



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

Nurturing Every Learner's Potential

**REPORT ON THE OFFICIAL LAUNCH OF CITIZENSHIP
EDUCATION PILOT SCHOOLS AS CENTRES OF LEARNING**

22ND OCTOBER, 2021

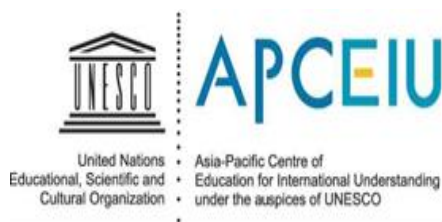


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1.0 BACKGROUND

Citizenship is one of the seven Core Competencies in the Kenya Basic Education Curriculum Reform Framework. It is the state of being vested with the rights, privileges, and duties of a citizen. Learners are enabled to have knowledge about their role in their community, country, region and world in promoting sustainable development as responsible citizens. This awareness ensures that they can adopt a way of life which recognizes the world as an increasingly complex web of connections and interdependencies. Global Citizenship Education (GCED) is therefore a model of education that is instrumental in directing the world towards living together, with a view of sustaining life on the planet will take a systematic approach. Additionally, the knowledge in GCED advocates for a betterment in relations among people and all living things on the planet.

Initiatives in the Institute to recognize GCED has greatly contributed to its significance in the ongoing curriculum reform process.

In view of this, milestone, Kenya was selected among the four countries for the second phase of GCED Curriculum Integration Project. Based on the Cooperation Agreement between KICD and the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO, a three-Year (2019-2021) project involving Kenya commenced in 2019 to support Kenya to mainstream GCED in curricula.

In the first year of the project (2019), a GCED Curriculum development and integration Technical Committee was set up in the country to facilitate the project on the ground. This was followed by three capacity building workshops targeting key stakeholders in the GCED Curriculum development and integration process. In addition, an in-depth GCED Situational Analysis was conducted to identify gaps and opportunities for GCED in the current curriculum that could be addressed in the ongoing curriculum reform process in Kenya.

In the second year of GCED project (2020), the main focus was development of GCED mainstreaming Matrices and Citizenship Education Guidelines to support GCED integration in the curricula. The overall goal in 2020 was mainstreaming GCED into Kenya National Curriculum and integration of GCED in Curriculum Designs in all subjects at the Junior Secondary (Grades 7, 8 and 9) and Senior Secondary School (Grades 10, 11 and 12).

In the third year KICD developed, a Citizenship education Training Manual, a Teacher's Handbook and a Citizenship Education Learner's Activity Book. Teachers were also trained on fundamental concepts in Citizenship Education as well as appropriate pedagogies. A pilot CE program was also carried out in 12 pilot schools in Baringo County in July 2021. The aim of the pilot program was to:

- i) Provide step by step guidelines to teachers on mainstreaming Citizenship Education and self-evaluation using the questionnaire
- ii) Inform Quality Assurance and Standards Officers on the modalities of teacher observation and support to be undertaken during the pilot
- iii) Establish learner's current levels of awareness on Citizenship Education
- iv) Establish perspectives of parents on Citizenship Education
- v) Deliver the learners' Activity Book to the sampled schools.

A 2nd monitoring evaluation and support was also carried out in October, 2021. The main purpose of the 2nd monitoring and evaluation was to:

- Track progress of Citizenship Education activities
- Make adjustments to implementation of Citizenship Education activities
- Discover unplanned effects of Citizenship Education activities
- Judge the impact made on the learners by engaging in Citizenship Education activities
- Facilitate accountability to stakeholders through information sharing and developing a feedback mechanism which can help to guide in implementation of Citizenship Education activities
- Provide timely information for informed management decisions, and measures contributions to Citizenship Education activity outcomes and impacts.

The 2nd monitoring and evaluation culminated in the launching of the 12 pilot schools as centres of learning. This event was held on **22nd October, 2021** at the Kenya School of Government Baringo.

2.0 PARTICIPANTS

The participants of the launch included invited guests, County Director of Education Baringo County, TSC County Director Baringo County, head teachers, 5 heads of departments and 5 students from each of the 12 pilot schools. Other participants were from KICD, Kenya National Commission for UNESCO and Kenya National Commission on Human Rights.

3.0 PRELIMINARIES

The launch kicked off at 9.00 a.m. with a word of prayer and the singing of the Kenyan National Anthem and the East African National Anthem.

3.0 OPENING REMARKS

3.1 Remarks by TSC County Director

The County Director began by welcoming everyone present to the launch. He recognized the Chief Guest who was on the way. He noted that through the programme, learners will be equipped with values and skills. The instructors had also been provided with skills to espouse citizenship and a learner friendly environment. Teachers and learners alike should therefore model the CE values. He further noted that teachers had been given the skills to link the schools and communities. The Head Teachers had also been given the opportunity to coordinate the CE activities in their respective schools and advise Board of Managements, mobilise resources and offer technical support. He appreciated KICD for choosing Baringo County to pilot the CE and braving the terrain to reach each of the schools in the county.

3.2 Remarks by County Director, Ministry of Education

Mr. James Nyakweba the MoE County Director welcomed all the participants to the function and to Baringo County. He appreciated KICD for choosing Baringo County for the pilot. He noted that the 12 schools were indeed lucky to have to model the best behavior based on what they had learnt. He requested the schools to continue strengthening CE since they would be the point of reference in the entire country.

3.3 Remarks by Regional Coordinator, Teacher's Service Commission

Mr. Adow Mohamed the TSC Regional Director appreciated KICD for choosing the region and also some of the furthest schools in the county. He noted that CE had come at the right time since it would make certification in Kenya to be recognized globally.

The pilot project will be a make or a break in the country. CE should be used to import the learning outcomes. He further noted that if performance improves as a result of the activities given in CE then enrolment and retention will also improve.

3.4 Remarks by Secretary General/CEO KNATCOM

Ms. Mary Kangethe, Director Education Programme, KNATCOM represented Dr. Evangeline Njoka during the launch. Ms. Kangethe noted that the teamwork she had witnessed among the various organization during the pilot programme had led to successful implementation of the programme. She reiterated the need to equip learners with skills to live and work together in harmony. She further noted that the lessons learnt would inform the roll out of the programme at the national level. There is need to use education to broaden the opportunities for the young people. There is also need to embrace young teachers as they have a lot of potential and can change the way things are done for the better. She urged the two County Directors of Education present to keep the fire burning. She further urged them to look at the opportunity as a unique one and continue the journey of CE. She promised that KNATCOM would continue to support the process in order to nurture the learners.

3.5 Remarks by Chief Executive Officer, Kenya National Commission on Human Rights

Dr. Benard Mogesa the CEO, KNCHR recognized the principals, teachers and students of the various schools present and also the guests at large. He noted that CE is invaluable for this country. Values are very important in any society. He pointed out that KNCHR was committed to working with other organizations to make sure the Competency Based Curriculum succeeds. He reiterated the fact that education system in Kenya was one of the best in the world. He assured KICD THAT his organization was willing to support the programme as it was escalated to the other counties to ensure proper nurturing of values. He also noted that what had been achieved in Baringo County should be showcased nationally since it had indeed borne fruits. CE and the strands that had been captured are of great significance to the county and the world at large as they translate to development. He concluded by recognizing the existence of inter-sex persons and noted that they too need to enjoy their rights as children of this country.

3.6 Remarks by Jane Nyaga – KICD GCED Coordinator

Ms. Jane Nyaga took the participants through the journey of the Global Citizenship Education (GCED) Curriculum Development and Integration programme from 2019 - 2021. She thanked the Asia Pacific Centre of Education for International understanding

(APCEIU) for selecting Kenya to be among the four participating countries in the phase 11 of the GCED Curriculum Development and Integration Project. The other three countries being the Philippines, Sri Lanka and Lebanon.

She reiterated that the implementation of the GCED Programme in Kenya has been possible through collaborative effort of Kenya Institute of Curriculum Development (KICD) and key partners. She thanked the Asia Pacific Centre of Education for International Understanding (APCEIU), the Kenya National Commission for UNESCO (KNATCOM), Kenya National Commission on Human Rights (KNCHR) and Uraia Trust who have supported the programme. The organizations provided the much needed financial and technical support towards successful development of the GCED Programme in Kenya.

She pointed out that the GCED Programme was introduced in Kenya to support the realization of the citizenship competency as stipulated in the Competency based Curriculum (CBC). It is envisaged that its systematic implementation, monitoring and evaluation will support the development of citizenship competency in learners for promoting harmonious living through good governance, respect for human rights, and embracing diversity, gender, sustainable development and peace and conflict resolution. Kenya citizenry is heterogeneous with diversity along ethnic, religious and cultural identities. The GCED programme will contribute to appreciation of diversity, building on commonalities, non-violent management of conflicts and promote working together for the well-being of the communities.

She informed participants that the following steps had been followed

- Establishment of a National Technical Committee to coordinate and oversee the implementation of CE
- Carrying of situational analysis on CE in the country.
- Development of CE materials
- Teacher training
- GCED Pilot Testing
- Monitoring , Evaluation and Support

She further noted that citizenship is a core competence in the Competency Based Curriculum and therefore the team present had been equipped with skills to unpack it. She concluded by noting that there as a lot happening in the county and if CE programme could be extended and supported it would bear more fruits.

4.0 SHARING OF EXPERIENCES

4.1 Lake Bogoria Girls

The teacher in charge of CE noted that it had been nice and they had dealt with gender roles, conflict resolution and diversity. The learners presented a skit touching on the strands of peace and conflict resolution, diversity and gender.

4.2 Sacho High School

The teacher in charge noted that CE had helped improve the discipline in the school. Students are encouraged to use peaceful means to resolve conflicts. She further noted that the students had appreciated the gender roles which were initially being played by one gender were now being played by either gender. They gave the example of the violin which used to be played by the male gender in older days can now be played by the female gender.

4.3 Kapsago Secondary School

The teacher in charge of CE noted that Citizenship Education will enable students to become all round individuals who can fit well in the society. It will also make Kenya go global.

4.4 Kapkiamo Secondary School

The teacher coordinating CE at the school indicated that the pilot experience was good. Most of the CE learning experiences were done in class in the various subjects. The strands covered were gender, peace and conflict resolution and sustainable development. Students were able to do projects on what hinders personal/ inner peace and conflicts at home. The students have also started to open up and are sharing their issues with the teachers.

4.5 Kapluk Secondary School

The school undertook a major tree planning project after they learnt on the strand sustainable development. The students presented a poem on Global Citizenship during the launch.

4.6 Tanyileel Girls Secondary School

The school has been able to implement GCED both formally and informally. Students have been convinced that they are one through from different regions and backgrounds. They also learnt that there is unity in diversity. The students are able to talk about CE during the school assembly on Wednesdays. The students presented a poem title **“the world united together as one”**

4.7 Marigat Boys

The teacher in charged noted that they had been able to integrate the strand on diversity and the learners now appreciated their different backgrounds. The students presented a presentation on diversity during the launch.

4.8 Marigat Integrated Mixed Secondary School

Marigat Integrated Mixed Secondary School being an integrated school that caters also for learners with visual impairment did a skit on diversity. They also did a song on citizenship issues. The teacher in charge noted that since the introduction of CE in the school, the learners have been able to live harmoniously amongst themselves despite of their ethnic and physical differences.

4.9 Maji Mazuri Girls Secondary School

The teacher in charge noted that Citizenship Education is one of the best things that has happened in the country. He noted that the school had embraced citizenship since it deals with the mind, the hands and the heart. However, the teachers strongly felt that the time for implementing CE fully was a challenge and more tools should be designed for the teachers and the matrices should be done subject wise.

4.10 Uzalendo Secondary School

The students shared on the concepts they had learnt in CE such as solving conflicts through mediation, the need to integrate persons with disability and the intersex persons. The teacher in charge noted that the school had embraced by treating all students equally.

4.11 Tabagon High School

The students presented a dance dealing with diversity. They also explained various concepts on diversity such as individual, ethnic, religious and economic diversity. The students also talked on governance touching on issues of accountability, transparency and decency. The teacher in charge noted that the school embraces governance as students are allowed to vote for their class representatives. They also presented a poem on CE with a focus on peace and conflict resolution.

4.12 Simotwet Shwenk Secondary School

The students presented a skit on environmental conservation where the chief cautioned one of the villagers from cutting down trees without replacing. He the villages on the importance of planting trees. The teacher in charge noted that the CE programme had been received very well by the students. He noted that the school is quite diverse in terms of culture, religion, diversity and family backgrounds of the learners.

5.0 KEY NOTE ADDRESS: CHIEF GUEST

The key note address was delivered by the KICD Director representative Ms. Grace N. Ngugi. She noted that CE was invaluable since it focused on the learners' attitudes and not the intellectual capabilities. She noted the need to develop matrices for each of the subjects for easy interpretation. She reiterated that the fundamental principles of CE was learning to live together and looking at issues from the perspective of others.

Issues of globalization such as global warming and terrorism could be addressed through citizenship education. Education therefore should provide instant solutions on competencies to be able to address the challenges.

She further noted that it is necessary for learners to acquire holistic education for them to live and live well other than just surviving.

She appreciated the role played by Asia Pacific Centre for International Understanding (APCEIU) for selecting Kenya among three other countries for the Global Citizenship Education integration. It is on that basis that Kenya conducted a situational analysis in July 2019 to identify the gaps in the curriculum. One of the gaps identified is that GCED was only domiciled in History and Social Studies, thus the need to focus on all the curriculum subjects. Another gap was that focus was on the formal dimension thus the need to bring on board the non-formal and informal dimensions. There is also need to sensitize children to appreciate who they are and also relate well with others.

KICD has therefore developed various GCED materials i.e. Citizenship Education Guidelines, Citizenship Education Mainstreaming Matrices for Junior Secondary School and Senior Secondary School, Citizenship Education Teacher's Handbook, Citizenship Education Teacher's Training Manual and Citizenship Education Learner's Activity Book to aid implementation of CE in the curriculum. This was followed by capacity building of GCED teachers which culminated in the pilot of the 12 schools in Baringo County from August through October, 2021. The launch will therefore transform these schools as centres of learning of GCED.

The Director thanked the various partners including but not limited to APCEIU, Kenya National Commission on Human Rights, Kenya National Commission for UNESCO (KNATCOM) and Uraia Trust for their support and goodwill. She appreciated the teachers and noted that they would now be referred to as promoters of GCED. She challenged everyone that since children were better imitators than listeners, there was need for everyone to be role model.

She concluded by thanking the learners and all the distinguished guests present.

6.0 CLOSING REMARKS

The closing remarks were given by the TSC Regional Director of Education who thanked the Guest of Honour for the elaborate key note address. He also noted that great lessons had been learnt from the presentations by the learners.

He then invited all the other guests for the official launch.

7.0: APPENDICES

7.1 Launch Programme



PROGRAMME FOR THE LAUNCH OF CITIZENSHIP EDUCATION PILOT SCHOOLS AS CENTRES OF LEARNING AT KENYA SCHOOL OF GOVERNMENT, BARINGO ON 22ND OCTOBER, 2021

TIME	ACTIVITY	FACILITATOR
8.00- 8.30 am	Arrival and Registration	Secretariat
8.30- 9.00 am	Preliminaries <ul style="list-style-type: none"> - Prayers - Introductions 	Ag. Deputy Director, Research and Knowledge Management, KICD Ms. Jane Njue
	Welcoming Remarks <ul style="list-style-type: none"> - TSC Baringo County Director - CDE Baringo County 	Deputy Director, Special Programmes, KICD Mrs. Grace N. Maina
9.00 – 9.45am	Opening Remarks <ul style="list-style-type: none"> - Prof. Charles Ong’ondo, Director / CEO KICD - Dr. Evangeline Njoka, SG/CEO KNATCOM-UNESCO - Dr. Benard Mogesa, CEO, KNCHR 	Mrs. Grace N. Maina
9.45 - 10.00 am	<ul style="list-style-type: none"> • Global Citizenship Education Curriculum Development and Integration Project 2019 - 2021: <ul style="list-style-type: none"> - Background - Process - Pilot Implementation 	Assistant Director, Humanities, KICD Ms. Jane Nyaga
10.00 – 10.30 am	<ul style="list-style-type: none"> • Sharing of Experiences and presentations by pilot Schools: <ul style="list-style-type: none"> ○ Marigat ○ Baringo North 	Director, Educational Programmes, KNATCOM Ms. Mary Kangethe
10.30 – 11.00 am	Health Break / Tea	
11.00 – 11.30 am	<ul style="list-style-type: none"> • Sharing of Experiences and presentations by pilot Schools: <ul style="list-style-type: none"> ○ Koibatek ○ Baringo Central 	Ms. Mary Kangethe, KNATCOM

TIME	ACTIVITY	FACILITATOR
11.30 – 12.30 pm	<p>Dr. Julius Jwan, MBS <i>PS, State Department of Early Learning and Basic Education, Ministry of Education</i></p> <ul style="list-style-type: none"> • Key Note Speaker • Launch of Citizenship Education (CE) Centres of Learning • Issuing of CE Support Materials and Certificates 	Ms. Grace N. Maina, KICD
12.30- 1.00 pm	<p>Prof. Charles Ong’ondo, Director/CEO, KICD</p> <ul style="list-style-type: none"> • Closing remarks • Way forward 	Ms. Grace N. Maina
1.00 – 2.00 pm	Health Break / Lunch	

7.2 Workshop Photos



Guests during the launch



County Director of Education, Baringo County addressing the guests during the launch.



Ms. Jane Nyaga, GCED focal person making a presentation during the launch



Invited guests following proceedings during the launch



Various speakers during the launch



Students from the 12 pilot schools following proceedings during the launch



Students from Marigat Integrated Mixed Day Secondary School presenting a poem on diversity during the launch



Officially launching CE centres of learning



Teachers receiving Certificate of Participation from Ms. Jane Nyaga



Participants in a group photo.