



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

CITIZENSHIP EDUCATION IN SECONDARY SCHOOLS

KENYA

A Teacher's Handbook



United Nations
Educational, Scientific and
Cultural Organization

국제연합
교육과학문화기구

APCEIU

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

유네스코 아시아태평양 국제이해교육원

Uraia

Kenya's National Civic Education Programme



KENYA INSTITUTE OF
CURRICULUM DEVELOPMENT



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

**CITIZENSHIP EDUCATION
IN SECONDARY SCHOOLS
KENYA**

A TEACHER'S HANDBOOK



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FOREWORD

Kenya Institute of Curriculum Development's core mandate is to develop quality curricula and curriculum support materials responsive to the needs of the society. KICD has identified seven Core Competencies in the Competency based Curriculum, among them the Citizenship Competency. As a core competency, Citizenship should be mainstreamed in all Learning Areas and Subjects in the Competency based Curriculum in Kenya (CBC). To assist teachers in the interpretation and implementation of citizenship competency, this Teacher's handbook has been developed.

The Global Citizenship Education (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. The GCED programme provides a tool for promoting dialogue among learners. Through its emphasis on transformative pedagogies and establishment of a safe learning environment, the programme will provide both the physical and psychological safety for the learner to develop knowledge, skills values and attitudes for an empowered, engaged and ethical citizen.

This book teacher's handbook is one of the outputs of the collaboration between Asia Pacific Centre of Education for International Understanding (APCEIU), South Korea, the Ministry of Education of Kenya and KICD. It adapts the UNESCO 'S GCED Framework and Topics and Learning outcomes to the context and needs of teachers and learners in Kenya. It is guided by the educational approach and learning process promoted in the framework and provides a description of the six core strands that teachers can implement to promote experiential and activity based learning.

This handbook would not have been possible without the able leadership of Jacqueline Onyango (Director, Curriculum Directorate) and Ruth Mugambi (Deputy Director, Secondary Education) who supervised and coordinated the process of developing the handbook.

In addition, I would like to acknowledge the input of the Technical Working Group under the leadership of Jane Nyaga. The handbook which is a product of extensive consultation and inclusive process was developed by officers drawn from the various Directorates in KICD, Ministry of Education, Kenya Commission on Human Rights, and Kenya National Commission for UNESCO (KNATCOM).

In a very special way I wish to express my gratitude to Uraia Trust, who initiated and provided financial and technical support for this important initiative. Special gratitude goes to APCEIU for supporting the implementation of the Citizenship Education Programme in Kenya.

I am greatly indebted to all those who contributed to the development of this handbook.

I hope that this Teacher's Hand Book will serve as an important tool and a pedagogical guideline for teachers to implement the GCED Programme through use of transformative pedagogies for realization of the citizenship competency in Kenya. The book has simple and clear step by step instructions for the teacher to use. It is anticipated that the teacher will be trained on how to use the book

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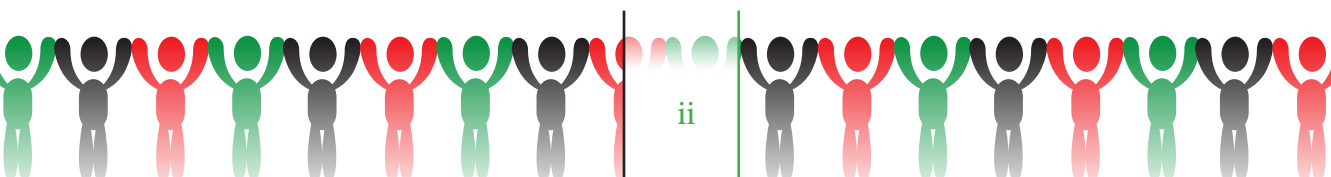
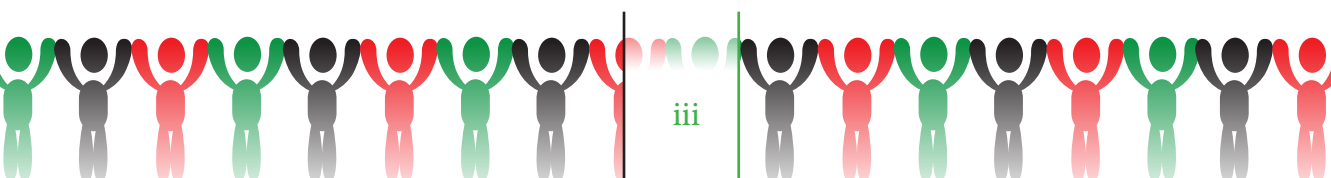


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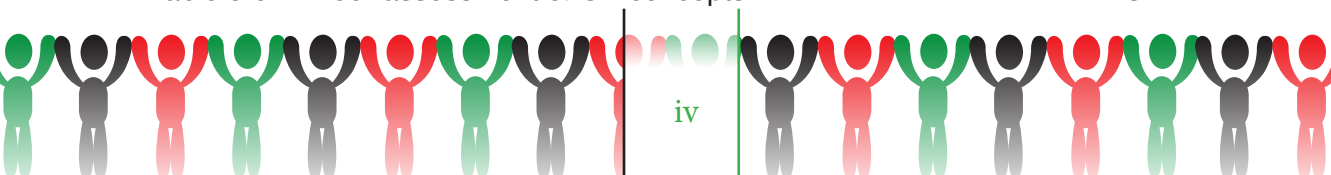


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ABOUT THE HANDBOOK

This handbook has been developed to principally serve as a learning resource at the Secondary school level. Any teacher facilitating in a given Learning Area and/or Subject is free to consult the handbook in pursuit of deeper understanding and use of the contents therein. For ease of reference, the handbook has been structured into seven (7) Sections, that is:

Section 1: Introduction to Citizenship Education (CE)

Section 2: Legal and Policy frameworks

Section 3: Integration of CE in curriculum

Section 4: Transformative Pedagogies for CE

Section 5: Core Strands and Sub-strands of CE

Section 6: Learning Resources for CE

Section 7: Assessment of CE

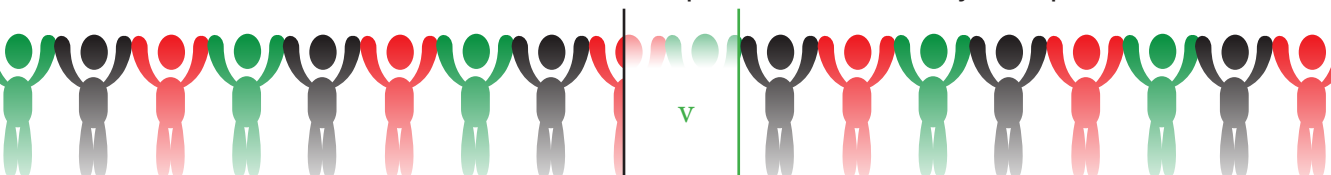
It's important to note that the various sections of the handbook are interrelated. In particular, the teachers' attention is being drawn to the recommended integration strategies of CE in the curriculum, the tested and trusted transformative pedagogies with the accompanying list of resources as well as the preferred assessment methods and tools.

Sample lesson plans and assessment tools have been appended for reference and for connected purposes. Alternatively, this handbook can be accessed through the link www.kicd.ac.ke

RATIONALE FOR CE TEACHERS' HANDBOOK

The development of the CE Teachers' handbook will among other things:

1. Assist teachers to be in a position to correctly interpret the



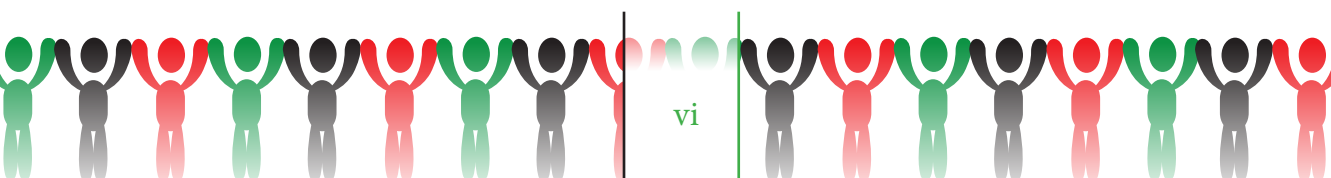
mainstreamed components of CE in the curriculum designs for Junior Secondary and Senior School

2. Guide the teachers on teaching and learning resources to utilize in the delivery and establishment of relevant practices for CE
3. Provide the teacher with a repertoire of transformative pedagogical approaches for effective delivery of CE
4. Give teachers the requisite capacity to be able to scaffold learners to become empowered, engaged and ethical citizens
5. Guide the teacher on the utilization of appropriate assessment methods and tools in ascertaining the acquisition of desired knowledge, skills, attitudes and values of CE.

HOW TO USE THE HANDBOOK

The handbook for CE has been developed to serve as a reference material. All teachers handling different Learning Areas and Subjects are expected to use this handbook given that Citizenship has been underscored by the country's National Goals of Education as well as being a core competency in the Competency Based Curriculum (CBC). As such, teachers will find the handbook serving a critical role before, during and after lesson delivery. The handbook offers a good chance for teachers to select the most suitable learning experiences, messages and approaches for integrating CE in an institution's programmes. Consequently, CE should be conveyed through the formal, non-formal as well as informal learning platforms.

A number of instances demonstrating the use of the handbook in a learning institution have been provided. However, the suggestions are not exhaustive. Teachers have the latitude to seek for alternative approaches, pedagogies together with assessment methods and/or tools that may be deemed appropriate within their contextual circumstances. Additionally, this handbook can be used together with subject-specific handbooks, CE matrices together with guidelines as conditions may necessitate.



OPERATIONAL DEFINITIONS OF TERMS

TRANSFORMATIVE PEDAGOGY is an innovative approach to learning and teaching that empowers students to critically examine their knowledge, beliefs and values, with the goal of developing a reflective knowledge base, an appreciation for multiple perspectives, a sense of critical consciousness and agency to transform their society. It occurs when learning goes beyond the mind and connects with hearts and actions thereby bringing about change in their actions.

CITIZENSHIP is a relationship between an individual and a state to which the individual owes allegiance and in turn is entitled to its protection.

GLOBAL CITIZEN An individual who has awareness and understanding of the wider world and takes an active role to make community more peaceful, sustainable and fairer.

ETHNICITY is a grouping of people who identify with each other on the basis of shared attributes that distinguish them from other groups such as a common set of traditions, ancestry, language, history, society, culture, nation, religion or social treatment within their residing area.

SUSTAINABLE DEVELOPMENT can be defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainability goals, such as the current UN-level Sustainable Development Goals, address the global challenges, including poverty, inequality, climate change, environmental degradation, peace, and justice.

ECONOMIC DIVERSITY measures the degree to which a region utilizes a broad mix of economic activities. For example, a region that relies predominantly on only oil production is not economically diverse, while another that sports a vibrant manufacturing and personal services sector in addition to oil is said to be more economically diverse.

A RUBRIC FOR ASSESSMENT is a tool used to interpret and grade a students' work against a given criteria and standards. The rubric is usually in the form of a matrix or grid. A rubric makes explicit a range of assessment criteria and expected performance standards. The teacher evaluates a student's performance against all of

ASSESSMENT PORTFOLIO: the primary function of an assessment portfolio is to evidence what a student has learned and achieved against the intended learning outcomes. Depending on how the portfolio is originally defined this may be all of the work-in-progress portfolio or may be a selection.



ABBREVIATIONS AND ACRONYMS

1.	APCEIU	Asia – Pacific Centre of Education for International Understanding
2.	CBC	Competency Based Curriculum
3.	ESD	Education for Sustainable Development
4.	GCED	Global citizenship Education
5.	CE	Citizenship Education
6.	HRBA	Human Rights Based Approach
7.	IBL	Inquiry Based Learning
8.	KICD	Kenya Institute of Curriculum Development
9.	KNATCOM	Kenya National Commission for UNESCO
10.	KNCHR	Kenya National Commission for Human Rights
11.	MOE	Ministry of Education
12.	PANTHER	Participation Accountability Non-discrimination Transparency Human dignity Empowerment and Respect to rule of law
14.	PCLs	Pertinent and Cross – cutting Issues
15.	SDGs	Sustainable Development Goals
16.	TWG	Technical Working Groups
17.	UNESCO	United Nations Educational, Scientific and Cultural Organization
18.	UNCW	University of North Carolina Wilmington



EXECUTIVE SUMMARY

Introduction

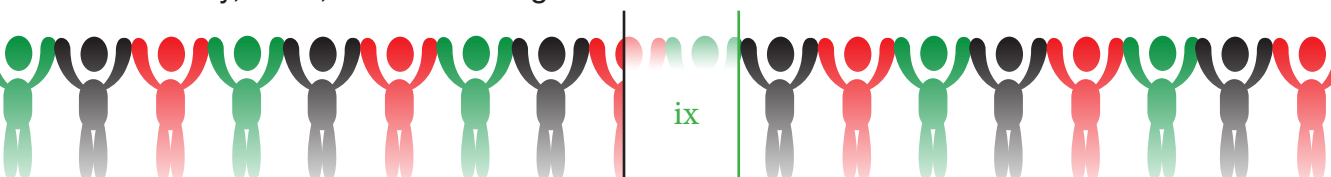
Citizenship Education (CE) entails three core conceptual dimensions which serve as the basis for defining goals, learning objectives and competencies, as well as priorities for assessing and evaluating learning. Citizenship Education is a critical component in the Kenyan education system. It enables learners to acquire desirable knowledge and develop desirable skills, attitudes and values to be responsible to the family, community, nation and region as well as understand their role as global citizens. It focuses on empowering learners to engage and assume active roles to face and solve local, national, regional and global challenges. This change in the learners is achieved through the use of transformative approaches that facilitate and encourage discovery of new knowledge and experiences that help address existing and future challenges. Such experiences ultimately enable learners to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world. This is in line with CBC's vision of an engaged, empowered and ethical citizen.

Rationale for the Teachers' Handbook

The Citizenship Education (CE) Teachers' handbook will among other things:

1. Assist teachers to be in a position to correctly interpret the mainstreamed components of CE in the curriculum designs for Junior Secondary and Senior School
2. Guide the teachers on teaching and learning resources to utilize in the delivery and establishment of relevant practices for CE
3. Provide the teacher with a repertoire of transformative pedagogical approaches for effective delivery of CE
4. Give teachers the requisite capacity to be able to scaffold learners to be empowered, engaged and ethical citizens
5. Guide the teacher on the utilization of appropriate assessment methods and tools in ascertaining the acquisition of desired knowledge, skills, attitude and values of CE.

The Citizenship has five levels and four sets of skills. These are individual, family, local, national and global levels. The skills include civic-related



skills, intercultural skills, communication skills and social skills. The key learner attributes in citizenship entails informed and critically literate learner, socially connected learner who is respectful of diversity, ethically responsible and engaged learner.

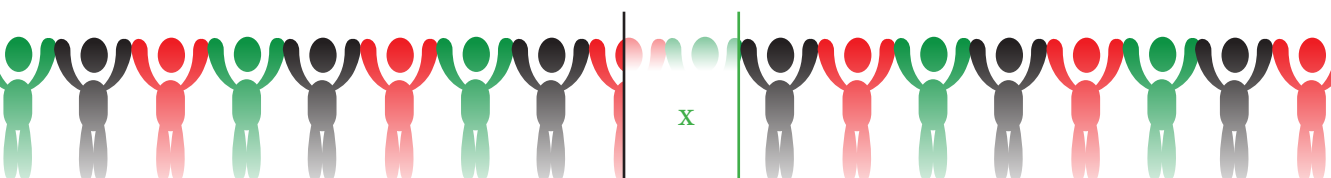
Citizenship Education entails three core conceptual dimensions which are based on, and include, aspects from all three domains of learning. These are Cognitive, soci-emotional and behavioral. CE has four main aspects termed as political literacy, critical thinking and analytical skills; attitude, values and behaviors; and active participation.

Some of the potential benefits of CE include

- i) It equips learners with knowledge, skills, attitudes and values to be able to undertake their civic duties.
- ii) It enhances respect, equity and equality of all human beings.
- iii) It eliminates all forms of discrimination while promoting the spirit of unity and tranquility among people.
- iv) It empowers learners to be able to recognize, protect, respect and uphold human rights.

Integration of Citizenship Education in curriculum requires a systematic approach. Citizenship education can be delivered in schools through four main approaches; as a stand-alone discipline, as part of another, as a cross-curricular or transversal dimension and as a whole school approach and practice. The teacher's task in the delivery of CE will be teaching about CE, teaching for CE and teaching through CE

The handbook has linked national goals of education, level learning outcomes, CE general learning outcomes and specific learning outcomes for CE concepts. The handbook has provided the teacher with knowledge on how Citizenship Skills and Indicators can be identified from main strands in different learning areas within the strands. In addition the handbook has shown what learners will be doing to enable assessment of the identified indicators. The book has also provided knowledge to the user on various national, regional and global laws, policies and guidelines that provide for different aspects of Citizenship Education in Kenya



CHAPTER ONE

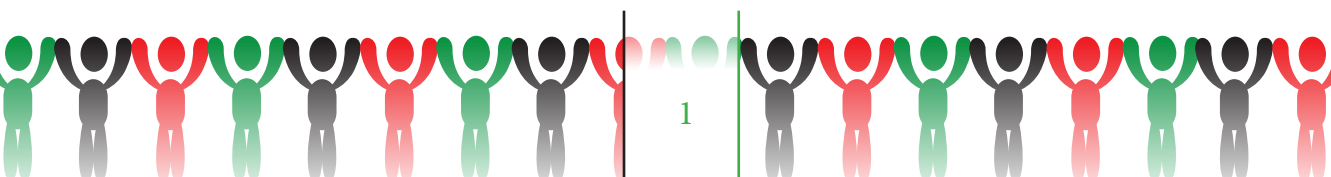
INTRODUCTION TO CITIZENSHIP EDUCATION

1.1 Introduction

Citizenship is a notion connected to the membership within an organized community. In every community, there are common-sense understandings of who belongs, and who does not. However, over time, the qualities needed to be characterized as a citizen have changed. The cities of ancient Greece first gave rise to the notion of citizenship, which were different to the ancient Roman republic and to the nation states that emerged in the late 18th and early 19th centuries. In each age, however, new features or issues about Citizenship emerged.

In ancient Greece, the key feature of citizenship was the equality of citizens as rulers or makers of the law. Gender, race and class defined citizenship in ancient Greece. However, women, children, immigrants, 'metics' (those whose families had been settled in Athens for several generations) and slaves were excluded from the citizenship. As a result, citizenship was enjoyed by a minority of the population. In Rome the key feature of the citizenship was equality under the law. During the Roman Empire, the populations of conquered territories were given a version of Roman citizenship while being allowed to retain their own forms of government. This Roman citizenship was a legal version rather than a political kind (citizenship without the vote).

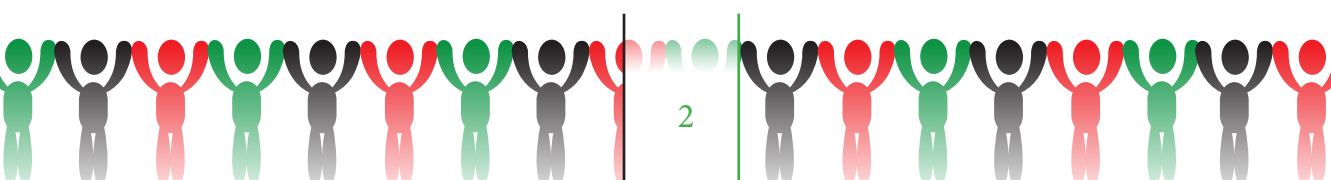
However, with the rise of nation states, new elements of citizenship definition began to emerge with a broad view of citizenship. Citizenship has three components. The first component, membership or belonging, concerns who is actually a citizen. Membership is the core constituent of citizenship. Being a citizen is to belong to a given political community. The second component, rights, has often been seen as the defining criterion of citizenship. The third component is participation.



Since the late 1990s, educational leaders, scholars and practitioners have pointed out the citizenship education's narrow focus on identity only within national and local boundaries. In contrast, there is need to emphasize on global citizenship education where learners are able to respond to the interdependence of humanity and the necessity of living together. Nations and citizens have to cooperate to solve conflicts and problems of international and global magnitude, including terrorism, armed conflicts, violence, climate change and so on.

Focusing at the school level, citizenship education refers to those aspects which are intended to prepare learners to become active citizens, by ensuring that they have the necessary knowledge, skills and attitudes to contribute to the development and well-being of the society in which they live. It is a broad concept, which encompasses not only teaching and learning in the classroom but also practical experiences gained through school life and activities in wider society. Citizenship education should also help learners develop an identity and an attachment to the regional and global community and a human connection to people in many parts of the world.

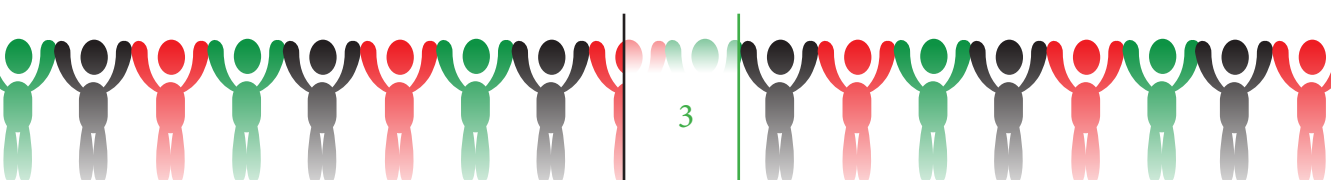
Citizenship Education is a critical component in the Kenyan education system. It enables learners to learn and be responsible to the family, community and nation as well as understand their role as African and global citizens. Citizenship Education focuses on empowering learners to engage and assume active roles to face and solve local, regional and global challenges. This change in the learners is achieved through the use of transformative approaches that facilitate and encourage discovery of new knowledge and experiences that help address existing and future challenges. Such experiences ultimately enable learners to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world. This is in line with CBC's vision of an engaged, empowered and ethical citizen.



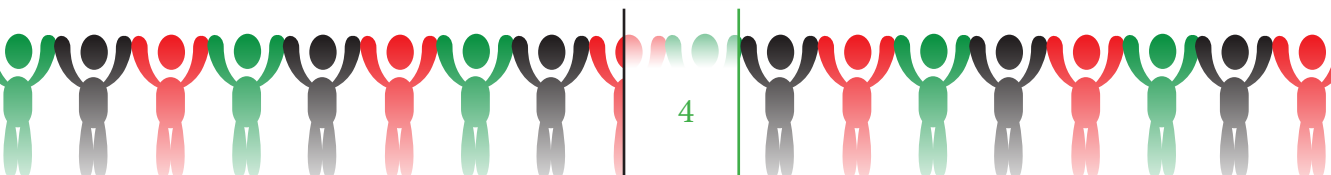
1.2. Legal and Policy Framework

There are various national, regional and global laws, policies and guidelines that provide for different aspects of Citizenship Education in Kenya. The table below outlines the global, regional and national legal and policy framework on citizenship.

S/No	DOCUMENTS	PROVISION
1.	-Target 4.7 of 2030 Agenda for Sustainable Development Strategic Objective 10 of Continental Education Strategy for Africa (CESA 2016-2025) -Kenya Vision 2030	Provides for promotion of knowledge and skills needed to promote sustainable development and promotion of a culture of peace and conflict prevention and resolution at all levels of education and for all age groups
2.	Universal declaration of Human Rights (UDHR) and African Convention on the Rights and Welfare of the Child	provide for the right to a nationality
3.	UN Convention on the rights of the Child	provide for registration of every child immediately after birth
4.	KICD Act, No. 4 of 2013(revised 2018)	Provides that one of the major functions of the Institute to develop, review and approve programme, curricula and curriculum support materials that meet international standards for early childhood care, development and education, pre-primary education, primary education, secondary education, adult, continuing and non-formal education, teacher education and training, special needs education and technical and vocational education and training. The Act further provides that the Institute is required to incorporate national and leadership values in Curriculum Development



5.	-The Constitution of Kenya (2010)	Provides for rights, privileges and benefits of citizenship
6.	Basic Education Act, No. 14 of 2013	Provides for promotion of peace, integration, cohesion, tolerance, and inclusion as an objective in the provision of basic education.
7.	The Kenya Citizenship and Immigration Act of 2011	Provides that every citizen is entitled to the rights, privileges and benefits provided for or permitted by the Constitution or any other written law including the right to enter, exit, remain in and reside anywhere in Kenya
8	Children Act of 2001	Provides that every child shall be entitled to free basic education. It further provides that every child has a right to a name and nationality and where a child is deprived of his identity the Government shall provide appropriate assistance and protection with a view to establishing his identity.
9	-Basic Education Curriculum Framework, 2017 Citizenship Education Guidelines of 2020	Emphasizes on “provision, promotion and coordination of competence-based equitable learner centered education, training and research for sustainable development”.
10	National Education Sector Strategic Plan (2018-2022)	Highlights access and equity; quality and relevance; inclusion, governance and accountability.
11	-Sessional Paper No.1 of 1965: African Socialism & its Application to Planning in Kenya Kenya Sessional Paper No. 1 of 2019	-Sets out political democracy and mutual social responsibility (Ubuntu) aspects of citizenship as key priorities in KENYA. -Recognizes GCE as a critical element in education. Identifies education and curriculum as primary champions of values and responsible citizenship.



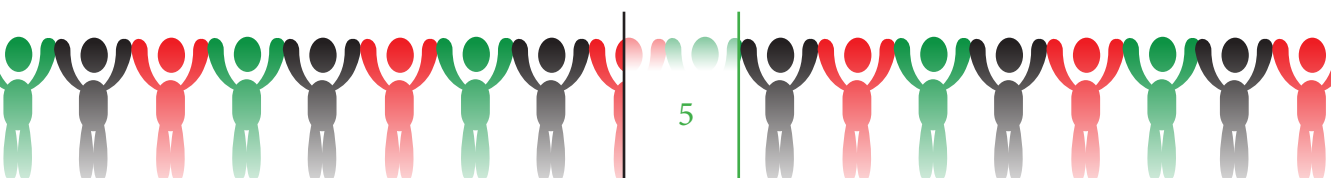
12.	Odhiambo Report, 2012 Koech Report, 1999 Kamunge Report, 1988 Mackay Report, 1981 Gachathi Report, 1976 Ominde Report, 1964 Report of the Taskforce on Enhancing Access, Relevance, Transition, Equity and Quality for Effective Curriculum Reforms implementation	Made recommendations for inclusion of Citizenship Education and values. emphasizes the inclusion of elements of patriotism & nationalism; integrity; unity; adherence to the rule of law; nurturing of shared values as well as Civic Education
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1.3. Benefits of CE

Schools play a critical role in educating learners not only about the formal curriculum but about life. One of the most fundamental roles of school is to teach and socialize learners on how to be active members of society. Beyond providing academic education and workforce development, education prepares learners to be informed, empowered, engaged and ethical citizens.

Citizenship Education provides learners with the opportunity to acquire knowledge, skills and values they need to be able to live in harmony in today’s global society based on mutual respect for different cultures and religions. It helps to equip learners to deal with situations of conflict and controversy knowledgeably and tolerantly. It helps to equip them to understand the consequences of their actions, and those of the adults around them. Learners are taught how to be effective members of a democratic society, the same way they are taught math formulas and how to read and write. Some of the potential benefits of CE include:

1. It equips learners with knowledge, skills, attitudes and values to be able to undertake their civic duties.



2. It enhances respect, equity and equality of all human beings.
3. It enables learners to critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality while promoting the spirit of unity and tranquillity among people.
4. It empowers learners to be able to recognize, protect, respect and uphold human rights.

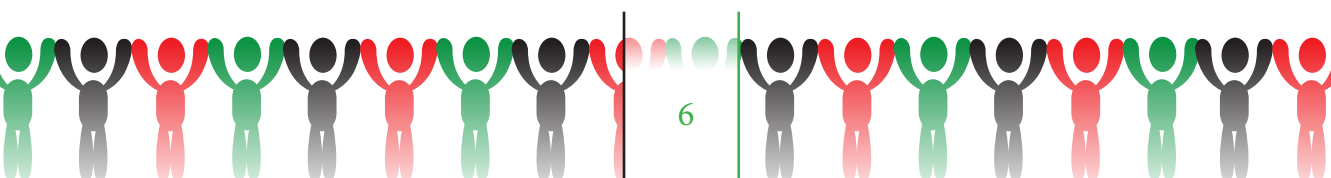
1.4. CE Core Conceptual Dimensions

Citizenship Education entails three core conceptual dimensions which serve as the basis for defining citizenship education goals, learning objectives and competencies, as well as priorities for assessing and evaluating learning. These core conceptual dimensions are based on, and include, aspects from all three domains of learning:

- a) Cognitive, to acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependence of different countries and populations,
- b) Socio-emotional, to have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity
- c) Behavioral, to act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

1.5. Levels of Citizenship

- Individual level
- Family level
- Local level
- Regional
- National level



- Global level

i) **Individual level**

- Learners develop respect for self and others
- Learners develop self –identity and awareness of self ,
- Understand the individual rights and responsibilities

ii) **Family level**

- Learners must understand that within their families they have roles and responsibilities to their families.
- Learners need to understand that each family has its own civic dynamics.

iii) **Local level**

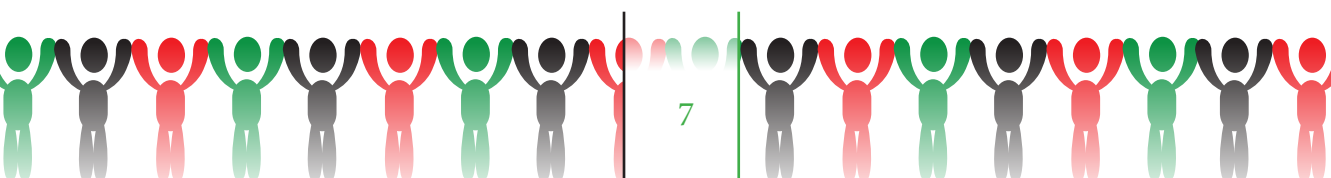
Learners need to have the skills and character to be informed participants within their community

iv) **National level**

- Learners need to recognize that they have certain responsibilities as citizens of a nation, to be a participant within that system.
- Learners should understand the basic elements of participation within government and society.

(v) **Regional Level**

- ‘Regional citizenship’ is based on rights, participation and membership at the East African and continental level
- Learners should understand and champion “Ubuntu” , the **ideals of Pan Africanism and the vision of African Renaissance**
- It is essential that learners recognize that they have a responsibility in ensuring an **Africa of Good Governance, Democ-**



racy, Respect for Human Rights, Justice and the Rule of Law and a Peaceful and Secure Africa with a Strong Cultural, Common Heritage, Values and Ethics, Values and Ideals of Pan Africanism

v) **Global level**

- Learners should understand that we have a responsibility to protect and sustain the global resources on the planet.
- It is also essential that learners recognize that they can take part in preserving the environment.
- Learners have civic duties and responsibilities to other citizens of the planet.

The different levels of citizenship are captured in the following illustration:

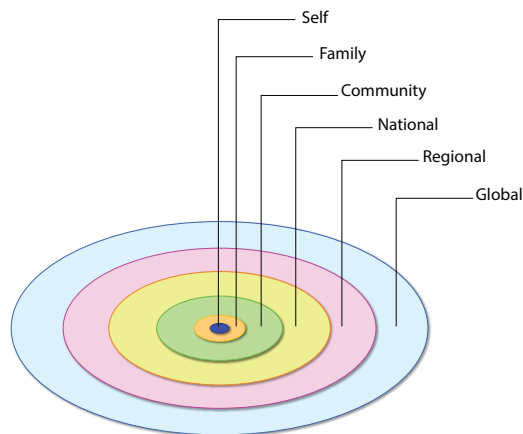
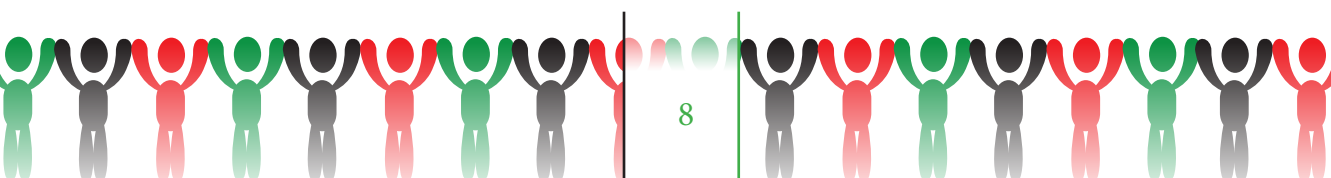


Fig 1: Levels of Citizenship

1.6. Components of Citizenship Education

Citizenship Education includes four main aspects:

- Political literacy**, which includes learning about issues such as social, political and civic institutions, human rights, national constitutions, citizens' rights and responsibilities, social issues, recognition of the cultural and historical heritage as well as the cultural and linguistic diversity of society.



- ii) **Critical thinking and analytical skills**, which are crucial in order to develop political literacy since they allow learners to analyze and evaluate information on social and political issues.
- iii) **Attitudes, values and behaviors**, learners should acquire through citizenship education at school. This may comprise learning about respect and mutual understanding, social and moral responsibilities, and developing a spirit of solidarity with others.
- iv) **Active participation**, which requires learners to actively participate in their community, enables them to put into practice the knowledge and skills they have learned, as well as the values and attitudes they have acquired.

1.6.1 Skills Related to Citizenship Competency

The Citizenship Competency includes the grouping of cognitive, emotional and communicative abilities, knowledge and attitudes that together enable each citizen to act in a constructive manner in a democratic society. It encompasses a set of eight skills which are considered for learners to enable them become active and responsible citizens. The skills related to the citizenship competency are articulated in the components of the domain of civic literacy, global awareness and cross-cultural skills in the Framework for 21st Century Competencies and the Basic Education Curriculum Framework of Kenya. They emphasize the interconnectedness of the core values, social and emotional competencies and civic literacy, global awareness and cross-cultural skills that are critical for citizenship development of learners. They enable learners to function effectively as concerned citizens who stay rooted to Kenya. This aligns with the goal of citizenship education to nurture learners to be citizens of good character. CE involves the following skills:

1. Information and communication skills
2. Active community life skills
3. National and cultural identity skills
4. Social cultural sensitivity and awareness
5. Social and civic skills
6. Sense of initiative and entrepreneurship skills
7. Ethical digital citizenship skills
8. Global awareness skills

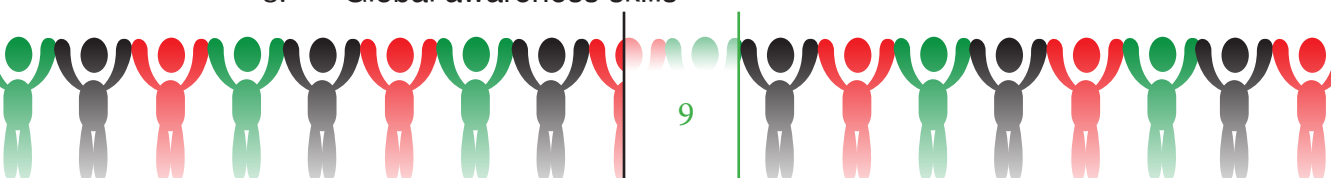
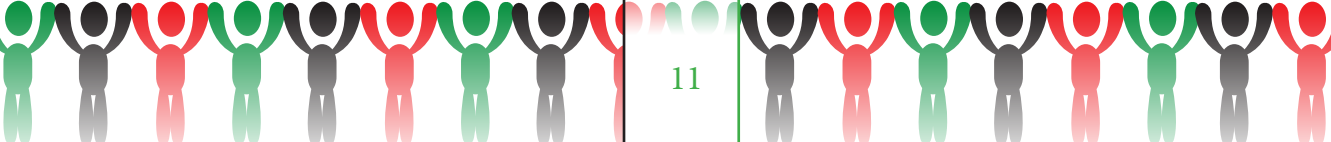
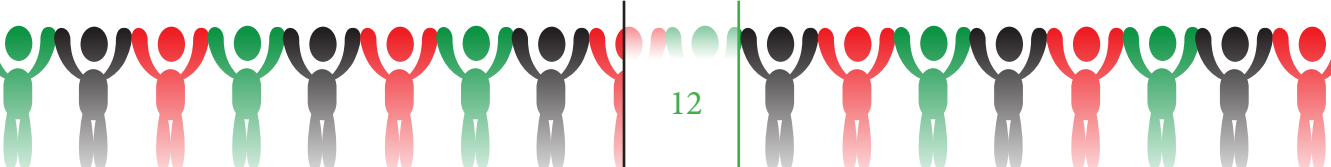


Table 1: Examples of Citizenship Competency Skills and corresponding Indicators

Citizenship Competency Skills	Indicator(s)	GRADES 7 - 9 Learner will:	GRADES 10 -12 Learner will:
1.0. Information and communication skills	1.1. Development of Critical and constructive dialogue 1.2. Communicating and collaborating within diverse teams	1.1.1. Communicate constructively in different environments 1.1.2. Show tolerance, express and understand different viewpoints	1.1.1 Intercultural communication 1.1.2 Demonstrate Critical and constructive dialogue1.0
2.0. Active Community Life Skills	2.1 Active community life 2.2 Civic mindedness 2.3. Responsibility to community	1.1.1 Develop Self-awareness 1.1.2 Develop Self-management skills 1.1.3 Develop Relationship –Management skills	1.1.1 Understanding of shared values and common humanity 1.1.2 Participate in the community and contributing to a better world through informed, ethical and peaceful action

Citizenship Competency Skills	Indicator(s)	GRADES 7 - 9 Learner will:	GRADES 10 -12 Learner will:
3.0. National and Cultural Identity Skills	1.1 Cultural awareness and expression 1.2 Sense of responsibility to the nation 1.3 Shared commitment to the ideals of the nation and its culture	1.1.1 Cultivate a sense of belonging to the nation 1.1.2 Take pride in our national identity, 1.1.3 have a sense of belonging to Kenya and be committed to nation-building	3.2.5 Demonstrate awareness of local, national and African cultural and their place in the world 3.2.6 Demonstrate disposition to volunteer and to participate in civic activities, support for social diversity and social cohesion
4.0. Social Cultural Sensitivity and Awareness	4.1 Understanding, acceptance and respecting others 4.2 Engaging with other social cultural groups at the local, national, regional and global contexts	1.1.1 Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues 1.1.2 Develop and apply skills for active engagement and take action to promote common good	1.1.1 Develop and apply skills for effective civic engagement 1.1.2 Propose action for and become agents of positive change





Citizenship Competency Skills	Indicator(s)	GRADES 7 - 9 Learner will:	GRADES 10 -12 Learner will:
5.0 Social and Civic Skills	1.1.1 Modeling leadership and stewardship 1.1.2 Volunteering time and efforts to support local, national and global initiatives 5.1 Observing, fulfilling and respecting rights and responsibilities of individuals and groups	1.1.1 Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness 1.1.2 Share responsibilities and support others to achieve common good 1.1.3 Demonstrate responsible citizenship through actions that contribute to healthy and sustainable communities	1.1.3 Model leadership and stewardship 1.1.4 Volunteer time and efforts to support local, national and global initiatives 1.1.5 Solving problems affecting the local and wider community
6.0 Sense of Initiative and Entrepreneurship Skills	5.2 Proactive project management 5.3 Apply effective Representation and negotiation 5.4 Exploiting opportunities for personal, Professional and/or business activities	1.1.1 Develop project plans 1.1.2 Demonstrate ability to identify available opportunities for personal, Professional and/or business activities 5.5 Develop creativity and entrepreneurial thinking	1.1.1 Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect 1.1.2 Demonstrate proactive project management 1.1.3 Exhibit social entrepreneurship and active participation

Citizenship Competency Skills	Indicator(s)	GRADES 7 - 9 Learner will:	GRADES 10 -12 Learner will:
7.0. Ethical Digital citizenship Skills	1.1 Searching, collecting, processing and using information 1.2 Assessing relevance of information 1.3 Critical reception of information from mass media 1.1.1 Advocating for a healthy and safe cyber community	1.1.1 Recognize how negative influence of peers and online friends can affect one to make wrong decisions 1.1.2 Harness the power of ICT for positive purposes 1.1.3 Be a safe and responsible user of ICT	1.1.2 Embrace ICT and maintain a balanced lifestyle between the physical and the cyber world 1.1.3 Maintain a positive presence in cyberspace 1.1.4 Use technology to benefit self and others yet not becoming overly reliant on it
8.0. Global awareness Skills	1.1 Demonstrating knowledge of global governance systems, structures and issues 1.2 Exploring global trends and their interconnectedness with local communities 1.3 Analyzing major local, national and global issues and the interconnectedness of local and global factors	1.1.1 Explore interaction of global governance structures with national and local structures and explore global citizenship 1.1.2 Assess the root causes of major local, national and global issues and the interconnectedness of local and global factors 1.1.3 Promote social cohesion and harmony when interacting with people of different socio-cultural groups in different contexts	1.1.1 Develop awareness of current issues faced by the neighbouring countries 1.1.2 Assess how current issues faced by other countries have implications on the individual and community, nation and the world 1.1.3 Show concern to others and look beyond their own Engage in civic action to address global issues and social injustice

1.7. Citizenship Education Concepts, Knowledge and Understanding, Skills and Values

1.8.1. Citizenship Concepts

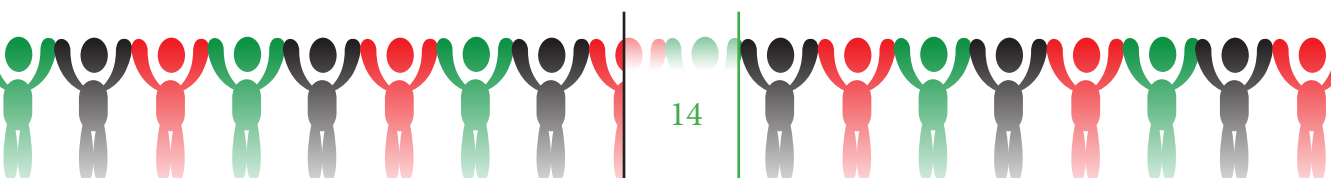
Learners will develop understanding of:

- Governance
- Human Rights
- Diversity
- Gender
- Sustainable Development
- Peace and Conflict Resolution

1.7.2. Knowledge and Understanding

Learners will know about:

- topical news and political issues (local, national, African and global)
- democratic participation, voting and decision making
- roles of Government, parliament, MPs, local council
- fairness, rules, why we have laws and the justice system
- rights and responsibilities, human rights and children's rights
- people and organisations who help us live together safely
- consequences of discrimination and crime
- diversity, identities and change in communities
- interdependence of Kenya and the wider world
- economic and financial choices and decisions that affect us



1.7.3. Skills

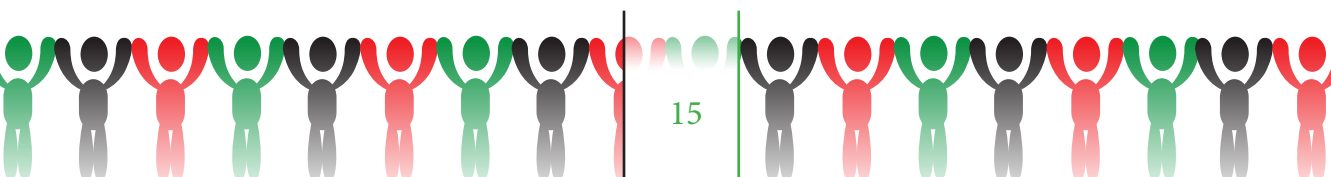
Learners will develop the skills needed to:

- think critically
- distinguish fact from opinion
- gather information and critically evaluate evidence
- make reasoned arguments and justify ideas
- consider the perspectives of others
- use discussion, debate and deliberation to explore issues & ideas
- cooperate with others
- problem solve
- recognise forms of manipulation and persuasion
- speak appropriately for themselves and for others
- participate in active citizenship

1.7.4. Values

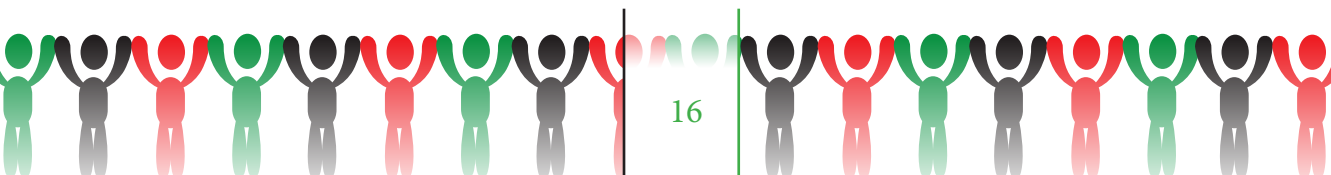
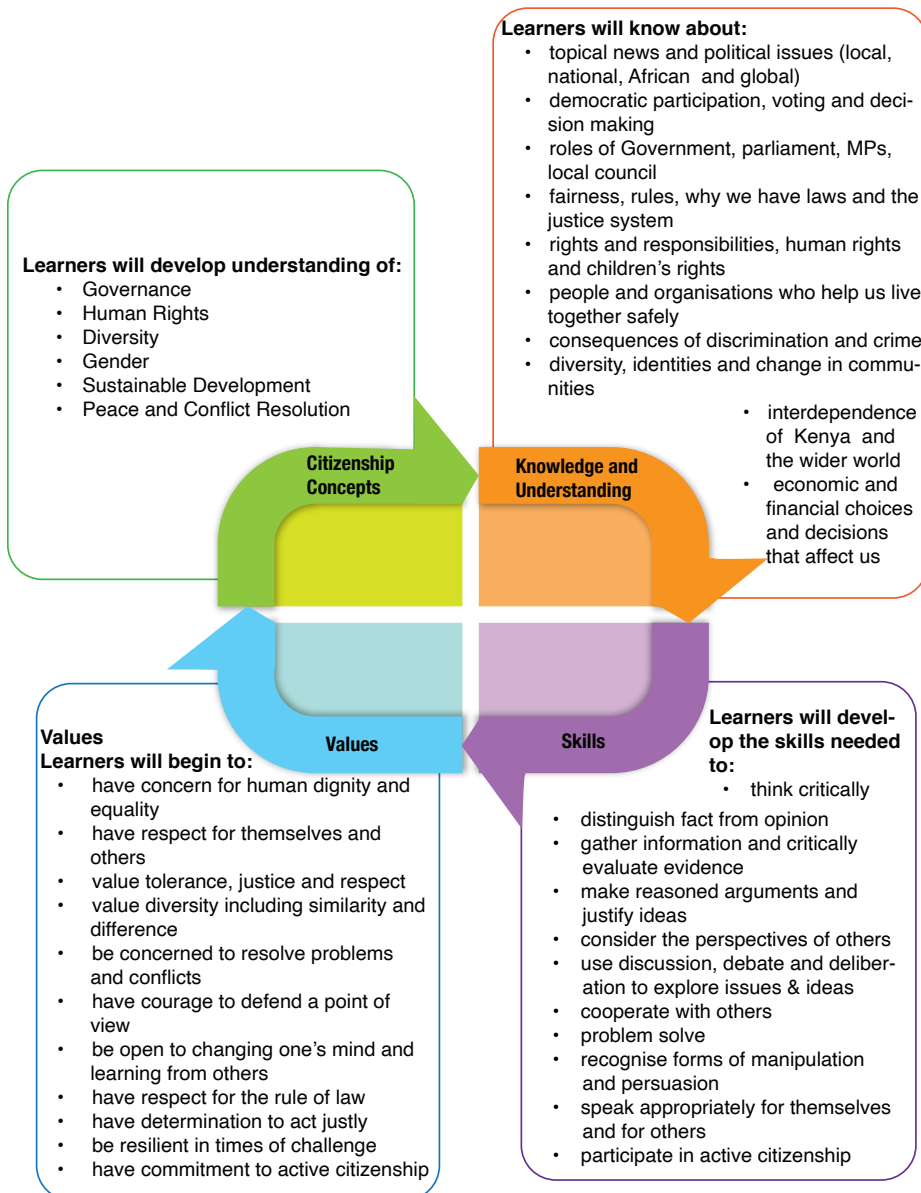
Learners will begin to:

- have concern for human dignity and equality
- have respect for themselves and others
- value tolerance, justice and respect
- value diversity including similarity and difference
- be concerned to resolve problems and conflicts
- have courage to defend a point of view
- be open to changing one's mind and learning from others



- have respect for the rule of law
- have determination to act justly
- be resilient in times of challenge
- have commitment to active citizenship

Fig. 2. Citizenship Education Concepts, Knowledge and Understanding, Skills and Values



1.8. Citizenship Key learner attributes

1. Informed and critically literate

The learner should have knowledge of global governance systems and interdependence and connections between global and local concerns.

2. Socially connected and respectful of diversity

Learners acquire knowledge about their identities and how they are situated within multiple relationships (for example, family, friends, school, local community, country), as a basis for understanding the global dimension of citizenship. They develop an understanding of difference and diversity (for example, culture, language, gender, sexuality, religion), of how beliefs and values influence people's views about those who are different, and of the reasons for, and impact of, inequality and discrimination.

3. Ethically responsible and engaged

Learners develop skills for participating in the community and contributing to a better world through informed, ethical and peaceful action. They also develop an understanding of social and ethical justice issues in local, national, regional and global contexts and how these are interconnected.

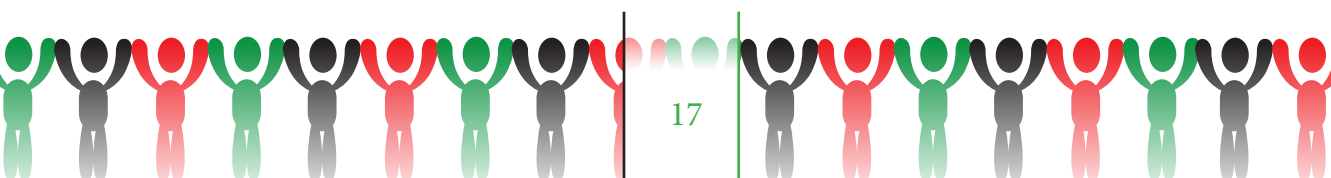
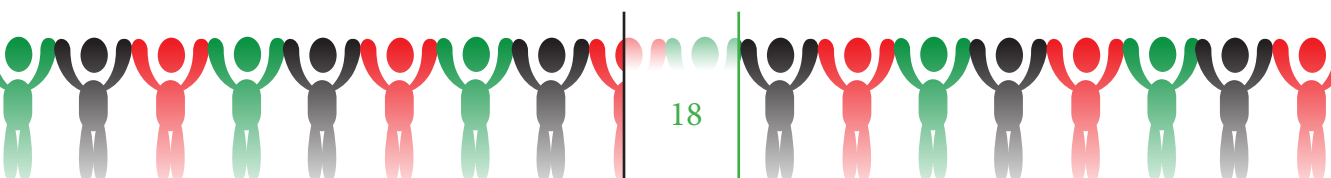


Table: 1.1 Learning Activities at various levels related to Key learner attributes

Junior Secondary (Grades 7,8,9)	Senior Secondary (Grades 10,11,12)
<p>The cognitive Informed and critically literate</p> <p>Be Informed and critically literate</p> <ul style="list-style-type: none"> • Discuss how global governance structures interact with national and local structures and explore global citizenship • Assess the root causes of major local, national and global issues and the interconnectedness of local and global factors • Investigate underlying assumptions and describe inequalities and power dynamics 	<p>The cognitive Informed and critically literate</p> <p>Be Informed and critically literate</p> <ul style="list-style-type: none"> • Critically analyse global governance systems, structures and processes and assess implications for global citizenship • Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses • Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance
<p>Socio-emotional/ Affective</p> <p>Be Socially connected and respectful of diversity</p> <ul style="list-style-type: none"> • Distinguish between personal and collective identity and various social groups, and cultivate a sense of belonging to a common humanity • Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups • Debate on the benefits and challenges of difference and diversity 	<p>Socio-emotional/ Affective</p> <p>Be Socially connected and respectful of diversity</p> <ul style="list-style-type: none"> • Critically examine ways in which different levels of identity interact and live peacefully with different social groups • Critically assess connectedness between different groups, communities and countries • Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives



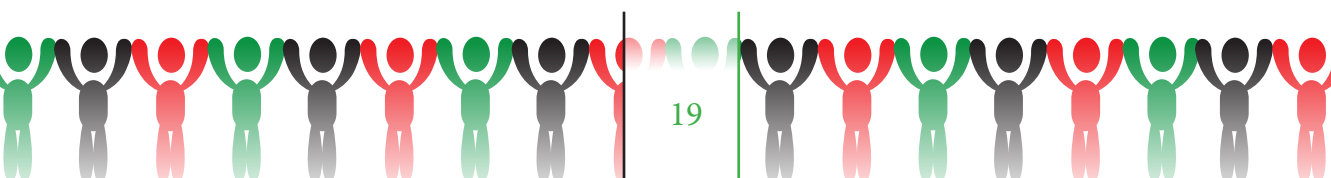
Behavioural/ Psych - motor	Behavioural/ Psych - motor
<p>Become Ethically responsible and engaged</p> <ul style="list-style-type: none"> • Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues • Analyse the challenges and dilemmas associated with social justice and ethical responsibility and consider the implications for individual and collective action • Develop and apply skills for active engagement and take action to promote common good 	<p>Become Ethically responsible and engaged</p> <ul style="list-style-type: none"> • Develop and apply skills for effective civic engagement • Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality • Propose action for and become agents of positive change

1.9 Interrelationship between the National Goals of Education, Level Learning Outcomes, Citizenship Education General Learning Outcomes and Specific Learning Outcomes

1.9.1. National Goals of Education

National Goals of Education are broad aims that spell out what the education sector is intended to achieve in the country. These goals explain the ideals the education system seeks to attain in terms of the knowledge, skills, and values the country wishes its learners to acquire. Their formulation was meant to specify more precisely, what qualities are thought most desirable to develop among the Kenyan citizens

The National Goals of Education in Kenya endeavor to nurture and develop the citizenship competency given that they mirror the country's



Constitution, Vision 2030 as well as the national development plans (Refer to page (vii) for the detailed list).

1.9.2 Learning Outcomes

Learning outcomes are the end result of what the learner is able to demonstrate upon completion of a strand, sub-strand, lesson, or level. They are used to express what a learner is expected to do at the end of the learning period. Learning outcomes focus on what the learner has achieved rather than the intentions of the teacher. They should focus on the results of the learning experiences rather than the means or the process of learning. They should be observable and capable of being assessed.

1.10 Categories of learning outcomes

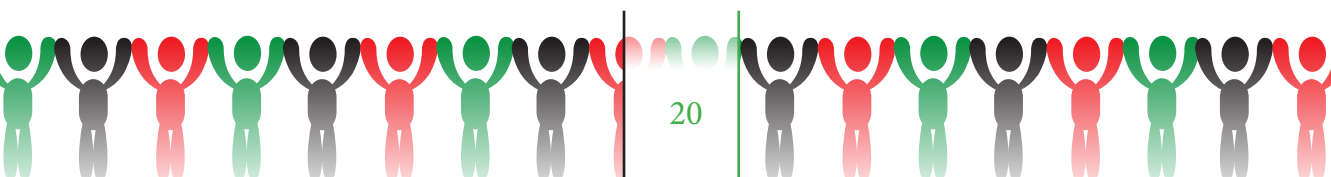
The Competency Based Curriculum has three categories of learning outcomes. These are:

a) Level learning outcomes

Basic Education in Kenya is provided at various levels which are as follows: Early Years Education, Middle School and Senior School. At each of these levels, there are learning outcomes which clearly spell out what educational outcomes should be achieved at each level. The level Learning Outcomes are derived from the National Goals of Education and they are stated in general terms.

By end of Middle School level, the learner should be able to:

1. Apply literacy, numeracy skills and logical thinking appropriately in self-expression.
2. Communicate effectively in diverse contexts.
3. Demonstrate social skills, and spiritual and moral values for peaceful co-existence.

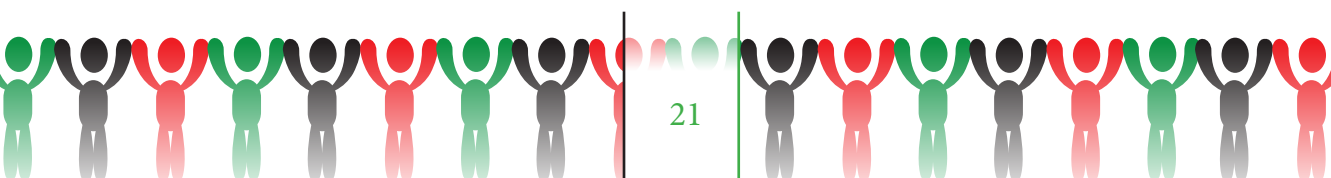


4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practice hygiene, appropriate sanitation and nutrition to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills appropriately for communication and learning.

Learning Outcomes for Senior School

By the end of Senior School, the learner should be able to:

1. Communicate effectively and utilise information and communication technology across varied contexts.
2. Apply mathematical, logical and critical thinking skills for problem solving.
3. Apply basic research and scientific skills to manipulate the environment and solve problems.
4. Exploit individual talents for leisure, self-fulfillment, career growth, further education and training.
5. Uphold national, moral and religious values and apply them in day to day life.
6. Apply and promote health care strategies in day to day life.



7. Protect, preserve and improve the environment for sustainability.
8. Demonstrate active local and global citizenship for harmonious co-existence.
9. Demonstrate appreciation of diversity in people and cultures.
10. Manage pertinent and contemporary issues responsibly.

b) General Learning Outcomes

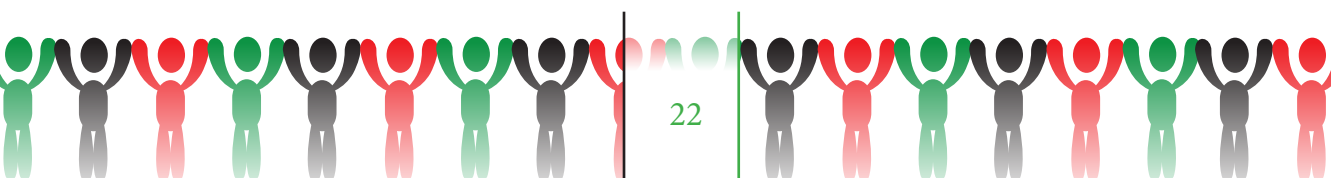
All Learning areas and/or Subjects have learning outcomes which are stated in general terms. General learning outcomes are derived from level learning outcomes. General Learning Outcomes are statements used to express what learners should be able to do by the end of the learning period. They are the end result of what the learner is able to demonstrate upon completion of a course. They state what should be achieved by the end of learning a particular subject or what the subject intends to achieve (refer to the curriculum designs).

General Learning Outcomes are:

- Explicit descriptions of what a learner should know, understand and be able to do as a result of learning a given subject
- Focused on what the learner should achieve rather than the intentions of the teacher

Citizenship Education will enable the learner to:

1. Participate constructively in solving community, national, regional and global challenges.
2. Participate in governance to promote rights and responsibilities of every citizen.
3. Recognize and appreciate diversity for peaceful and harmonious living.



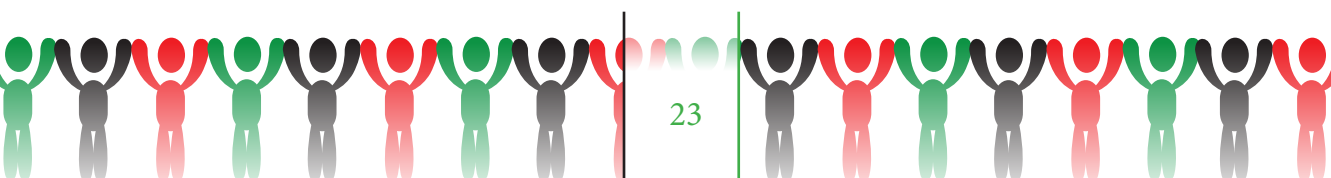
4. Apply critical thinking and problem solving skills for personal and social civic responsibility.
5. Care for the environment for sustainable development.
6. Practise fairness and social justice to promote equity.
7. Participate in contemporary issues at local, national, regional and global levels.
8. Appreciate the connections within the community, national, regional and global systems and processes.

c) Specific learning outcomes

Specific Learning outcomes are measurable statements that concretely state what the learner is expected to achieve by the end of a sub strand. The guide to writing effective learning outcomes is the selection of active, measurable verbs—the tasks you want learners to do by the end of the sub strand. Vague words like to ‘know’ and to ‘understand’ are difficult to measure. Every sub strand in the Citizenship Education has specific learning outcomes which are geared towards achieving the general learning outcomes. The specific learning outcomes indicate the expected observable behavioural changes in the learner after covering a sub strand. They specify what the learner should know (cognitive), be able to do (psychomotor) and demonstrate attitudes and values (affective) after participating and completing a given strand or sub strand. Specific Learning Outcomes should:

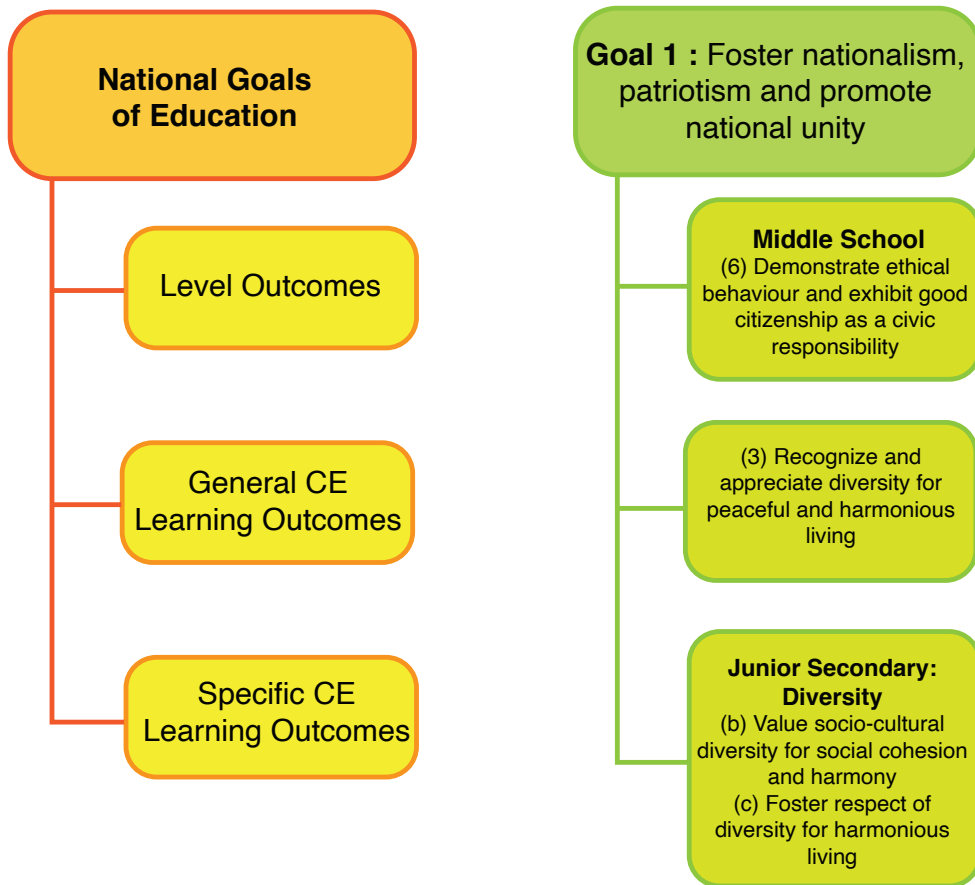
- Focus on results of the learning experiences
- Reflect the desired end of the learning experience, not the means or the process

In conclusion, the achievement of specific learning outcomes leads to the achievement of general learning outcomes and achievement of general learning outcomes leads to the achievement of level learning



outcomes. This in turn leads to the achievement of the National Goals of Education. This interrelationship can be represented in a diagram as shown hereunder:

Fig. 3. Linkages between National Goals of Education, Level Learning Outcomes, General Learning Outcomes and Specific Learning Outcomes



CHAPTER TWO

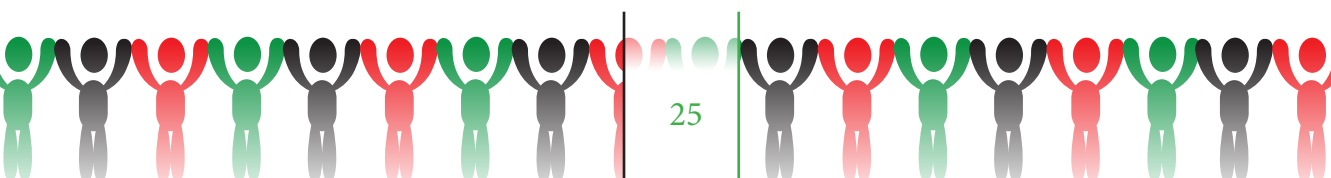
TRANSFORMATIVE PEDAGOGIES FOR CITIZENSHIP EDUCATION

2.1 Introduction

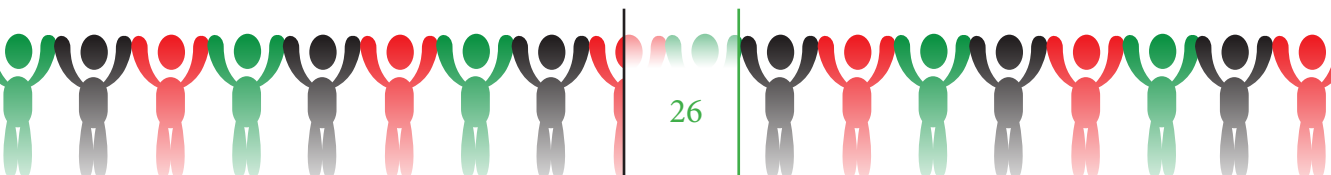
Transformative pedagogy is an innovative approach to learning and teaching that endeavours to empower learners to critically examine their knowledge, beliefs and values, with the overall goal of developing a reflective knowledge base, an appreciation for multiple perspectives, a sense of critical consciousness and urgency to transform their society. This is achieved when learning goes beyond the mind and connects with hearts and actions thereby bringing about change in learners' actions. The teaching and learning approaches in CE need to focus on the process of learning rather than the accumulation of knowledge. This in turn leads to development of capabilities among learners to improvise, adapt, innovate, and be creative. The table below illustrates the change required to facilitate a shift from the commonly used knowledge transmission approach to transformative pedagogies in CE.

Table 2.1: Comparison between the knowledge transmission approach and Transformative pedagogical approach

Aspects	The knowledge transmission approach	Transformative pedagogical approach
Nature of knowledge	Knowledge is viewed as a set of information waiting to be acquired.	Students develop knowledge as a result of their inquiry, action or experimentation



Role of teacher	The teacher works as a content expert and positions himself or herself as the primary or only source of knowledge.	While the teacher's own expertise remains a valuable resource, a wide variety of resources and interventions are used to engage students and help them come up with questions they need to ask to deepen their knowledge, develop skills and nurture their values.
Approach to delivery	The teacher organises and delivers information and procedures, and expects students to replicate the ideas provided.	The teacher facilitates the students' identification of questions and develops with them a plan for answering their questions.
Assessment of teacher performance	The teacher is deemed effective if he or she is able to present information in a clear and comprehensive way.	The teacher is considered effective if, through engaging learners in varied activities, they are able to accomplish their plan of inquiry and consequently, change or deepen learner's knowledge skills and values.



Methodologies	The lecture format is the preferred and most often used method in class.	The teacher challenges learners to uncover facts and concepts. He or she builds knowledge among learners through observing, hypothesising, experimenting and discovering.
Role of Student	Students appear passive and are hardly encouraged to question the information.	The teacher prompts learners to take risks and explore multiple viewpoints by interacting and collaborating with one another.

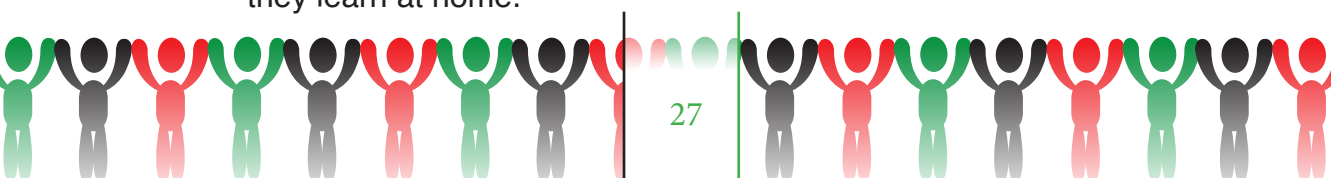
2.2 Transformative Pedagogical Approaches For Citizenship Education

a) Holistic Approach

The holistic approach is concerned with the development of every person's intellectual, emotional, social and physical potential. In regard to Citizenship Education, the holistic approach will be used to emphasise three interrelated dimensions of learning – the cognitive, affective and psychomotor. This means that the teacher will engage the learner's mind, heart and hands in understanding oneself in relation to the world. Learning will go beyond the confines of the school environment to the wider community. In addition, the teacher shall endeavor to use examples of real-life scenarios and issues to make Citizenship Education more relevant to the learner..

In learning Citizenship, this principle will be applied by:

- i) Create stronger linkage between home and school. This will enhance continued learning at home as learners practise what they learn at home.



- ii) Provide opportunities for self-directed learning - Create a learning environment where learners can make a choice about what and how they would like to learn. You can for example provide alternatives to enable learners explore a certain concept (discussion, essay writing, use of a collage)
- iii) Encouraging the learners to engage with people from the community to discuss issues that affect them. This provides an opportunity to engage various dimensions of the learner.
- iv) Create a safe and friendly learning environment in the classroom where learners can express themselves without inhibition.

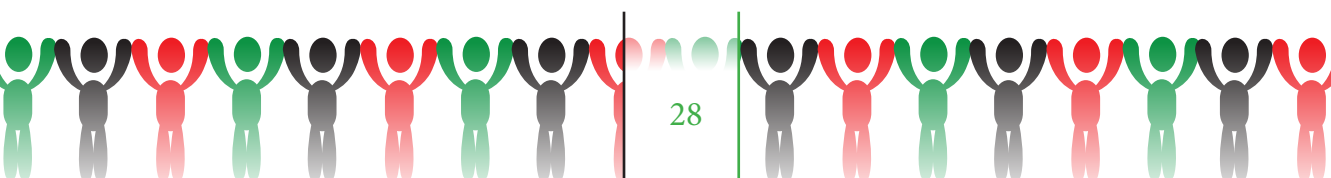
b) Collaborative Approach

The collaborative approach to learning involves groups of learners working together to solve a problem or complete a task. Collaborative learning in CE as it is designed to help them learn from each other. Moreover, this approach is a powerful tool in promoting teamwork and unity of purpose as well as developing values such as respect, unity, social justice, peace and responsibility. To effectively use this approach you should:

- Promote a learner-centred environment that encourages free discussion of life issues among learners and members of the school and wider community.
- Help the learners to share ideas, raise questions, listen to one another and reflect on the new perspectives learnt through citizenship education.
- Provide opportunities for learners to collaboratively deliver tasks.

c) Learner Empowerment Approach

The learner Empowerment approach is the practice of supporting learners to shape their learning and study for a sustainable future. It



is a process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights. This approach aims at creating intrinsic task motivation by providing an environment and tasks which enhance one's sense of self-efficacy and energy.

The critical empowerment approach demands that the learner be motivated to become an active change agent by using their knowledge, skills and values to respond and transform their local and global communities. In the application of this approach, the teacher will:

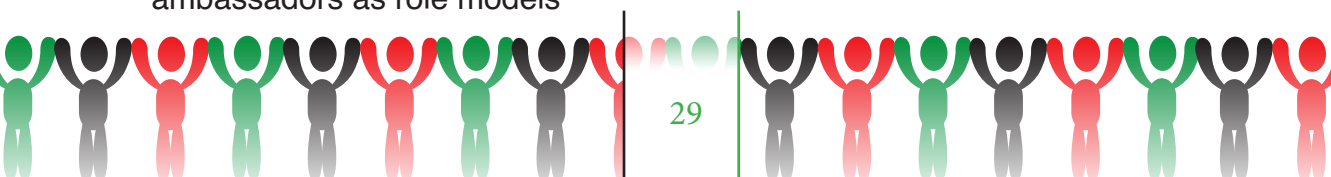
- i) Empower learners to apply what they have learnt in their daily lives (at home and in school)
- ii) Encourage learners to apply what they have learnt to respond to community needs and issues
- iii) Guide in the use of indigenous and new technologies to respond to local and global issues
- iv) Provide opportunities for learner-led school and community projects.

d) Values-driven Approach

The teacher will not only focus on acquisition of requisite knowledge, skills and attitudes on citizenship, but also nurture core values such as love, respect, responsibility, patriotism, unity, peace, social justice integrity and other related ones. The teacher will provide opportunities for learners to examine their values and principles assess their expectations and actions and practise responsible citizenship. As a result, the learner will acquire values, attitudes and the appropriate mindset to make use of what they learn for the promotion of common good.

To achieve this goal, the teacher as a facilitator will:

Use examples of community, national, regional local and global CE ambassadors as role models

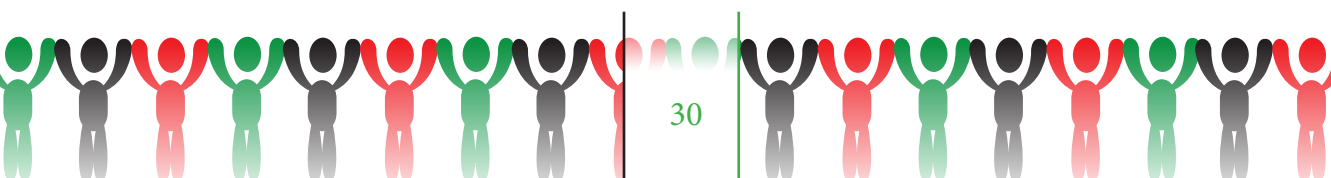


- i) Exemplify and model the espoused values and attitudes
- ii) Engrain values in the school motto, vision, mission and day-to-day activities
- iii) Create a values-driven culture within the school
- iv) Have mentorship programmes to nurture values
- v) Seize opportunities that arise in the learning environment to emphasise the specific values
- vi) Create opportunities for intercultural dialogue, events and interaction
- vii) Create opportunities for reflection on values in citizenship education

e) Inquiry-Based Approach

Learners need to be inquisitive about the environment in order to be informed, concerned and active citizens. In an increasingly complex world faced with challenging global issues, the role of the teacher should be to help learners develop curious minds to better understand what is happening around them, and take positive actions that can make a difference to others and their communities. Inquiry-Based learning (IBL) is an approach to citizenship education that places students' questions, ideas and observations at the centre of the learning experience. It takes place in and beyond the classroom, thereby helping learners develop curiosity about the things around them, as well as understand the people and the world they live in.

To promote inquiry based learning through citizenship Education, you will be expected to take the learners through the following steps:



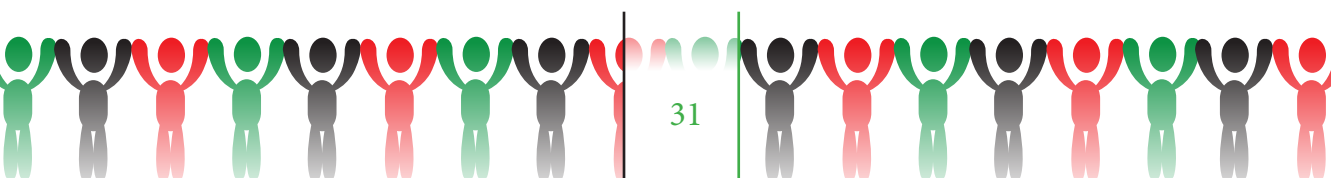
- a) Ask pertinent questions in relation to citizenship education
- b) Seek information from them through various means such as projects and essays
- c) Analyzing and interpreting the information
- d) Drawing conclusions (based on the findings) which can contribute towards informed decision-making and predictions, and socially responsible actions.

2.3 Instructional methods to promote transformative pedagogies in Citizenship Education

The following are the suggested methods and activities that will provide an opportunity for transformative pedagogies in CE. You are encouraged to incorporate them in formal and informal setups so as to facilitate internalisation and practise of CE skills and values.

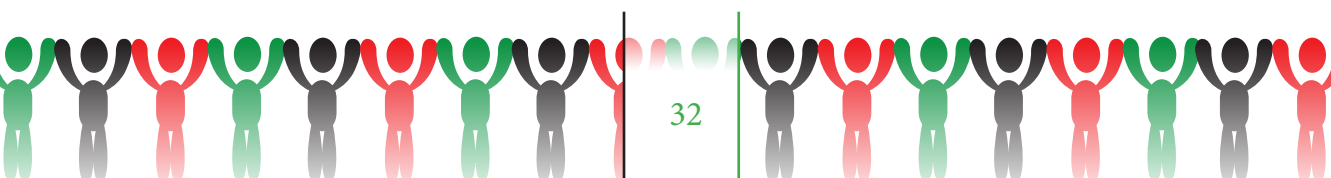
- **Structured debates** - This entails teams of students taking up opposing positions on global issues. They delve deeply into a topic and also practise their communication skills.
- **Organised discussions**- Help students learn to express their perspectives, back up their opinions with evidence, listen for understanding, and be willing to change their views when confronted with new information.
- **Discussion on Current events (Current Affairs)**- Allow students to find out what is happening around the globe and in their local communities, and how those events connect to what they are learning in the classroom.
- **Playing games** – Games are critical in the learning process as they enhance collabora-

Citizenship Education calls for transformative pedagogies which have the following characteristics: participatory, learner centred, and collaborative and experiential in nature. These pedagogies adopt the whole school approach and aim at addressing real life issues.



ration, problem solving, communication, and the 21st century skills needed by students. Squire (2005) affirms that games provide ways of seeing and understanding problems and creates opportunities to help learners realise the complexity of the real world. Games require the players to follow rules and work as teams. Some games that learners can engage in to enhance CE include:

- a) Rope pulling in two teams
 - b) Working in groups to build a tower using minimal resources (e.g. masking tape and spaghetti pieces)
 - c) Three truths and a lie in which team sits in a circle with three members on the inside. Each should tell 3 truths about self with one coated lie which group members should identify. This enhances knowing self and others.
- **Project-based learning** - Enables learners to work in groups on an authentic project based on an issue at the local, regional and global levels. It requires students to plan, communicate respectfully, consider the perspectives of others, manage conflict, and be adaptable.
 - **Community Service Learning (CSL)** - Involves learners participating in, and reflecting upon an organised activity to benefit themselves and their communities. CSL helps learners deepen their knowledge of a topic or perspective they have learned about in the classroom.
 - **Cooperative-based learning** - This entails positive interdependence between learners' efforts to learn. Learners strive for mutual support so that they can all gain from each other's efforts. The method encourages learning through interaction, and strengthens learners' communication skills and their self-esteem.
 - **Problem-based learning** - Problem-based methodologies encourage learners to ask and answer questions, and make use of their natural curiosity about specific events or concepts. Learners are invited to reflect on issues that do not have



absolute answers or easy developments and that reflect the complexity of real-world situations. Problem based learning opens the way for an active, task-oriented and self-controlled approach to the learning process.

- **Dialogue-based learning** - The use of dialogue is important in CE. Dialogues create oral interactions between learners that seek to stimulate the exchange of ideas. It works as a bridge between people and creates a friendly space for developing thoughts, reflections and proposals even if they are divergent. Dialogue helps develop communication and listening skills. It promotes understanding of different issues and points of view.

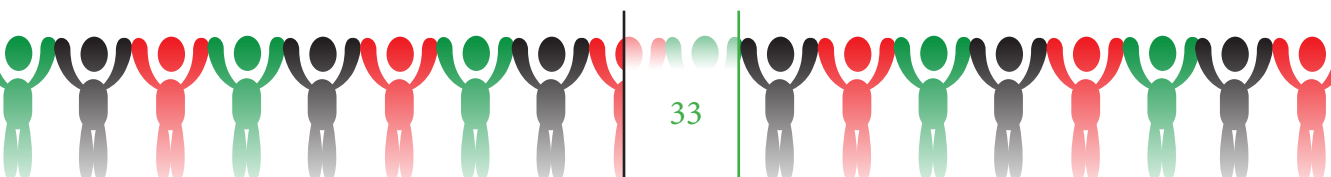
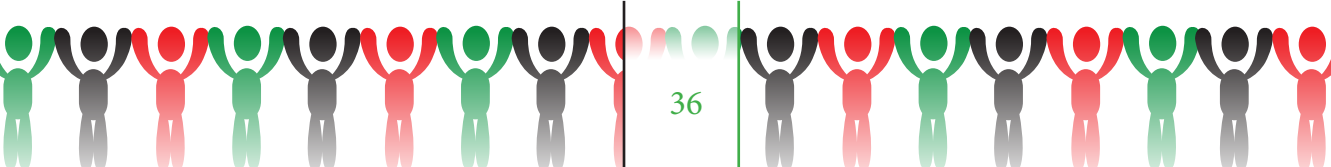


Table 2.2 Lesson Exemplars for Citizenship Competency drawn from various Subjects/Subject Cluster in Junior Secondary and Senior School.

Subject(s)	Strand	Sub- Strand	Learning Outcomes	Suggested Learning Experiences	Suggested Learning Resources
Languages	Writing	Guided writing (open ended composition) focusing on Poverty and inequality	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> Express ideas on the causes and effects of poverty and inequality. Write an open ended essay on causes of poverty and inequality in our country Appreciate the need for enhancing human life and dignity (social justice) 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> Describe poverty and inequality Listen to recorded radio programme on poverty and inequality Watch videos on poverty and inequality Search and read online stories, essay and newspaper articles on poverty and inequality Role play different stories from their society depicting poverty and inequality. Discuss in small groups the solutions to eradicating poverty and inequality. 	<ul style="list-style-type: none"> Course books GCED matrices and handbook Recorded radio programmes The Kenya Constitution, 2010 Online essays and newspaper articles on the strand Resource person to share ideas on poverty and inequality in the country

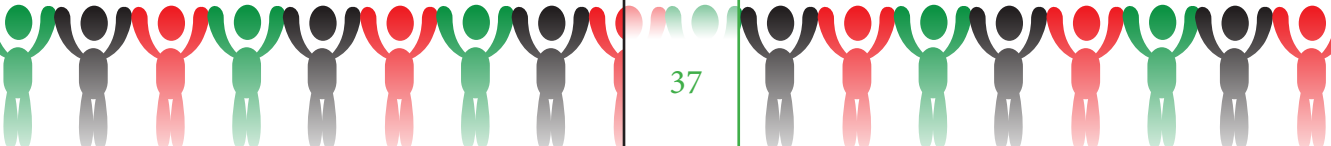
Somo	Mada	Mada Ndogo	Matokeo Maalum	Tarajiwa	Mapendekezo Shughuli Za Ujifunzaji	Ya	Mapendekezo ya Vifaa vya Ufunzaji
Kiswahili	Kuandika	Insha ya maelezo Kuhusu Uongozi bora	Baada ya somo hili mwanafunzi aweze: <ul style="list-style-type: none"> Kufafanua dhana ya uongozi bora Kufafanua umuhimu mambo wa uongozi bora Kuandika insha kuhusu uongozi bora Kuthamini umuhimu wa Uongozi bora kwa maendeleo ya nchi 	<ul style="list-style-type: none"> Mwanafunzi aweze kuongozwa kupitia: <ul style="list-style-type: none"> Kuelewa dhana ya uongozi bora Kusikiliza mazungumzo regioni kuhusu uongozi bora Kuangalia na kusikiliza video kuhusu uongozi bora katika Nyanja mbalimbali za maendeleo Kutafiti hadithi mbalimbali kwenye tuvuti kuhusu uongozi bora Kusoma magazeti na majarida yanayozungumzia uongozi bora Kufanya maigizo darasani kuhusu uongozi bora Kujadili katika makundi madogo kuhusu athari za uongozi mbaya (kutohibiti uongozi bora) na kuwasilisha mbele ya darasa 	<ul style="list-style-type: none"> Vitabu Redio Video na runinga Makala za Tuvuti, majarida na magazeti 		

Subject	Strand	Sub Strand	Specific Learning Outcomes	Specific Learning Experience	Learning Resources
History and Government	Human rights	Equity and non-discrimination Content <ul style="list-style-type: none"> • Grounds for discrimination • Access to equal opportunities • Equitable distribution of resources (social justice) 	<ul style="list-style-type: none"> • By the end of the sub strand the learner should be able to: <ul style="list-style-type: none"> • Analyse the concept of equity and non-discrimination in fostering solidarity and respect for others • Identify with examples , the various grounds for discrimination 	Learner is guided to: <ul style="list-style-type: none"> • Explain the concept human rights • Identify the relevant laws governing human rights • Listen to recorded radio programmes on aspects of equity • and non-discrimination • Watch videos on aspects of equity • and non-discrimination • Search and read online stories, essays and newspaper articles on equity and non-discrimination 	<ul style="list-style-type: none"> • Coursebooks • GCED matrices • Recorded radio programmes • Resource persons • Audio-visual materials on equitable distribution of resources • On-line articles on equity and non-discrimination

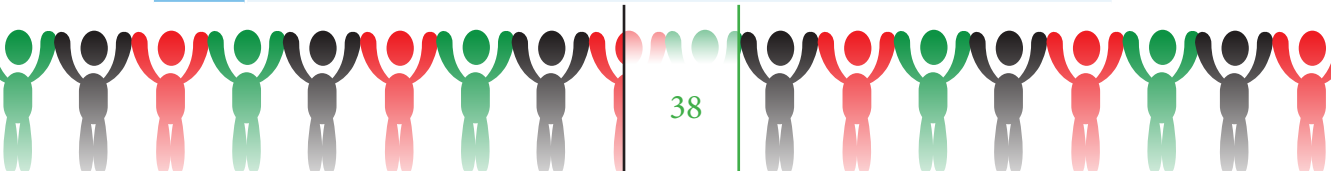


- Take action to promote equity and non-discrimination for development
- Explore strategies to promote equity and non-discrimination
- Design strategies to support the quest for social justice
- Value socio-cultural diversity for social cohesion and harmony

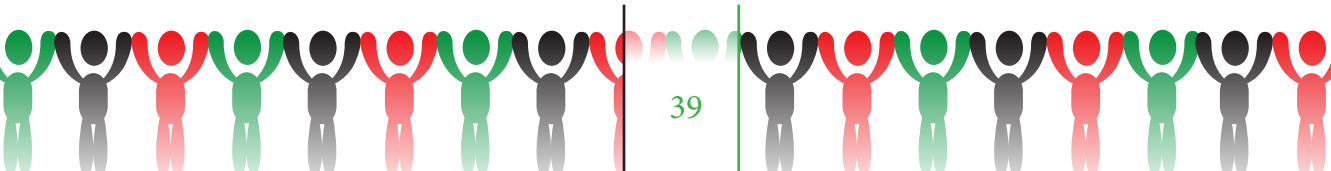
- Role play different stories from their society depicting inequality and discrimination.
- Discuss different case studies on the plight of vulnerable groups
- Discuss in small groups issues relating to discrimination that affect vulnerable groups and suggest possible solutions



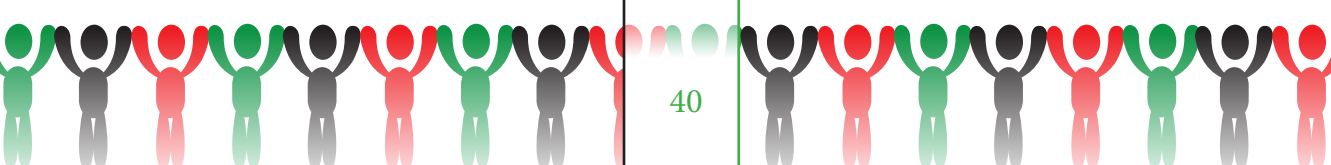
Subject	Strand	Sub Strand	Specific Learning Outcomes	Specific Learning Experience	Learning Resources
Business Studies	The Office	Office layout: <ul style="list-style-type: none"> • Advantages of office layouts • Human rights based approach (PANTHER) 	By the end of the sub strand the learner should be able to: <ul style="list-style-type: none"> • Describe various office layouts • Analyze HRBA in development, human interaction in an office • Explore HRBA principles to enhance human dignity in the office • Practice principles of HRBA in day-to-day running of an office • Promote human dignity in the work place. 	The learners should be able to: <ul style="list-style-type: none"> • Research on different office layouts using digital media • Use project based method to demonstrate application of these principles in the office • Discuss and organise a community project using HRBA in running an efficient office 	Textbooks <ul style="list-style-type: none"> • Resource persons • GCED matrices • Reference books



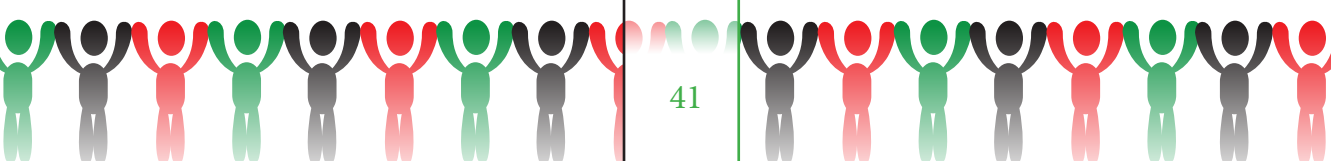
Subject	Strand	Sub Strand	Specific Learning Outcomes	Specific Learning Experience	Learning Resources
Christian Religious Education	The Holy Bible	Bible Stories Content: Zacchaeus the tax collector (Human Rights Based Approach) (PANTHER)	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> • Discuss the important of repentance • Analyze the concept of PANTHER in human interactions and development • Explore HRBA principles to enhance integrity in the work place • Practise the principles of HRBA in day-to-day life in order to see God's kingdom • Recount how Zacchaeus changed his behaviour positively 	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • Identify the HRBA principles that are addressed in the story of Zacchaeus • Use the project based method to demonstrate application of HRBA principles in shunning social ills and injustice • Organise, a community project using HRBA principles • Role play the story of Zacchaeus 	<ul style="list-style-type: none"> • Textbooks • The Bible • The Kenya Constitution, 2010 • Pictures



Subject	Strand	Sub Strand	Specific Learning Outcomes	Specific Learning Experience	Learning Resources
Physical Education	Basic movement skills	Manipulative skills: Content: ball games (sustainable development- Efficient use of resources)	By the end of the sub strand the learner should be able to: <ul style="list-style-type: none"> • Describe the soccer ball to enhance learning • Gather locally available materials for improvising soccer balls • Clean the working area for environmental care • Appreciate improvising soccer balls for self sufficiency • Develop a desire to manage the improvised soccer balls 	The learner should be able to: <ul style="list-style-type: none"> • Interact with digital media to find out shapes and sizes of various soccer balls • List locally available materials that can be used for improvising soccer balls • Play games using improvised soccer balls • Clean the working area in groups after the game 	<ul style="list-style-type: none"> • Realia • Models • Videos • Field trips • Resource person



Subject	Strand	Sub Strand	Learning Outcomes	Suggested Learning Experiences	Learning Resources
Physics	Modern Physics	Radioactivity	<p>By end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> • Explain the human rights violations resulting from emission of radiative substances to the environments • Raise awareness in the community on the dangers of emission of radiative substances to the environment • Value the protection of the environment for the promotion of human rights. 	<p>The learner should be able to:</p> <ul style="list-style-type: none"> • Discuss the International Human Rights Instruments and their protection on the environment • Search the internet for examples of effects of radiative substances • Engage in a discussion on ways of protecting expectant mothers from exposure to X-Rays (imaging) 	<ul style="list-style-type: none"> • International Human Rights Instruments e.g., Universal Declaration of Human Rights (UDHR) • Videos on the effects of nuclear weapons



CHAPTER THREE

CORE STRANDS AND SUB-STRANDS OF CITIZENSHIP EDUCATION

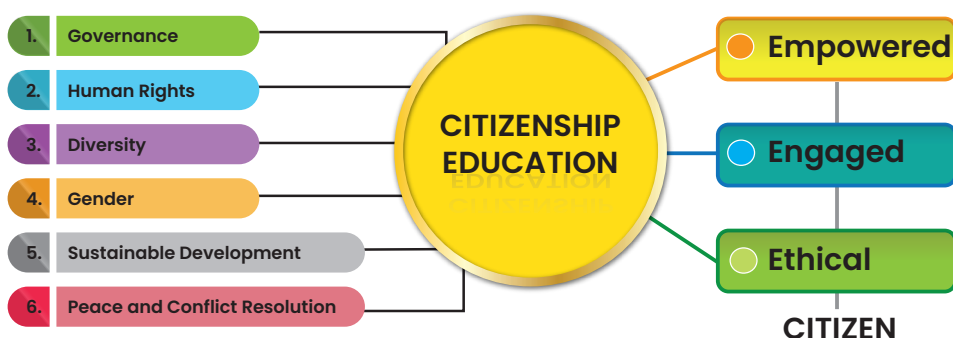
3.1 Introduction

Citizenship Education (CE) in Kenya is mainstreamed in the formal, non-formal and informal dimensions of learning. CE addresses six core strands which include:

- Governance
- Human Rights
- Gender
- Diversity
- Sustainable Development
- Peace and Conflict Resolution

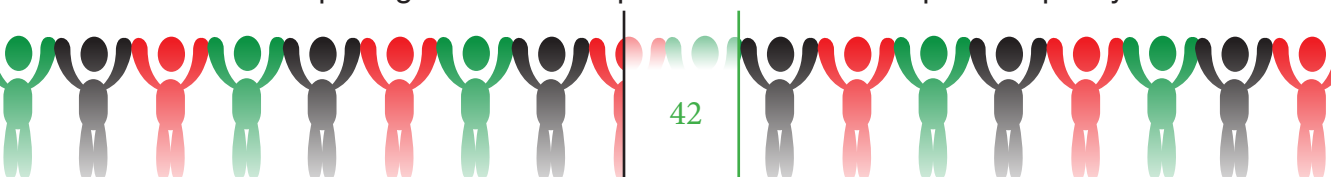
The Core Strands are illustrated as follows:.

Fig. 4. CE Core Strands



3.2. Governance

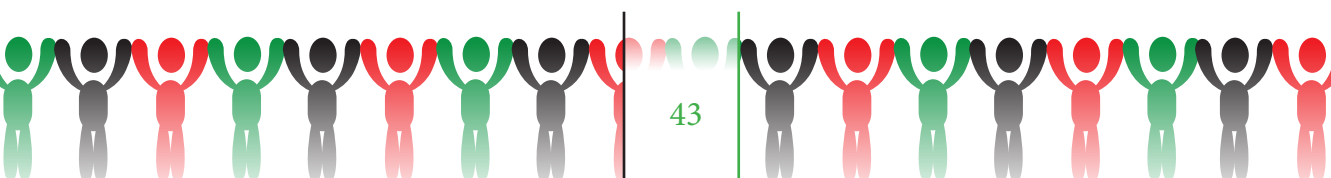
The concept of governance helps learners to develop the capacity to



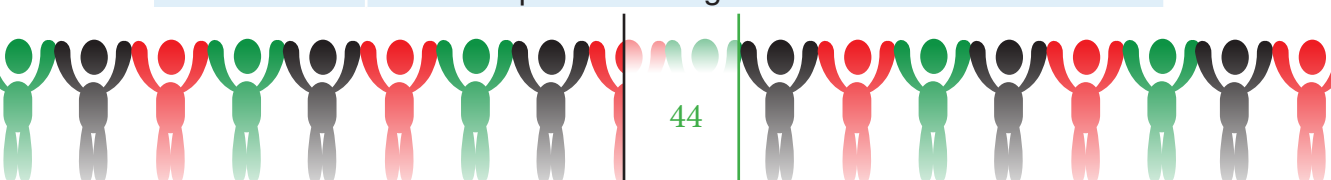
examine the attributes of good governance. The strand is intended to promote values that learners can apply as individuals in their immediate environment. The citizenship competence can be nurtured and developed effectively in a school environment that gives learners the opportunity to experience the values and principles of governance. These could be in the form of normal class activities, representation in student councils, and school governing bodies. Further, regulations or recommendations that encourage participation by students, parents, and teachers in the various decision-making or consultative bodies school also reinforce democratic culture. Learners will subsequently appreciate the role of good governance for sustainable social interactions across various institutions, including the school, county, national and global levels.

Table 3.2.1 Integrating Governance

Aspects	Description
Dimension	Governance
Purpose	The aim is to develop learner’s ability to provide solutions to prevailing challenges to good governance in the 21 st century. Learners should be encouraged to take initiatives to analyze emerging governance issues around their contexts and beyond. They should explore practical solutions for governance and leadership in various sectors at the local, regional and global levels.
Learning outcomes	<ol style="list-style-type: none"> 1. Participate in promoting good governance in the school and the community 2. Compare attributes of good governance at school level with the county and national governance in Kenya 3. Employ strategies for safe, responsible and ethical use of online and ICT resources for collective well being.



Sub strands	Attributes of good governance, comparison of good governance at school, county and national government levels, governance of transnational corporations at regional and global levels, strategies for safe, responsible and safe use of online and ICT resources for collective wellbeing.
Integration through formal, non-formal and informal dimensions	<p>Within every subject, the teacher can use class or group activities to discuss how attributes of good governance lead to social cohesion and harmony.</p> <ul style="list-style-type: none"> • Provide learners with opportunities for oral and written practice on good governance at various levels. These could include discussions, debates, speeches, role-plays and dramatization. The written activities may include explanatory pieces, creative writing, functional writing on good governance. • Identifying transnational corporations and how their structures of governance embody good governance. • Engage learners in promoting values that instill the character traits for good governance. • Enhance digital citizenship by encouraging ethical use of online and ICT resources for collective well being. • Involve learners in the study of governance structures to enable them to explore how the structures contribute to social cohesion and harmony. • Allow them to investigate Transnational corporations and how their business operations contribute to good governance can be analysed . • Word problems could be formulated around governance and calculations made topical areas like distribution of resources at different levels, development ranking.





Reflection

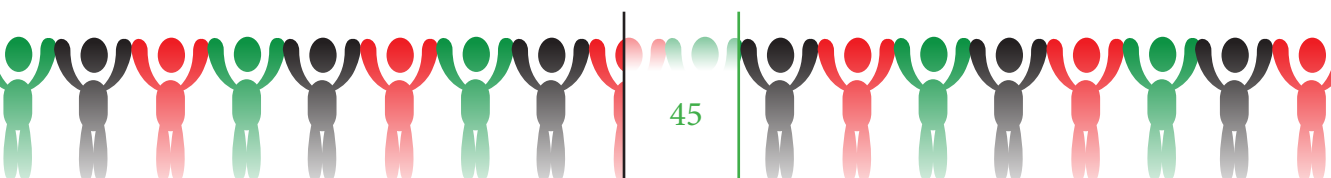
How can the school environment encourage cohesion and harmony?

3.3. Human Rights

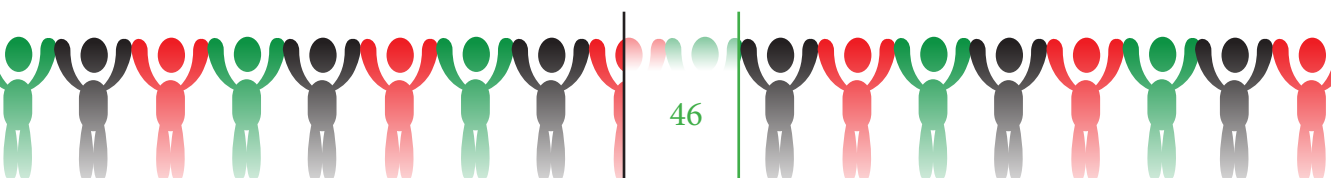
Human rights education deals with awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms. It deals with the prevention of human rights violations and abuses. Learners will be provided with knowledge, skills and understanding. They should develop attitudes and behaviors, that empower them to contribute to the building and promotion of a universal culture of human rights, fundamental freedoms, tolerance, equality and peace, among individuals, within their local communities, as well as national and global levels.

Table 3.3.1 Integrating Human Rights

Aspects	Description
Dimension	Human Rights
Purpose	Human rights education aims at enhancing the knowledge and understanding of human rights among learners. It fosters the attitudes of tolerance, respect, solidarity, and responsibility. The learners will also be expected to participate in activities that demonstrate their capacity to protect, respect and fulfill human rights for all.
Learning outcomes	<ol style="list-style-type: none">1. Examine the genesis and evolution of human rights for responsible global citizenship2. Respect and uphold the rights and dignity of all human beings.3. Analyse the principles of human rights in promoting a common humanity4. Assess the observance of the different categories of human rights in their day to day life.



Sub strands content	The relevance of human rights, the genesis of human rights, principles of human rights in promoting a common humanity, assess the observance of the different categories of human rights in their day to day life.
Integration through formal, non-formal and informal dimensions	<p>The teacher can use questions contextual illustrations to explore various manifestations of human rights. Issues among learners, the neighbours and the community in general can be pointed out as generalities without pointing fingers at individuals or groups of people.</p> <ul style="list-style-type: none"> • Learners could be given opportunities for oral and written practiced on human rights at various levels. These could include songs, poems and narratives. • They could write imaginative and argumentative compositions, poems and songs. These should be based on human rights concerns. • Learners can find out common incidents of human rights violations in their locality. They can compare manifestations of such violations in other parts of the country and the world. Possible proposals for interventions can be made by learners and actions initiated to prevent violations. • Sensitization on the ethical dimensions of human rights abuse can be carried out so that learners appreciate the physical, emotional and psychological effects on the victims. • Learners can use posters, notices and social media for advocacy to reduce human rights abuse • Learners can research and come up with numbers of children and adults whose health, livelihoods and peace has been negatively affected by violation of human rights.





Explore whether your teaching and learners' experiences can be useful in influencing the community towards respect for human rights.

3.4. Gender

Gender education seeks to ensure equality by removing biases that are influenced by masculinity and femininity. It aims at ensuring there are no barriers in access to schooling, develop gender-sensitive curriculum and pedagogy, overcome gender-based violence in educational, social and cultural institutions, and empower individuals to fulfil their full potentials and become equal citizens by creating shifts in norms and achieve positive outcomes related to health and well-being. , Gender education system is uniquely placed to Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated. It takes into account gender equality concerns (men's and women's) in all policy, programs, projects, and organizational procedures thereby contributing to gender balances/equality.

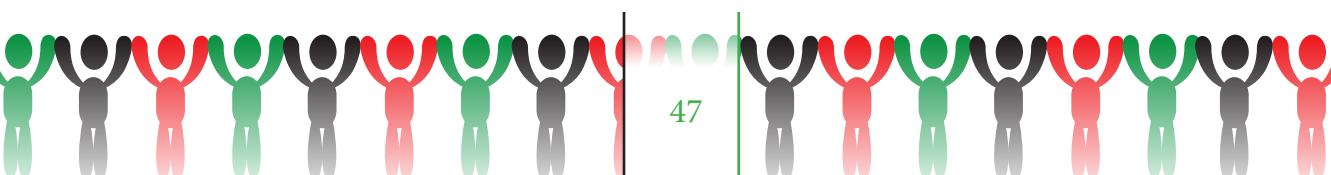
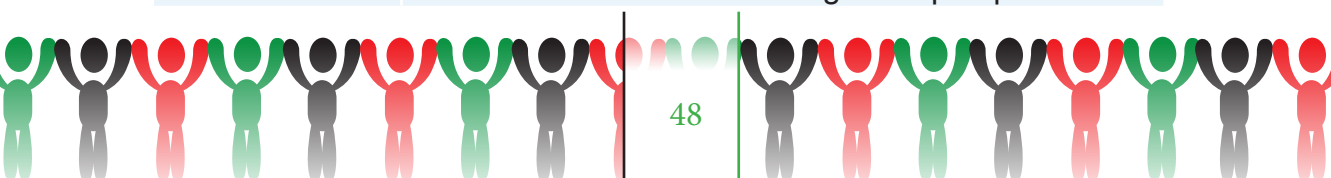


Table 3.4.1 Integrating Gender Equality

Aspects	Description
Dimension	Gender
Purpose	Gender education influences and shapes learners' thought processes and understanding of gender stereotypes and roles. It has a responsibility to ensure there is inclusive and equitable quality education and promote lifelong learning opportunities for all. Gender education ensures that girls and boys, women and men not only gain access to and complete education cycles, but are empowered equally in and through education.
Learning outcomes	<p>Distinguish sex and gender as used in society.</p> <p>Identify gender roles as determined by society</p> <p>Explore practical solutions to challenges associated with ones' gender identity.</p> <p>Analyse gender stereotypes entrenched in the society</p> <p>Apply appropriate strategies for addressing gender stereotypes in school and in the community</p> <p>Value biological differences devoid of stereotypes.</p> <p>Explore ways of addressing growth and developmental challenges in boys and girls.</p>
Sub strands content	Gender identity, gender roles, gender stereotypes, growth and development among gender, myths and misconceptions associated with gender differences.
Integration through formal, non-formal and informal dimensions	<p>Teachers must recognize the power of positive reinforcement. The subject offers a wide range of opportunities for integrating gender concepts.</p> <ul style="list-style-type: none"> • Word problems can be worded with a positive discrimination towards gender. • General Knowledge can have more questions on gender in all spheres of life. • Discussions on biological differences in males and females how these affect gender roles. • Leadership should be for men and women and women have been in the forefront in all battles for independence. • Stories which depict women in a positive frame. • Teachers should take extra efforts to analyse and inform stories from a gender perspective.



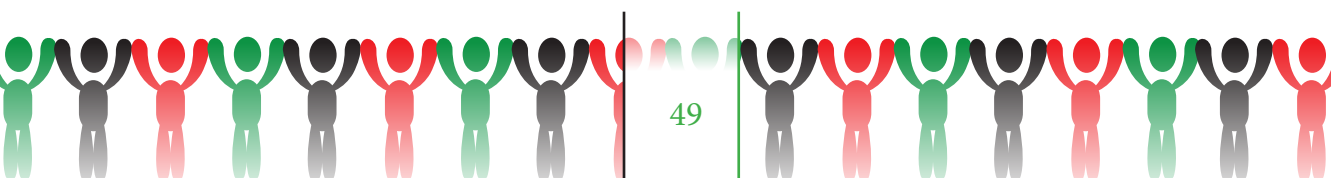
3.5. Sustainable Development

Sustainability is an approach that integrates environmental, social and economic considerations in a balanced manner. The concept of sustainability emphasizes pursuit of development and an improved quality of life, without compromising the future. Sustainable Development emphasizes the urgent need to educate young and adult citizens to commit themselves to the building of sustainable futures for all. It equips citizens with skills and attitudes to constructively and creatively address present and future global challenges and create more sustainable and adaptable societies.

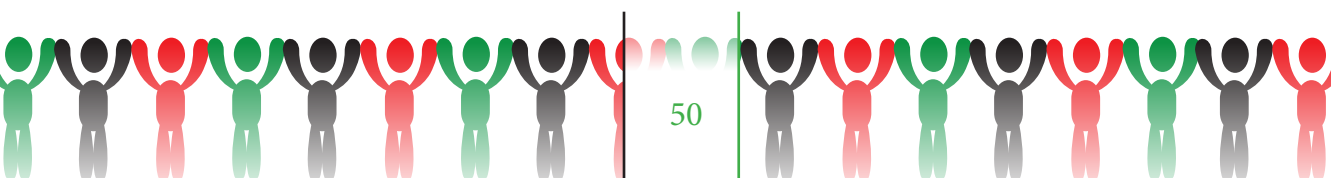
Sustainable Development empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for present and future generations, while respecting cultural diversity. The principles that underlie sustainability include: equity among different genders and generations, peace, tolerance, poverty reduction, environmental preservation and restoration, natural resource conservation, and social justice.

Table 3.4.1 Integrating Sustainable Development

Aspects	Description
Dimension	Sustainable Development
Purpose	To equip learners with knowledge, skills and attitudes needed to promote Sustainable Development through: education for sustainable development and sustainable lifestyles, human rights, gender equality, promoting a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and the contribution of culture to sustainable development”



Learning outcomes	<ol style="list-style-type: none"> 1. Analyse the concept of Sustainable Development (SD) in relation to national development 2. Relate the importance of SD to socio-economic and political development in the country 3. Appreciate SD in contributing to a safe and secure future 4. Manage resources within their environment sustainably.
Sub sub strands content	<p>Concepts of sustainable development, renewable and non-renewable resource management, road safety and security, poverty reduction, child care and protection, disaster management, environmental management and sustainability, green and blue economy management, global warming and climate change mitigation.</p>



Cross-curricular integration

- At the classroom level, you can begin by explicitly stating the link between the topic in the design and sustainability. You should also identify the issues, perspectives, skills, attitudes and values central to sustainable development in each of the three components of sustainability – environment, society, and economy – and integrate them in the curriculum.
- Linking issues on Sustainable Development to national or local, regional in and international perspectives during clubs and society meetings
- Engaging in projects such as tree planting, innovative ways of establishing kitchen gardens and use of safe energy to enhance sustainable development by reducing pollution, poverty, famine and hunger among other disasters and environmental hazards.
- Equipping learners with skills on ways of averting the effects of climate change.

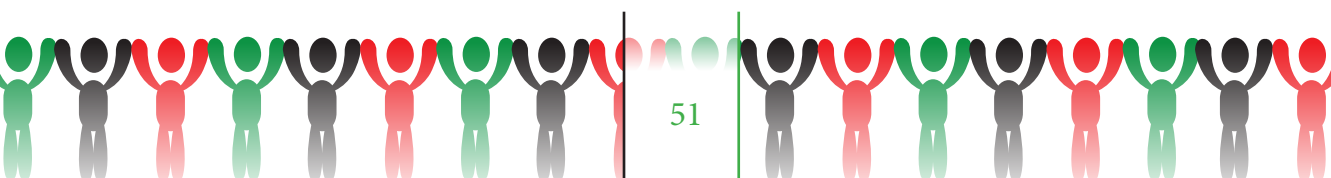


Reflection

Which practices and habits can I encourage among learners in order to promote sustainable development?

3.6. Diversity

Diversity in the context of global citizenship refers to the importance of acknowledging that each individual is unique, and recognizing and appreciating our individual differences. These differences are based on dimensions of culture, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. Highlighted below are the categories of diversity (Sub strands) that ought to be addressed during the learning process.

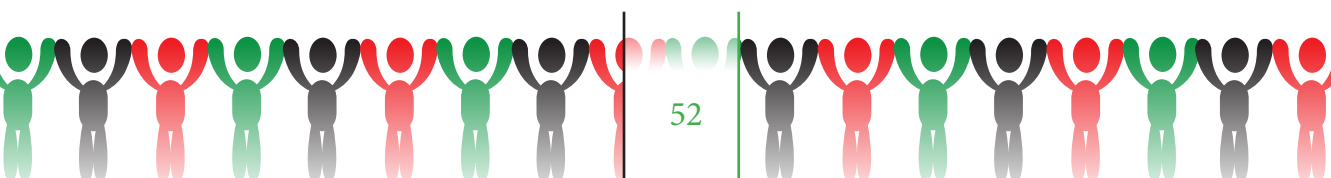


1. Individual differences

Learners differ in many ways including their cognitive and intellectual abilities emotional state, family background, political affiliations, economic status among others. Knowledge of individual differences among learners develops significant levels of self-awareness, personal attributes and personality identity. The knowledge promotes appreciation of the self and others thereby enhancing harmonious co-existence despite inherent differences.

Table 3.6.1 Integrating Diversity - Individual differences

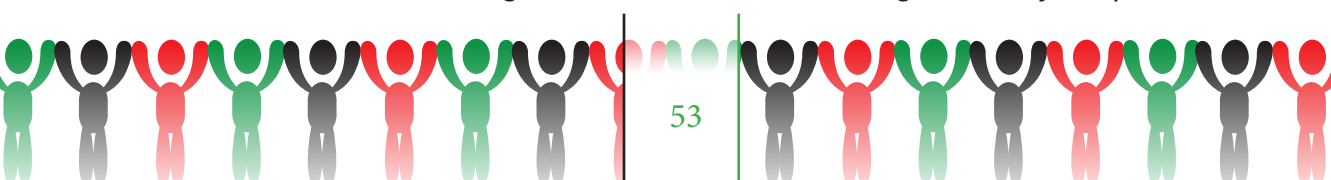
Aspects	Description
Dimension	Individual differences
Purpose	To facilitate the learner to examine attributes of personality that makes them different from their peers and to recognise unique attributes that makes him or her stand out as an individual. Self-awareness will enhance development of self-identity, self-respect and respect for all.
Sub sub strands	Personal attributes and self-awareness
Learning outcomes	<ol style="list-style-type: none">1. Examine the attributes of one's personality that make them different from others2. Recognise their unique attributes to enhance self-awareness3. Show respect for others to promote harmonious co-existence.



<p>Formal, Non-formal and informal Integration</p>	<p>At school level, individual differences, personality growth and self-awareness can be achieved through holistic approach where all subject areas, learning activities and social interactions constitute a learning experience, for example,</p> <ul style="list-style-type: none"> • <i>Case studies can be used to help learners acquire knowledge on self and others and to make informed choices based on this information.</i> • <i>All subjects can endeavour to ensure learners acquire skills and attitudes necessary for appreciating individual differences in human beings through learning experiences such as role play, dramatisation, discussions and debates</i> • <i>Individual differences can be addressed as learners perform various works of art</i> • <i>Sports, games, and club activities can be used as forums where learners demonstrate their diverse potentials</i> • <i>Involving learners in taking leadership roles in activities such as science and engineering fairs, and clubs and societies.</i>
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2. Ethnic diversity

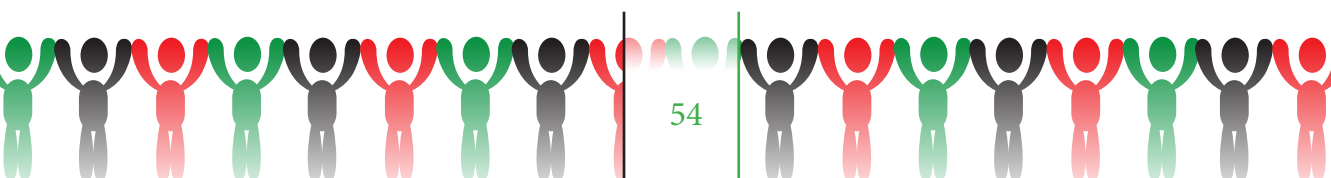
Ethnicity refers to the state of belonging to a social group that has a common national or cultural tradition. People who share an ethnic grouping can be distinguished from others on basis of traditions, ancestry, language, history, culture, among others. Ethnic diversity refers to the presence of different ethnic backgrounds and identities. Ethnic diversity can influence learners by affecting their values or even cause conflicts. However, it is worth noting that learners in school integrate freely despite



their differences in ethnicity. This should be used as an opportunity to promote harmonious integration and peaceful co-existence. Also, the unique ethnic attributes that comprise the various groupings as well as the social-cultural differences constitute a wealth of Kenyan diversity.

Table 3.6.2 Integrating Diversity - Ethnic diversity

Aspects	Description
Dimension	Ethnic diversity
Purpose	To develop capacity of the learner to positively appreciate the unique attributes of various ethnic groupings in Kenya as well as value of socio-cultural diversity for social cohesion and harmony. This understanding fosters respect for the various ethnic sub-grouping, defeats degrading myths about other ethnic communities and acknowledges the international recognition that Kenya has gained over the years due to contributions of the respective ethnic diversities.
Sub sub strands	Unique attributes of ethnic groupings in Kenya and socio-cultural diversity
Learning outcomes	<ol style="list-style-type: none"> 1. Discuss the unique attributes of ethnic groupings in Kenya 2. Value socio-cultural cohesion and harmony among different groupings 3. Foster respect for diversity for harmonious living <p>Appreciate the international recognition that the country gets from achievements by Kenyans from diverse ethnic groups</p>



Formal,
Non-formal
and informal
Integration

At school level, appreciation of ethnic and social-cultural diversities could be achieved through the experiential learning, as suggested below:

- Songs, poems, recitation verses and debates can be used as open opportunities to inculcate positive attributes of Kenya's ethnic diversity.
- Learners can develop and sell materials, and organise symposia to promote Kenya's diverse culture.
- Learners can take part in national functions, cultural celebrations, cultural festivities and visits to cultural heritage sites in various parts of the country.
- Learners can develop and display cultural art work and exhibitions that promote diverse Kenyan culture and heritage.

3. Religious diversity

Kenya acknowledges the presence of God: a supernatural being who is worshipped by the various religious groupings. This is anchored in the constitution and each religious grouping has its unique values and beliefs. The country recognises and upholds religious diversity through: holding inter-faith activities that promote harmonious living and co-existence, giving opportunities to different religious groupings during national days and celebrations, recognising the role of inter-faith activities in enhancing unity of purpose and embracing the spirit of working with members of different religious groupings to cultivate a positive relationship with diverse world religions for the social well-being of the country. As a culture, every national activity starts and ends with a prayer.

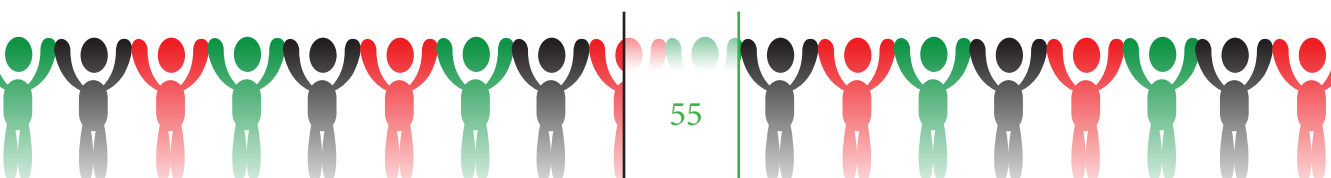
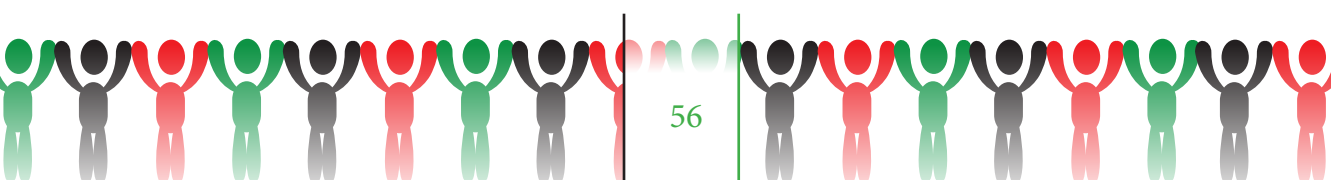


Table 3.6.3 Integrating Diversity - Religious diversity

Aspects	Description
Dimension	Religious diversity
Purpose	To encourage learners to appreciate the role played by religion to promote social harmony and coexistence. This can be achieved at school level by participating in both formal and non-formal learning experiences.
Sub sub strands	Role of religion in promoting social harmony and inter-faith activities
Learning outcomes	<ol style="list-style-type: none"> 1. Explore the role of religion in promoting social harmony 2. Conduct inter-faith activities for harmonious living 3. Embrace working with members of different religious groups for harmonious co-existence 4. Cultivate positive relationships with diverse world religions for social well-being
Formal, Non-formal and informal Integration	<ul style="list-style-type: none"> • Learners to be guided to organise and participate in religious activities that promote interaction of various religious groupings during the regular curriculum, sports and societies and informal activities • Collaborative inter-faith activities: guide learners to initiate and participate in collaborative activities (intra-school, inter-schools and with the community) involving participation of persons with diverse religious beliefs. • Creative work: guide the learners to develop creative work (e.g. posters and talking walls) that promotes inter-religious harmony and tolerance.

4. Economic diversity

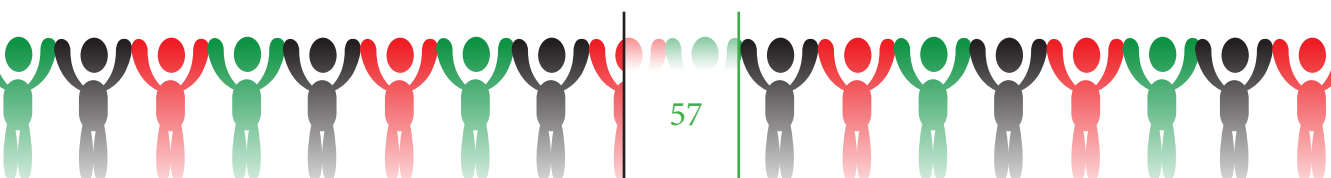
Economic diversity refers to variations in the economic status or the use of a broad range of economic activities in a region or country. Diversification is used as a strategy to encourage positive economic growth and development. Kenya has diverse economic endeavours that define the economic balance of the country. The unique economic differences should promote the country’s economic security and stability thereby leading to economic independence. Economic interdependence should



be used to promote social coexistence in the country.

Table 3.6.4 Integrating Diversity - Economic diversity

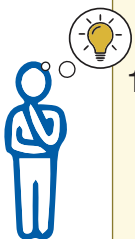
Aspects	Description
Dimension	Economic diversity
Purpose	To equip learners with appropriate knowledge, skills and attitudes to acknowledge the unique economic differences and opportunities within the various society groupings in Kenya. Learners should also appreciate the need for economic interdependence between the various counties and regions for sustainable development of the country.
Sub sub strands	Unique economic differences and economic interdependence
Learning outcomes	<ol style="list-style-type: none">1. Analyse the unique economic differences within society for mutual interdependence2. Discuss the concept of interdependence in reducing national and regional economic differences3. Promote economic interdependence among nations for sustainable development4. Value economic interdependence among nations for sustainable development



Formal,
Non-
formal and
informal
Integration

- At school level, economic diversity could be promoted through the following learning experiences:
- Learners should be guided during the learning process and in clubs and societies to organise and participate in activities that promote initiation and management of various economic activities such as income generation projects that are viable in the locality. The economic endeavours should contribute to the economic well-being of the individual learners as well as the school.
- Expository learning activities - Guide the learners to initiate and participate in varied activities that lead to exposure to economic opportunities in diverse environments e.g. field trips and tours to other schools and institutions.

Creative economic projects: guide the learners to develop creative economic projects that develop and promote their talents and abilities while leading to economic independence either in groups or at individual level.



Reflection

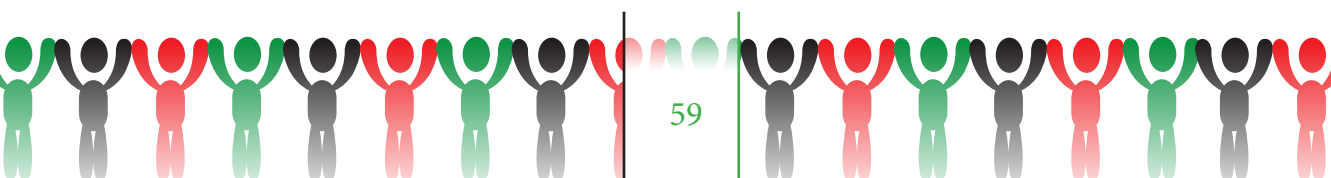
1. What opportunities does my school provide to enable me promote diversity at individual, ethnic, religious and economic levels?
2. How can I ensure that diversity becomes an opportunity and not a hindrance in the classroom and school set-up?

3.7 Peace and conflict resolution

This dimension of CE focuses on helping learners to explore challenges to peaceful coexistence in their immediate environment focusing on personal, family, national, regional and global levels. Learners are then helped to challenge bias and stereotypes and attitudes that lead to conflict leading to appreciation of diversity. Learners are then equipped with knowledge, skills and attitudes to take action towards promoting peaceful coexistence at the personal, local, regional and global levels in collaboration with others. Peace and conflict resolution as a strand in CE is meant to promote love, compassion, trust, fairness, cooperation and respect for the human family and life on planet earth.

Table 3.7.1 Integrating Peace and Conflict Resolution

Aspects	Description
Dimension	Peace and conflict resolution
Purpose	To equip learners with appropriate knowledge, skills and attitudes to promote peace in the society. The learners should also appreciate peace initiatives and agreements .
Sub sub strands	Types of peace, personal peace, peace initiatives and agreements.
Learning outcomes	<ol style="list-style-type: none">1. Analyse types of peace for sustainable social interactions.2. Discuss activities initiated to promote peace in the community3. Support implementation of agreements to promote peace at the community level4. Embrace peace initiatives and agreements at the community level for harmonious living.



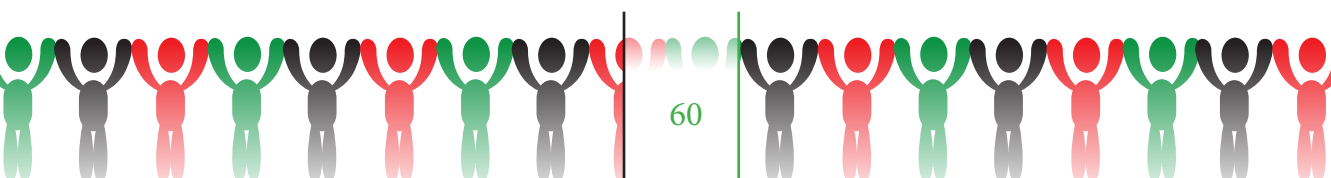
Formal,
Non-formal
and informal
Integration

- Learners to reflect on factors that affect their inner peace
- Discussions about inner peace and harmony in the community.
- Learners can dramatize and role-play various scenarios on conflict resolution.
- Songs, poems, recitation verses and debates can be used as open opportunities to express peace.



Reflection

Which are the most practical methods of imparting skills of conflict resolution among learners?



CHAPTER FOUR

LEARNING RESOURCES FOR CITIZENSHIP EDUCATION

4.1. Introduction

Learning resources are materials used to facilitate achievement of learning outcomes. Variety of learning resources enables the learner to grasp concepts easily and utilize more than one sense. This enables the learner to retain the knowledge, skills and values learnt.

4.2. Types of Learning Resources for Citizenship Education

The teaching and learning resources may be categorized as follows:

- a) Visual resources. These resources appeal to the sense of sight and touch. They include textbooks, posters, pictures, charts, maps, models, newspaper and realia.
- b) Audio resources. Audio resources appeal to the sense of hearing. They include radio broadcasts, audio tapes and recorders.
- c) Audio-visual resources. These resources enable the learner to utilize the sense of sight and hearing. They include films, video tape, Compact Disc (CD), computer, slides, Digital Versatile Disk (DVD), television broadcasts, phones and interactive digital content.
- d) Physical and social environment. Extended environment provides an important learning resource. These include resource persons, libraries, teachers' advisory centers, museums, historical sites, archives, cultural centers and the natural environment.

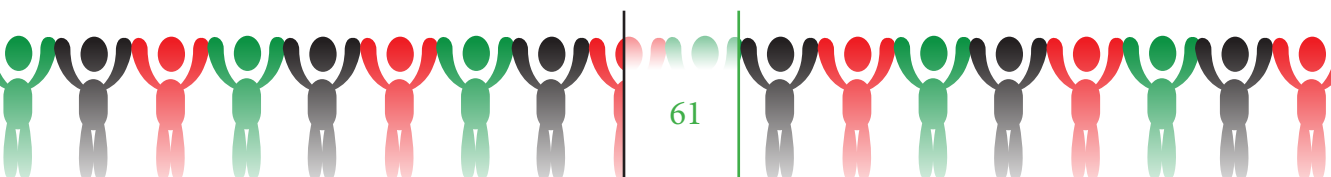
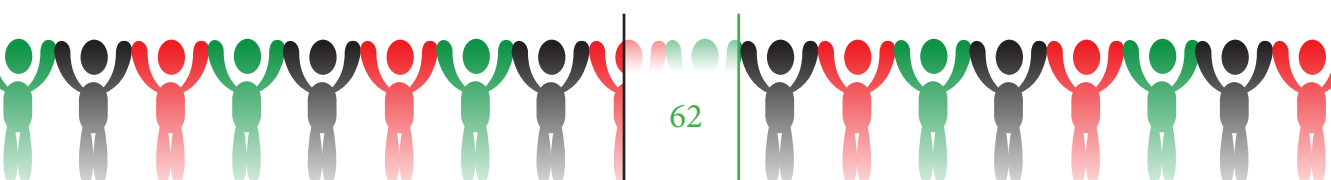


Table 4.2.1 indicates how various learning resources can be utilized to facilitate achievement of learning outcomes for Citizenship Education.

Strand	Sub strand	Learning Outcome	Suggested learning resource
Governance	National Values and Principles of Governance	<ul style="list-style-type: none"> Analyse regulations on ethical and existing forms of civic engagement to promote governance 	Use of resource person to discuss importance of ethical engagements and compliance with regulations, statutes/Acts
Sustainable development	Environmental Management and Sustainability.	<ul style="list-style-type: none"> Explore strategies for environmental care and protection to nurture biodiversity. 	Posters with communication on strategies for environmental care and protection
Diversity	Regional Diversity	<ul style="list-style-type: none"> Explore elements of diversity at the regional level for mutual understanding 	Films, videos, television programmes or digital content on talent shows, music and dances from different countries to celebrate diversity



Peace And Conflict Resolution	Peace at the National level	<ul style="list-style-type: none"> • Discuss concepts of nationalism and leadership in relation to peace in Kenya 	Radio advocacy programmes on peace and conflict resolution in Kenya
Gender	Gender Based Violence (GBV)	<ul style="list-style-type: none"> • Investigate the effects of GBV in the society. 	Visit to local authorities offices to establish causes and effects of GBV in the society
Human Rights	National and Regional Human Rights Instruments	<ul style="list-style-type: none"> • Explore the provision of human rights constitution of Kenya for the promotion and protection of human rights 	Copies or samples of The Constitution of Kenya

4.3. Sourcing of Learning Resources

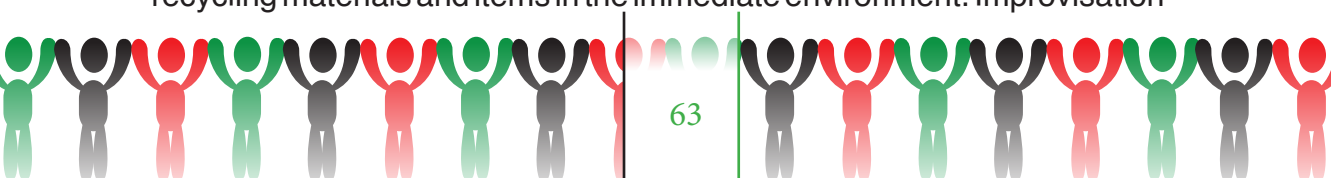
Sourcing is an act of acquiring resources for learning. They can be acquired through the following ways:

a) Development

Teachers are encouraged to be innovative and creative in making the required resources. This can be done in collaboration with learners or members of the community using locally available materials. This ensures they are relevant and appropriate to their contexts and the target learner.

b) Improvisation

Improvised learning resources can be developed through reusing and recycling materials and items in the immediate environment. Improvisation



helps in reducing the cost of acquiring new resources. Involvement of learners in making the resources helps in development of competencies such as creativity and imagination, critical thinking and problem solving among others.

c) Sharing of learning resources

Learning resources can be shared between institutions such as schools, colleges and universities. Learners are also encouraged to visit local institutions such as museums, libraries, game parks and historical sites for learning. The immediate environment is also an important source of learning. They include resource persons from the community and geographical features.

d) External Support

Schools can identify stakeholders who can support or donate learning resources. This means that schools should develop a list of relevant stakeholders whom they can reach out for support.

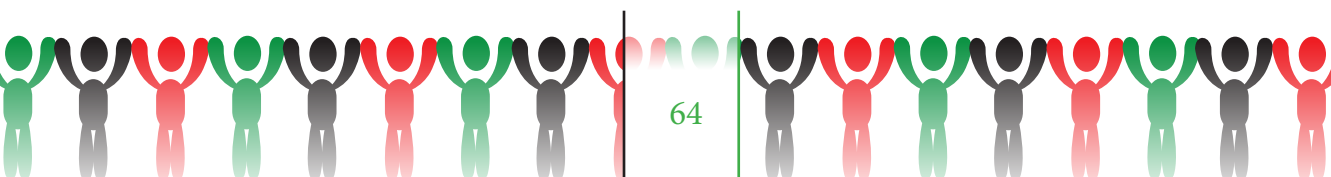
e) Purchasing

Learning resources can be purchased especially those that cannot be developed and are not within the immediate environment.

4.4. Factors to consider when using learning resources

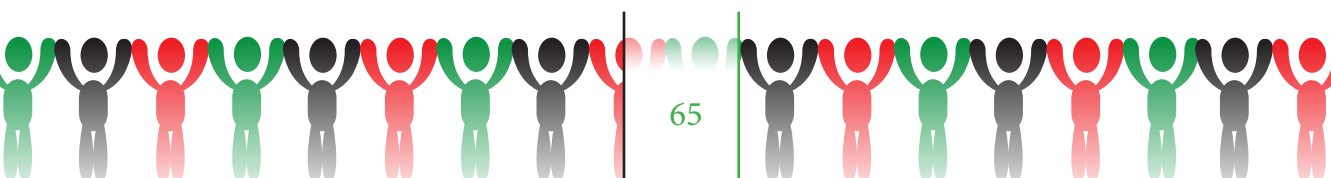
The teacher is encouraged to use variety of learning resources, however, they should be:

- i) Easily available in the local environment.
- ii) Reusable to ensure sustainability
- iii) Able to facilitate the achievement of learning outcomes.
- iv) Appropriate for the level of the learner



- v) Able to facilitate experiential learning
- vi) Adequate to the class size
- vii) Cost effective
- viii) Safe for learners to use
- ix) Interesting and captivating for the learner.

Learning resources are important components for learning. The teacher is encouraged to use a variety of resources to cater for different learners. The curriculum proposes a variety of resources and the teacher is encouraged to be creative and innovative to come up with their own relevant to their own context. The teacher is also encouraged to share various learning resources with relevant individuals and institutions. The teacher should have a prior plan to acquire and assemble resources for utilization. This ensures the effectiveness and time saving during a lesson.



CHAPTER FIVE

ASSESSMENT

5.1 Introduction

Assessment is integral in facilitating learning and improving instruction, and can take a variety of forms. In citizenship Education it is important to assess the achievement of relevant knowledge, skills, values and attitudes expected of a citizen.

5.2 Assessment Methods for Citizenship Education

Assessment methods should be aligned to ensure that the knowledge and skills are developed, attitudes and values are acquired by the learner is assessed in a manner consistent with citizenship education. The choice of an assessment method should be influenced by the learning outcomes and the type of skills the teacher is seeking to develop in the learner. Citizenship Education promotes lifelong learning, reflective thinking, being critical, evaluating oneself, problem solving, among others. Therefore, performance-based assessment methods are best suited to capture the learners' acquisition of knowledge, skills, attitudes and values envisaged in Citizenship Education

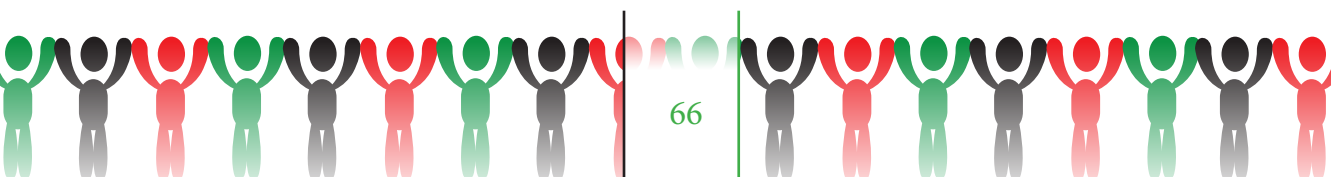
5.3 Performance based assessment methods

Performance based assessment requires a learner to create a product, perform a task or answer a question in a way that will demonstrate their skills and understanding. The assessment measures the learners' ability to apply the skills and knowledge already learnt. The tasks identified challenges the learner to use their higher-order thinking skills.

The following are ways of assessing performance based activities:

a) **Portfolios**

An assessment portfolio is a collection of learner's work. It contains



samples of the learner's work that has been assessed by the teacher. The portfolio indicates learner's ability to demonstrate their mastery of the learning outcomes in citizenship education.

Purpose of a portfolio

Portfolios are important assessment tools as they:

- give learners the opportunity to reflect on their performance over a period of time
- communicate the learners level of achievement to the teacher, parents/guardians and other key stakeholders
- are authentic evidence of learners performance and achievement
- guide in identification and nurturing of learners talents and skills

There are three major types of portfolios are:

- Working portfolios: a collection of a student's work in progress
- Showcase portfolios: created by the learner to display their best work
- Assessment portfolios: used for documenting a learner's mastery of skills or competencies in a particular learning area. It contains samples of the learner's work that has been assessed by the teacher.

Assessment portfolio for a learner will contain their work which may include reports and pictures of activities undertaken which may include reflections, patriotic songs, poems and artworks. The portfolio is important in CE because they help to see the development of citizenship competencies over a period of time. Table 5.1. shows a way of conducting portfolio assessment on CE.

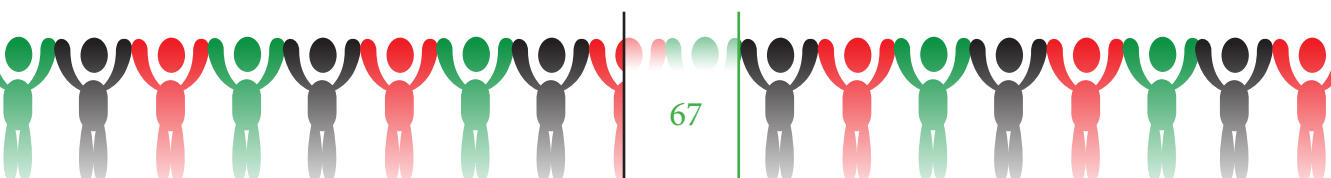


Table 5.1: Portfolio Assessment of CE concepts

Portfolio			
Subject (s)	Strand and Sub Strand	CE Concept(s)	Assessment Activities
Integrated Science	Scientific Investigation: Laboratory Waste management and disposal	Global Public Health	Identifying and writing reports on guidelines to promote good public health, importance of adhering to guidelines to promote good public health through proper waste disposal. Then filing them in the portfolios

b) **Observation**

Observation is a method of assessment where the teacher gathers information of a learner's achievements of learning outcomes through observing them. The teacher can use an observation tool such as a checklist to gauge learners' performance. For instance, in Citizenship Education the teachers can observe change of behaviour over a period of time. Table 5.2 indicates a way of making observation for the assessment of CE concepts.

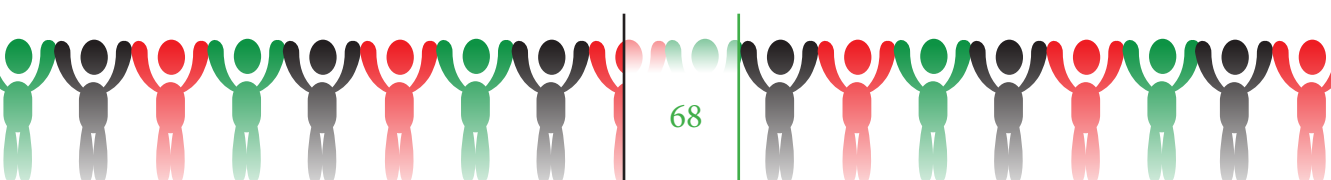


Table 5.2: Making observation for the assessment of CE concepts.

Observation			
Subject (s)	Strand and Sub Strand(s)	CE Concept(s)	Assessment Activities
Integrated Science	Force and Energy: Electricity and Magnetism; Cells and Simple Circuits	Education for Sustainability: Efficient use of Electricity	Learners to demonstrate how to connect bulbs and cells in series and parallel; identify which connection saves current.

c) **Case studies**

Case study can be used as a method to assess learners. Learners can be presented with a real life scenario or problem and be given the opportunity to explore real issues within a defined context, using a variety of data sources. The learners can write or present a report which is used to gauge the learner's achievement of learning outcomes or values.

In citizenship education, case study enables a learner to apply their knowledge and skills to real life situations. It calls on a learner to demonstrate a range of different skills such as the selection of information, analysis, decision-making, problem-solving and presentation. Table 5.3 shows case study assessment of CE concepts.

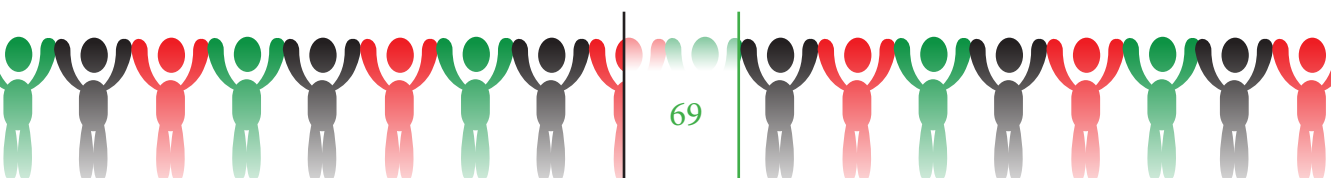


Table 5.3: Conducting case study for the assessment of CE concepts

Case Study			
Subject (s)	Strand	CE Concept(s)	Assessment Activities
History and Citizenship	Human Rights: Equity and non-discrimination Content (social justice)	socio-cultural diversity for social cohesion and harmony	Learners to carry out a case study on socio-cultural diversity for social cohesion and harmony of the local community, compare and contrast then writes a report

d) **Document analysis**

In citizenship education document analysis can be used to assess learners' understanding and perspectives of given situations. The teacher can provide learners with newspapers articles, legal documents and international instruments such as the Constitution and Human Rights charter to be analysed by learners. Learners can also watch and listen to authentic documentaries or speeches and analyse the information provided. Learners can be provided with a set of questions in regard to the analysis that the teacher can use to gauge their understanding on citizenship education concepts. Table 5.4 shows document analysis for the assessment of CE concepts.

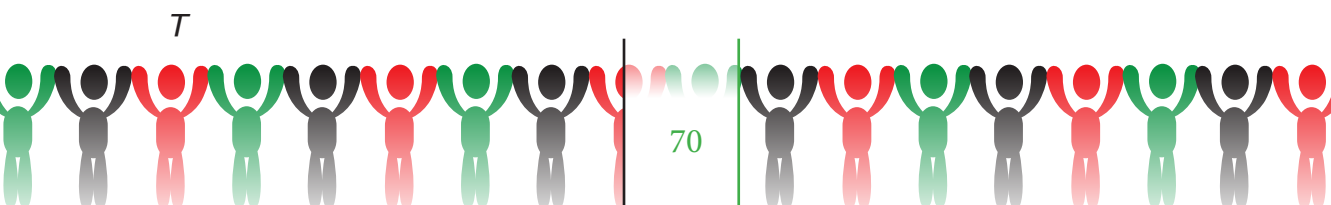
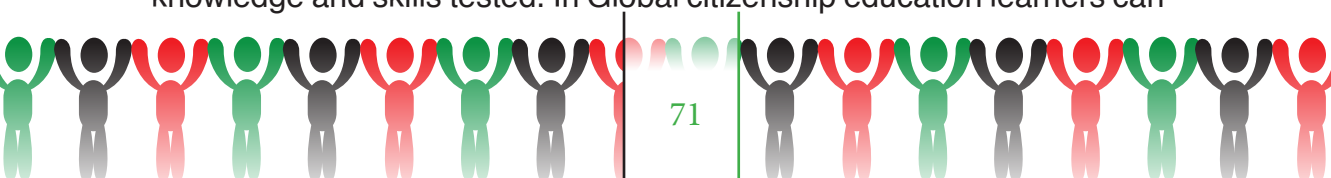


Table 5.4: Conducting document analysis for the assessment of CE concepts

Document Analysis			
Subject (s)	Strand	CE Concept(s)	Assessment Activities
History and Government	Human Rights	Equity and non-discrimination Access to equal opportunities Equitable distribution of resources (social justice)	Visiting the library and read past newspapers and constitutional documents on equity and non-discrimination in fostering solidarity and respect for others and write reports.
Christian Religious Education	Bible Study: Zacchaeus the tax collector (Human Rights Based Approach).	Importance of repentance	Identify the HRBA principles that addressed in the story of Zacchaeus

e) Written Assignments and Reports

Where projects, experiential learning, experiments, field visits are used, learners can be tasked to write reports on written assignments. The learners can write reports on their experiences and reflections that can be used to gauge their understanding of citizenship education concepts. This type of testing assesses the learner’s ability to present ideas and concepts in an organized and logical sequence within the scope of knowledge and skills tested. In Global citizenship education learners can



write essays on the various concepts of GCE. Table 5.5 shows Written Assignments and Report for the assessment of CE concepts

Table 5.5: Carrying out written assignments and report for the assessment of CE concepts

Written Assignments and Report			
Subject (s)	Strand and Sub strand	CE Concept(s)	Assessment Activities
English	Writing: Guided writing (open ended composition)	causes and effects of poverty and inequality	Learners to write open ended essay on causes of poverty and inequality in our country
Kiswahili	Kuandika: Insha ya maelezo Kuhusu Uongozi bora	dhana ya uongozi bora	Kuandika insha kuhusu uongozi bora

f) Peer Assessment

Learners can display their work on citizenship education for their peers to review and provide feedback. Reports can also be shared among learners for critique and feedback. It enables the learner to develop lifelong skills in assessing and providing feedback to others, and also equips him or her with skills to self-assessment and improve on their own work. Table 5.6 show peer assessment of the CE concepts.

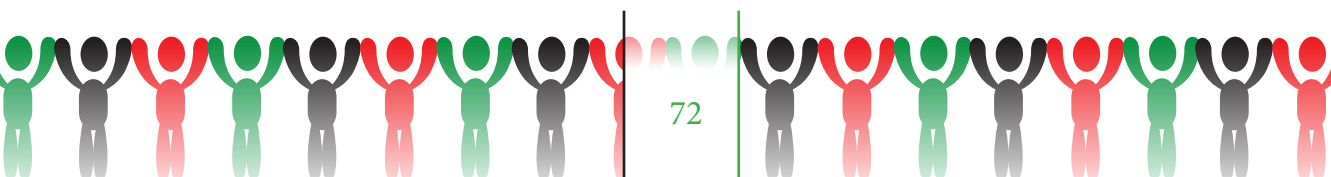


Table 5.6: Peer assessment of CE concepts.

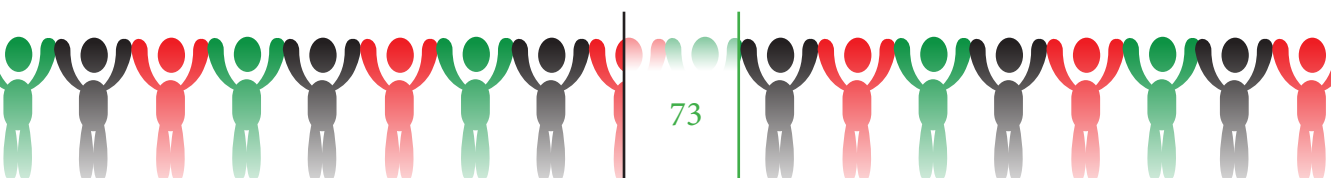
Peer Assessment			
Subject (s)	Strand; Sub Strand(s)	CE Concept(s)	Activities
Physical Education	Basic movement Skills: Manipulative skills; ball games	Unity and Collaboration.	Learners to debate discuss and write down ways of embracing unity and collaboration during football march to win a football march.

5.4 Benefits of performance based assessment

- In performance based assessment the learner is made aware of the tasks and they shall be assessed. This is the main difference with other forms of assessment. Some benefits of performance based assessment are:
- Promotes higher-order thinking skills, problem-solving abilities, active learning, time management and effective communication leading to deeper and more meaningful learning.
- Measures learner's ability to apply the knowledge, skills and values gained in various contexts.
- Allows learners to monitor and assess their achievements.
- Allows parental and guardian involvement in the learners progress.

5.5 Assessment Tools for Citizenship Education

An assessment tool is an instrument that teachers can use to determine the extent to which a learner has achieved specific learning outcomes. It is important to select the appropriate assessment tools to provide the



correct feedback on the extent of achievement of learning outcomes in Global Citizenship education. The tools include observation schedules, checklists, rating scales, rubrics, questionnaires, project, journals, portfolio, oral or aural questions, learner's profile, written tests and anecdotal records.

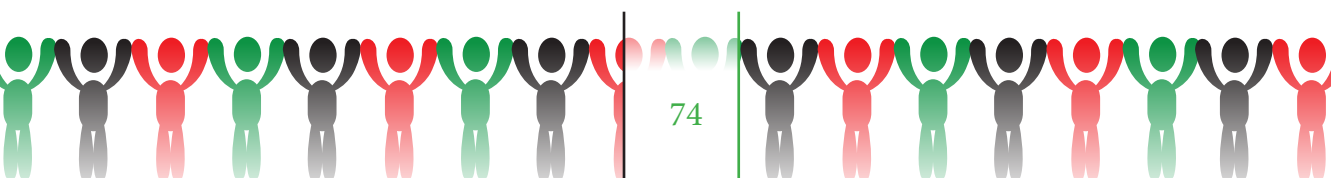
a) **Oral Assessment**

The key Inquiry Questions can be used to determine the level of learner's understanding of concepts in Citizenship Education. Oral questions can be used during or at the end of the lesson. Such questions should be precise and relevant to the set outcomes on Citizenship Education. This method can be used to elicit the learner's competences that may not be observed directly or elicited through tests.

b) **Project Work**

A project is a set of activities implemented within a set timeframe with a clear start and end time, with a clearly stated purpose and set of outcomes. A project gives an opportunity to learners to apply their acquired knowledge and transferable skills to a real life situation. The teacher can challenge learners to identify a need in their community where they can provide services based on what they have learned.

Project work is important in enhancing the learner's creativity. The project must be based on specific learning outcomes and must have a criterion of assessment. The teacher should give guidelines on the project so that the learner can successfully accomplish the tasks involved in the project. Assessment of the project should be continuous with a view to guide the learner through the project work. In citizenship education projects can be carried out by individual learners or groups. When evaluating projects, the teacher may incorporate other assessment tools such as checklists and observation schedules to assess different aspects of the project such as planning, implementation and products.



c) **Questionnaires**

A questionnaire consists of a list of questions on various aspects of a person's situation or issue. It can be used before teaching to find out the needs, characteristics, experiences and knowledge levels of learners (entry behaviour) with regard to Global Citizenship Education. Questionnaires can also be used by the teacher to find out how learners are progressing and responding to the learning experiences aimed at developing their competencies. It can be given to learners to gather feedback on how they are applying their learned competencies in and out of school

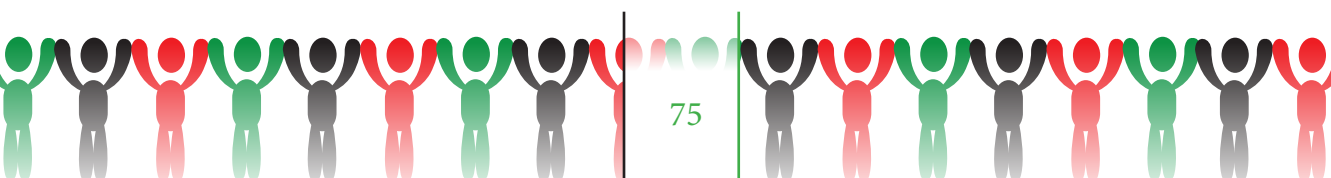
d) **Journals**

A journal is a document in which the learner keeps a record of their personal feelings, thoughts and experiences on a daily basis. It shows the activities carried out in a day by a learner.

A learner can use a journal to communicate with the teacher and self-evaluate their learning progress. Learner developments can be tracked through their writings and based on their performance, the teacher can provide support, challenge or both with regard to citizenship education.

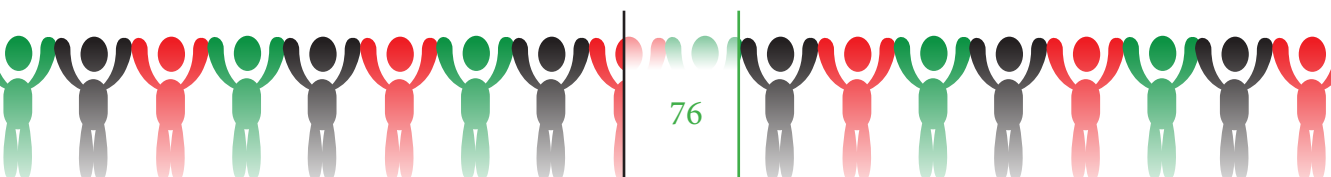
e) **Anecdotal records**

Anecdotal is a tool used to record specific observations of an individual learner's behaviour skills and attitudes as they relate to the outcomes in a program or unit. The observations may be described using reports, photos and drawings. The record mostly focuses on very simple, everyday interactions involving learners.

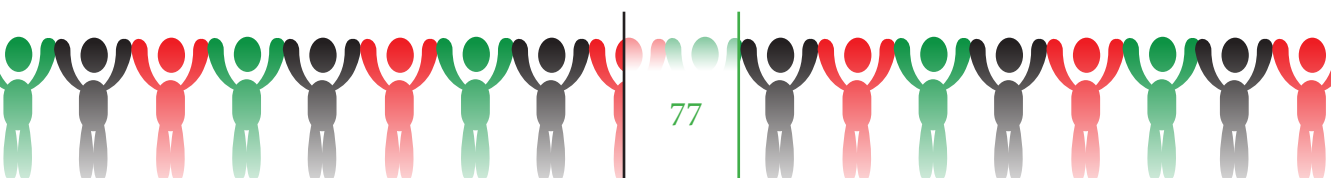


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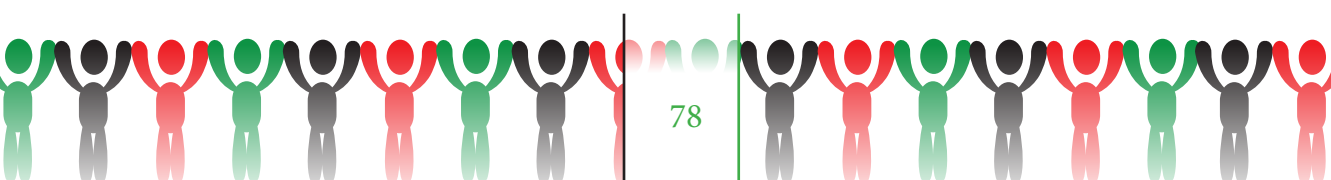
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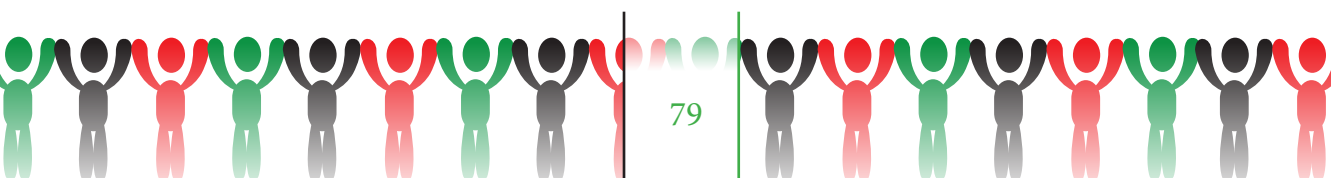
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APPENDICES

List of participants

No.	Name	Institution
1.	Jacqueline Onyango	KICD
2.	Ruth Mugambi	KICD
3.	Jane Nyaga	KICD
4.	Alphayo Ocholla	KICD
5.	Joash Manyi -	KICD
6.	Jane Njue	KICD
7.	Purity Warigia	KICD
8.	Winrose Rono	KICD
9.	Robai Musilivi	KICD
10.	Charity Makau	KICD
11.	Kaluli Nengo	KICD
12.	Marin Kagiri	KICD
13.	Nelly Machu	KICD
14.	Caroline Murianki	KICD
15.	Onesmus Kakungi	KICD
16.	George Othoo	KICD
17.	Veronica Mwangi	KNCHR
18.	Hassan Abdi	KNCHR
19.	Elijah Kandie	KNCHR
20.	Amos Wanyoike	KNCHR
21.	Mary Kangethe	KNATCOM
22.	Dorah Kitala	MoE

