations - House rules - Sharing of duties	Winrose Rono	Robai Musilivi
8.30 – 9.00 am	Welcoming Remarks	Ruth Mugambi - DDSE	
9.00- 9.30 am	Brief Remarks	<ul style="list-style-type: none"> <li>• Dorah Kitale – MoE</li> <li>• Mary Kangethe – Deputy Director Education &amp; Training , KNATCOM</li> </ul>	
	Opening Remarks	<ul style="list-style-type: none"> <li>• Jacqueline Onyango – SDDCD</li> <li>• Dr. David Njengere - MoE</li> <li>• Prof. Charles O.</li> </ul>	

TIME	ACTIVITY	FACILITATOR	CHAIR PERSON
		Ong'ondo, Director/ CEO, KICD	
9.30 – 10.00am	Overview of the workshop <ul style="list-style-type: none"> <li>• Introduction and objectives</li> <li>• Introduction of the workshop Agenda</li> </ul>	Jane Nyaga	
<b>10.00 – 10.30 am</b>	<b>HEALTH BREAK</b>		
10: 30 – 11.15 pm	<ul style="list-style-type: none"> <li>• The implementation of the CE Pilot Test in Kenya</li> <li>• The Pilot Plan <ul style="list-style-type: none"> <li>- Objectives</li> <li>- Activities</li> <li>- Outputs for Pilot Test</li> <li>- Study Population</li> <li>- Sampling Procedure and Sample Size</li> <li>- Identification of pilot schools and teachers</li> <li>- Pilot Study Design</li> <li>- Other Pilot Study Activities</li> </ul> </li> </ul>	Jane Njue	
11.15 – 11.30	Q & A session	Jane Njue	
11.30 - 1.00 pm	<ul style="list-style-type: none"> <li>• Presentation of the Draft CE Teachers' Handbook</li> <li>• Composition of Teams (03) and Assignment of Tasks</li> </ul>	Joash Manyi	Robai Musilivi
<b>1.00 – 2.00 pm</b>	<b>HEALTH BREAK</b>		
2.00 – 4.30 pm	<ul style="list-style-type: none"> <li>• Group Work</li> <li>• Development of the different aspects of the CE Teachers' Handbook</li> </ul>	Team Leaders	Robai Musilivi
<b>4.00 – 4.30 pm</b>	<b>HEALTH BREAK</b>		

TIME	ACTIVITY	FACILITATOR	CHAIR PERSON
<b>DAY TWO - WEDNESDAY 19<sup>TH</sup> MAY, 2021</b>			
8.00 – 8.30 am	<ul style="list-style-type: none"> <li>• Registration</li> <li>• Recap</li> </ul>	Secretariat Charity Makau	Caroline Murianki
8.30 – 9.30 am	Plenary Teams Report progress on Development of the different aspects of the CE Teachers' Handbook	Team Leaders	Jane Nyaga
9.30 – 10.30 am	<ul style="list-style-type: none"> <li>• Group Work</li> <li>• Development of the different aspects of the CE Teachers' Handbook</li> </ul>	Team Leaders	Jane Nyaga
<b>10.30 - 11.00am</b>	<b>Health Break</b>		
11.00 - 1.00pm	<ul style="list-style-type: none"> <li>• Group Work</li> <li>• Development of the different aspects of the CE Teachers' Handbook</li> </ul>	Team Leaders	Jane Nyaga
<b>1.00 – 2.00 pm</b>	<b>Health Break</b>		
2.00 - 4.30pm	<ul style="list-style-type: none"> <li>• Group Work</li> <li>• Development of the different aspects of the CE Handbook Teachers'</li> </ul>	Team Leaders	Jane Nyaga
<b>4.30 – 5.00 pm</b>	<b>Health Break</b>		
<b>DAY THREE – THURSSDAY, 20<sup>TH</sup> MAY 2021</b>			
8.00 - 8.30 am	<ul style="list-style-type: none"> <li>• Registration</li> <li>• Recap</li> </ul>	<ul style="list-style-type: none"> <li>• Secretariat</li> <li>• Mary Kangethe - KNATCOM</li> </ul>	Caroline Murianki
8.30 – 10.30 am	Plenary on the different aspects of the CE Teachers' Handbook	Team Leaders	Winrose Rono
<b>10.30 – 11.00 am</b>	<b>Health Break</b>		
11.00 – 1.00pm	<ul style="list-style-type: none"> <li>• Group Work</li> <li>• Development of the different aspects of the CE Teachers' Handbook</li> </ul>	Team Leaders	Winrose Rono
<b>1.00 – 2.00 pm</b>	<b>Health Break</b>		

TIME	ACTIVITY	FACILITATOR	CHAIR PERSON
2.00 – 4.30 pm	<ul style="list-style-type: none"> <li>Plenary Presentation of the different aspects of the CE Teachers' Handbook</li> </ul>	Team Leaders	Winrose Rono
<b>4.30 – 5.00 pm</b>	<b>Health Break</b>		
<b>DAY FOUR – FRIDAY, 21<sup>ST</sup> MAY 2021</b>			
8.00 - 8.30am	<ul style="list-style-type: none"> <li>Registration</li> <li>Recap</li> </ul>	Secretariat Dorah Kitala - MoE	Caroline Murianki
8.30 –10.30 am	<ul style="list-style-type: none"> <li>Group Work</li> <li>Finalization of the CE Teachers' Handbook</li> </ul>	Team Leaders	Charity Makau
<b>10.30 – 11.00 am</b>	<b>Health Break</b>		
11.00 -12.00pm	<ul style="list-style-type: none"> <li>Group Work</li> <li>Finalization of the CE Handbook</li> </ul>	Team Leaders	Charity Makau
12.00- 1.00pm	<ul style="list-style-type: none"> <li>Plenary - Presentation of the finalized CE Teachers' Handbook</li> </ul>	Team Leaders	
<b>1.00 – 2.00 pm</b>	<b>Health Break</b>		
2.00- 3.00 pm	<ul style="list-style-type: none"> <li>Plenary - Presentation of the finalized draft CE Teachers' Handbook</li> </ul>	Team Leaders	Charity Makau
3.00 – 4.00pm	<ul style="list-style-type: none"> <li>Closing Remarks</li> <li>Way Forward</li> <li>Closing Ceremony</li> </ul>	<ul style="list-style-type: none"> <li>Dorah Kitala</li> <li>Mary Kanethe – KNATCOM</li> <li>Ruth Mugambi</li> <li>Jacqueline Onyango</li> </ul>	Charity Makau
<b>4.00 – 4.30 pm</b>	<b>Health Break</b>		

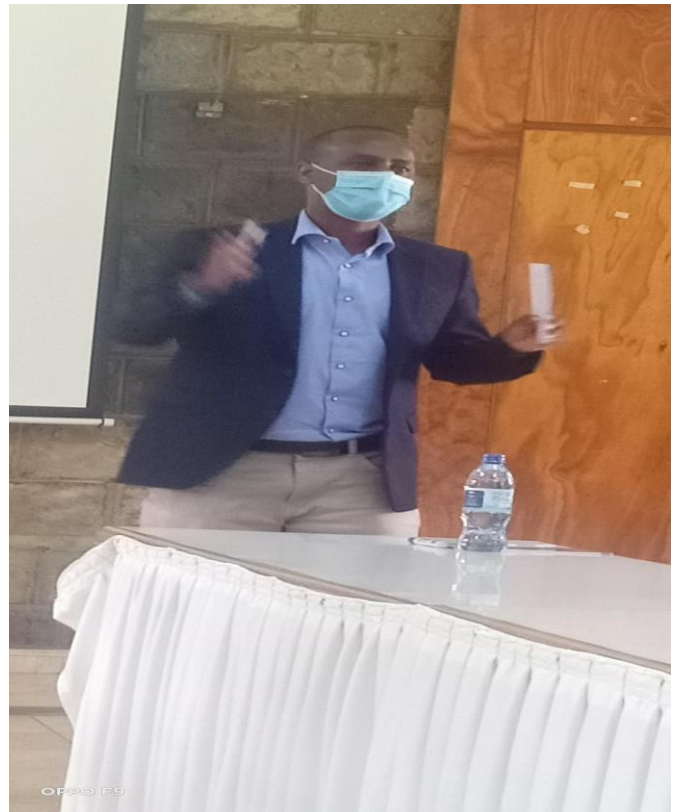
**Appendix 2: Workshop Photos**



*Participants in a group photo*







*Various presenters during the workshop*



*Participants carrying out individual assignments during the workshop*

Appendix 3: Attendance List



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

**ACTIVITY: #B-1 EDITING OF GCED TEACHER'S HANDBOOK**

**VENUE: BIBLE TRANSLATION AND LITERACY CENTRE – RUIRU**

**DATES: 18<sup>TH</sup> – 21<sup>ST</sup> MAY, 2021**

**ATTENDANCE LIST**

NO.	NAME	ORGANISATION	18 <sup>th</sup>	19 <sup>th</sup>	20 <sup>th</sup>	21 <sup>st</sup>
			SIGN	SIGN	SIGN	SIGN
1.	ROBAT MUSILIVI	KICS	[Signature]	[Signature]	[Signature]	[Signature]
2.	JORAH KITALA	MOE	[Signature]	[Signature]	[Signature]	[Signature]
3.	Charity MAMAN	KICD	[Signature]	[Signature]	[Signature]	[Signature]
4.	GNESSINE KAKUNGI	KICD	[Signature]	[Signature]	[Signature]	[Signature]
5.	JANE NYAGA	KICD	[Signature]	[Signature]	[Signature]	[Signature]
6.	WINROSE ROND	KICD	[Signature]	[Signature]	[Signature]	[Signature]
7.	Mary Kangethe	KNATION	[Signature]	[Signature]	[Signature]	[Signature]
8.	HASAN ABDI OMAR	KNCHA	[Signature]	[Signature]	[Signature]	[Signature]
9.	ALPHAYO OCHOLLA	KICD	[Signature]	[Signature]	[Signature]	[Signature]
10.	CAROLINE MURITAKI	KICD	[Signature]	[Signature]	[Signature]	[Signature]
11.	George Othoo	KICD	[Signature]	[Signature]	[Signature]	[Signature]
12.	RUTH MUGAMBI	KICD	[Signature]	[Signature]	[Signature]	[Signature]

Coordinator's Name..... JANE NYAGA Signature..... [Signature] Date: ..... 21/5/2021

## KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

ACTIVITY: #B-1 EDITING OF GCED TEACHER'S HANDBOOK

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### ATTENDANCE LIST

NO.	NAME	ORGANISATION	18 <sup>th</sup>	19 <sup>th</sup>	20 <sup>th</sup>	21 <sup>st</sup>
			SIGN	SIGN	SIGN	SIGN
13.	Jane A. Njue	KICD	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
14.	Joseph Wangi	KICD	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
15.	Joseph Wabome	KICD	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
16.	Dr David Njengere	MOE	—	<i>[Signature]</i>	<i>[Signature]</i>	—
17.	Fredrick Oluani	KCCD	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
18.	JACQUELINE ONYANGO	KICD	—	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
19.						
20.						
21.						
22.						
23.						
24.						

Coordinator's Name: JANE M. TAGA Signature: *[Signature]* Date: 21/5/2021