KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

CITIZENSHIP EDUCATION

IN SECONDARY SCHOOLS IN KENYA

TEACHER'S TRAINING MANUAL

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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). This training manual has been developed to assist educators in the nurturing of the citizenship competency.

The making of responsible citizens is ultimately anchored on an education that seeks to nurture values and build competencies in learners to develop into good individuals and useful citizens. Citizenship Education (CE) aspires to instil in learner's responsibility for the world to which they belong. It plays a critical role in helping learners of all ages and backgrounds to be informed, critically literate, socially connected, ethical and engaged global citizens. CE is central to the Framework for 21st Century Competencies and Student Outcomes. It emphasizes the interconnectedness of the core values, Social and Emotional Competencies and Civic Literacy, Global Awareness and Cross-Cultural Skills that are critical for development of citizenship competency among learners.

This Training Manual 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.

The Citizenship Education (CE) Programme was introduced in Kenya to support the realization of the citizenship competency as stipulated in 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.

The development of the Training Manual 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 manual, which is a product of extensive consultation and inclusive process, was developed by officers drawn from KICD, Kenya National Commission on Human Rights and Kenya National Commission for UNESCO (KNATCOM).

In a very special way I wish to express my gratitude to APCELU, who provided financial and technical support for the development of this training manual.

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

I hope that this Training Manual will serve as an important tool and a pedagogical guideline for teachers to deepen their knowledge, skills, values and attitudes to implement the GCED Programme through use of transformative pedagogies for realization of the citizenship competency in Kenya. The manual has simple and clear step by step instructions and activities for the teacher to use. It is anticipated that the teachers will be trained using this manual before embarking on the implementation.

PROF. CHARLES O. ONG'ONDO
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ABBREVIATIONS AND ACRONYMS

APCEIU	Asia-Pacific Centre of Education for International Understanding
BECF	Basic Education Curriculum Framework
CBO	Community Based Organizations
CE	Citizenship Education
CEMASTEA	Centre for Mathematics, Science and Technology in Africa
CSL	Community Service Learning
GBV	Gender Based Violence
GCED	Global Citizenship Education
HR	Human Rights
HRBA	Human Rights Based Approach
IBE	International Bureau of Education
IPICC	Intersex Persons Implementation Coordination Committee
IPSK	Intersex Persons Society of Kenya
KATTI	Kenya Association of Technical Teachers Association
KEMI	Kenya Education Management Institute
KNCHR	Kenya National Commission on Human Rights
KICD	Kenya Institute of Curriculum Development
KIQ	Key Inquiry Question
KISE	Kenya Institute of Special Education

KNATCOM	Kenya National Commission for UNESCO
KNEC	Kenya National Examinations Council
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Education Teachers
MoE	Ministry of Education
NGEC	National Gender and Equality Commission
PA	Parents Association
PANTHER	Participation, Accountability, Non-discrimination, Transparency, Human Dignity, Empowerment and Rule of Law
PE & E	Parental Empowerment and Engagement
PWD	People With Disabilities
SAGAs	Semi-Autonomous Government Agencies
SD	Sustainable Development
SDGs	Sustainable Development Goals
SEE	Social Ethics Education
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
VbE	Values-based Education

INTRODUCTION OF THE MANUAL

The Kenya Institute of Curriculum Development (KICD) was established

as a state corporation under the Ministry of Education through the Act of Parliament No. 4 of 2013 (Amended 2019). K.I.C.D is the national curriculum and research Centre. The mandate conferred upon K.I.C.D is that of developing research-based curricula and curriculum support materials for basic and tertiary education and training. By virtue of this mandate, the Institute plays a central role in conceiving and implementing requisite curricula that is responsive to the dynamic needs of our society. Curriculum determines the future of any society. It is the software that drives the education system, equipping learners with desired competencies, values and attitude. This mandate commits the Institute to be responsive to the demands of the 21st Century skills. Currently, the country is undertaking education reforms meant to enable every Kenyan to become an engaged, empowered and ethical citizen.

Citizenship Education is a critical component in the Kenyan Education system. It equips the learner with knowledge, values, skills and attitudes which enable him or her become responsible to the family, community and nation.

At the secondary school level, Citizenship Education in mainstreamed in the school subjects. It is therefore the responsibility of the teacher to ensure that the Citizenship Competency is nurtured in the learner by deliberately infusing or integrating it in the content of the various subjects.

Aims of the manual

This training manual has been developed with the aim of enabling facilitators conduct training on CE efficiently and effectively. Specifically, the manual will be used to achieve the following specific aims:

1. Equip trainers with necessary knowledge, skills, attitudes and values in order to transform teachers to be CE ambassadors .

2. Prepare teachers to successfully mainstream CE in the secondary school curriculum.

3. Guide the trainers on learning resources necessary for effective

implementation of CE

4. Equip the trainer with varied methods and activities for effective training of CE

5. Enable trainer's plan for an engaging and well-coordinated training with clear focus on action points and assessment.

Target group

This training manual is intended for use by Master Trainers in their quest to equip Trainers of Trainers (TOTs) with required knowledge, skills, attitudes and values on CE, who will then train practising teachers handling all the subjects in forms one and two.

Training Duration

The training has been designed in two cohorts which will run concurrently. The first cohort will comprise County Directors of Education (MoE and TSC) Head teachers, Heads of Departments in secondary schools and Quality Assurance and Standards Officers (MoE). The second cohort will target practising teachers handling various subjects in forms one and two. Training for the first cohort will take three days while that of the practising teachers will be conducted in five days.

Training Methodology

The training will adopt methods that are participatory, experiential and practical in nature. This is geared to ensuring that participants get hands-on experience on what will be expected of them as they transition to the next stage of the programme.

The table below summarises some of the methods that will be used to ensure effective training on CE.

Table 1: Training Methods

Training Methods	
1. Story telling	8. Mind map
2. Brainstorming	9. Reflection
3. Group work	10. Case studies
4. Discussion	11. Use of flash cards
5. Pair work	12. Experiment
6. Gallery walks	13. Games
7. Interactive PowerPoint presentations	14. Designing activities

HOW TO USE THE MANUAL

The material is organised into eight units as follows:

Unit 1:   Introduction to Citizenship Education

Unit 2:   Governance

Unit 3:   Human rights

Unit 4:   Gender

Unit 5:   Sustainable development

Unit 6:   Diversity

Unit 7:   Peace and conflict resolution

Unit 8:   Lesson exemplars

Each unit is organised as follows:

- Introduction to the unit
- Session outcomes
- Key inquiry question(s)
- Key areas to be covered
- Activities through which participants are given opportunities to contextualise CE into their immediate environments
- Action points for the various CE strands and units

- Facilitator's notes

- Assessment to establish if learning has taken place

- Reflection which provides the facilitator with an opportunity to review overall delivery of each session.

Suggestions on various issues pertaining mainstreaming of CE in the secondary school curriculum have been made. However, the suggestions are neither exhaustive nor cast on stone. You will be expected to explore and engage other possibilities that may be more relevant and meaningful to your context and audience, alongside the suggested ideas.

UNIT 1

OVERVIEW OF CITIZENSHIP EDUCATION
Introduction

This unit on overview of Citizenship Education focuses the participant on sustainable Development Goals (SDGs), concept of Global Citizenship Education (GCED), Citizenship Education (CE), importance, background and levels. It explores the place of CE in curriculum in Kenya and the importance of citizenship in developing a sense of belonging. It enables the participant have knowledge about their role in their community, country, region and world in promoting sustainable development as responsible citizens. The aim of the unit is to enable participants develop self-confidence to make a positive contribution and act against social, economic, political and environmental injustices. By the end of this unit, participants will have reflected about their individual responsibility to act as responsible citizens at the family, local, national, regional and global levels.

Session 1: *Sustainable Development Goals and Global Citizenship Education*

Duration: 60 Minutes

Introduction

This session will enable participants to gain extra expertise to enable learners, school and community to become active citizens and contribute to achieving the Sustainable Development Goals (SDGs). Participants will learn how the SDGs can contribute to development of a clear school framework, and underpin teaching and learning, school's ethos and school community. The session will enable participants to reflect on "Act Local, Think Global". The session will provide opportunity for group discussions and sharing of ideas and experiences with each

other. It will increase participant's awareness of the SDGs - what they are and how they came to be. The session will begin with a 20 minutes presentation, three activities taking 45 Minutes and 15 Minutes for plenary discussions and summaries.

Key Inquiry Questions

1. How can we contribute to the achievement of SDGs in mu country?

2. How can we nurture learners to be engaged, empowered and ethical global citizens?

Session Outcomes

By the end of the session, the participant should be able to:

a. develop a common understanding of Sustainable Development Goals and Global Citizenship Education

b. explore the SDGs and GCED and why they are important for the future of learners and the world

c. embed GCED in the teaching and learning process, school ethos and community activities for sustainable development

d. inspire learners, school and community to be engaged, empowered and ethical citizens for mutual social wellbeing

Key Areas to be covered

- The SDGs
- Global Citizenship Education(GCED)

Resources

- Education 2020 Agenda
- Citizenship Education in Kenya: A Teacher's Handbook

- Printed SDGs

- The Constitution of Kenya

- Flip Charts

- Coloured Marker Pens

- Computer and projector

- Secondary School Syllabuses for various subjects

- PowerPoint presentation on SDGs and GCED

Activity 1: Group Discussion and plenary presentations (10 Minutes)

i.   Ask participants to buzz on the meaning of SDGs and write down some of the SDGs they are aware of

ii.   Participants present their responses

iii.   In small groups participant discuss the meaning of GCED

iv.   Divide participants into three groups and assign the following tasks:

   a.   Group 1: Identify natural disasters in the community and capture the natural disasters they encounter locally in a given period in their diaries. Suggest ways of mitigating the disasters and share.

   b.   Group 2: Explore issues on waste management in the locality and come up with ways of mitigating local waste management.

   c.   Group 3: Brainstorm on "Green Alternatives" for honey harvesting in the locality and develop green alternative prototypes and share

v.   Participants present their findings in plenary.

vi.   Summarize the session.

Activity 2: Global Citizenship Education (15 Minutes)

i. Ask participants to provide the meaning of Ubuntu and GCED in their own words.

ii. After clarifying the concept, ask participants to reflect on the following questions:

   a) How do these relate to their teaching context?

   b) Do these two concepts overlap? In what ways?

   c) Who is a global citizen?

iii. Let participants reflect individually for 2 minutes. Then have them work in pairs for 5 minutes and discuss with each other the differences in perceptions, experiences and practices.

iv. Conclude by stressing the importance of the SDGs and global Citizenship Education in today's education as it must equip students with the capacity to navigate and succeed in today's interconnected world. Schools can provide more opportunities for learners to critically examine global developments, so that they better understand their own circumstances and their possibilities for action in their community and the world. Schools can also let students engage in different activities that facilitate international and inter-cultural relations and foster an appreciation for the diversity of peoples, languages and cultures.

v. Transition by explaining to the participants that they will explore how they can promote global citizenship education in their teaching context.

Activity 3: Experience Sharing (20 Minutes)

i.   Set-up four stations and assign one host to each station. The host will be responsible for summarising the ideas that come up in the experience sharing on a flipchart paper:

        a) Whole school approach

        b) Cross-curricular activities

        c) Subject specific activities

        d) Exchange programs.

ii.   Ask each group move to together from one station to the next and start the experience sharing on the topic. This should be primarily from their own teaching experience, but they are also welcome to share other best practices they know related to these topics.

iii.   Explain that after a few minutes in each station, they will be expected to move to another station. The host introduces the topic by reading the description on his/her table and then summarising the answers in key words or bullet points on a flipchart paper

iv.   Explain that when welcoming new participants to the station, the host presents the topic again and summarises briefly what came up before and facilitates new discussions.

v.   After participants have gone through all the stations, invite participants back to plenary and ask each host to present a summary of the ideas shared in each station

vi.   Summarise the session.

Facilitator's notes

In 2015, 193 world leaders agreed to 17 goals for a better world by 2030. These goals have the power to end poverty, fight inequality

and stop climate change. Guided by the goals, it is now up to all of us, governments, businesses, schools, people young and old, to work together to build a better future for everyone. The SDGs are as follows:

Sustainable Development Goals (SDGs)	
Goal 1	End poverty in all its forms everywhere
Goal 2	End hunger, achieve food security and improved nutrition, and promote sustainable agriculture
Goal 3	Ensure healthy lives and promote well-being for all at all ages
Goal 4	Ensure inclusive and equitable quality education and promote life-long learning opportunities for all
Goal 5	Achieve gender equality and empower all women and girls
Goal 6	Ensure availability and sustainable management of water and sanitation for all
Goal 7	Ensure access to affordable, reliable, sustainable, and modern energy for all
Goal 8	Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all
Goal 9	Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation
Goal 10	Reduce inequality within and among countries
Goal 11	Make cities and human settlements inclusive, safe, resilient and sustainable
Goal 12	Ensure sustainable consumption and production patterns

Goal 13	Take urgent action to combat climate change and its impacts
Goal 14	Conserve and sustainably use the oceans, seas, and marine resources for sustainable development
Goal 15	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation, and halt biodiversity loss
Goal 16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable and inclusive institutions at all levels
Goal 17	Strengthen the means of implementation and revitalise the global partnership for sustainable development

While all the 17 SDGs are important to realise the 2030 Agenda vision, education is the main driver of development. Education is also implicitly linked to the other SDGs based on the principles of human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. SDG4 is the goal for education. With 7 outcome targets and 3 means of implementation, the goal aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Global Citizenship Education

Global Citizenship Education (GCED) is a target for Goal 4 of the 2030 agenda for sustainable Development and the post 2015 educational goals. It is a sense of belonging to the global community and a common sense of humanity. It enables learners to develop core competencies which allow them to actively engage with the local, national regional and global challenges, for them to live in a more just and sustainable community. It is the knowledge, skills, values and attitudes required to function within and beyond cultural communities and national

borders. Learners need to know and understand how life in their cultural communities and nation influence other nations around the world. GCED equips learners with knowledge, skills attitudes and values that reflect and instill respect for human rights, social justice, diversity, gender equity and equality, peace and conflict resolution and sustainable development. It is a sense of belonging to a broader community and common humanity for peaceful and sustainable world. The significance of GCED is reflected in Target 4.7 of the SDGs (United Nations, 2015):

> *By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.*

GCED goes beyond the study of specific issues in a subject. It goes beyond regular school programmes carried out outside the classrooms. It is gaining knowledge, skills and values to participate as engaged, empowered and ethical citizens and understanding our connection and responsibility to the environment and to each other as human beings. It is connecting knowing, doing and well- being. It is a way of understanding, acting and relating oneself to others and the environment, based on universal values through respect for diversity.

Who is a global Citizen?

A global citizen:

- Is aware of the wider world and has a sense of their own role as a world citizen
- Respects and values diversity
- Has an understanding of how the world works

- Is passionately committed to social justice
- Participates in the community at a range of levels, from the local to the global
- Works with others to make the world a more equitable and sustainable place
- Takes responsibility for their actions

Assessment

- Oral Questions as participants provide the meaning of SDGs and GCED in their own words
- Reflection as participants buzz on the meaning of SDGs and write down some of the SDGs they are aware of
- Observations as participants engage in group discussions on how to mainstream SDGs in the learning process
- Peer assessment as participants share experiences and present their findings in plenary
- Self-assessment as participants reflect on how they are currently promoting sustainable development goals and global citizenship education in participant's teaching context.

Action

- Participants to sing the National, East African and African Union Anthems and allow participants to be in silent while you play a drum slowly for a few minutes and participants reflect on the words in the anthems.
- Ask participants to have a moment of appreciation for the others in the group. Ask them to share something they are grateful for.
- End the session by telling participants the importance of relating well with others, finding ways to connect with other persons beyond their differences, and working together towards a common cause.

- Beyond our differences, we all share a common humanity.

- Each person is extraordinary/special and is part of the common humanity living in a shared universe

- We should all learn to work together for peace.

Facilitator's Reflection

- Did the activities bring out the SDGs and GCED messages? What went well?

- Were the participants able to relate GCED and Ubuntu and how GCED can be promoted through the various dimensions of learning?

- How can the session be improved?

Session 2: *Overview of Citizenship Education*

Time: 120 mins

Introduction

The session discusses concept of CE, its importance, background and levels. It provides a broad view of CE encompassing local, national, regional and global citizenship. The session will enable participants to explore their own perceptions on others and how this affects citizenship. They will also reflect on citizenship in the Kenyan context. The session will provide opportunity for group discussions and sharing of ideas and experiences. Participants will also be able to reflect on the National Goals of Education in Kenya in relation to citizenship and on how they can nurture learners to be engaged, empowered and ethical citizens. The session will begin with a 30 minutes presentation, three activities taking 70 Minutes and 20 Minutes for plenary discussions and summaries.

Key Inquiry Questions

1. Why teach citizenship?
2. What does it mean to be a responsible citizen?
3. How can we nurture learners to be engaged, empowered and ethical   citizens?

Session outcomes

By the end of the session, the participant will be able to:

a. examine the concept of CE in promoting social harmony

b. illustrate the various levels of CE as should be exemplified in real life

c. relate the Constitution , National Goals Of Education and promotion of citizenship in Kenya

d. explore CE context in Kenya for mutual social wellbeing

e. nurture active and responsible citizenry willing to participate in the life of the community, nation and the wider world.

Key Areas to be covered

The following areas will be covered in the session:

- The concept of CE
- Levels of CE
- CE in the Kenyan context

Resources

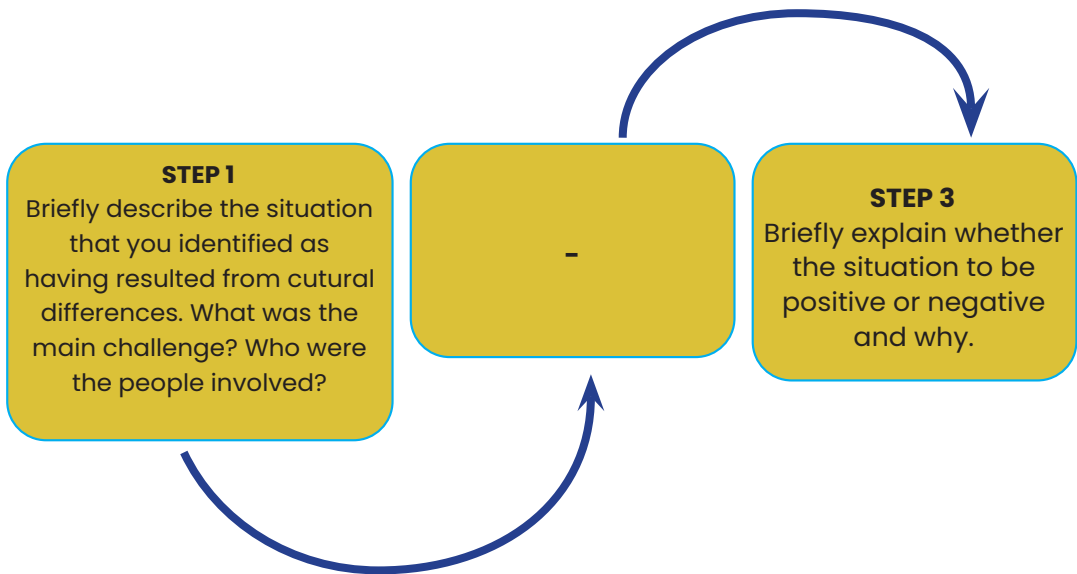- Flip Charts
- Coloured plain papers

- Marker pens
- Masking tape
- Picture for activities on perception
- Printed story of the three blind men and the elephant from the *Learning to Live Together Manual*
- Opaque bucket/basket
- Items such as hair clips and plastic balls
- Computer and projector
- Secondary School Syllabuses for the various subjects
- Printed National Goals of Education
- The Constitution of Kenya
- PowerPoint presentation on CE

Activity 1: Group Discussion (20 Minutes)

i. Ask participants to get into pairs and pretend that they are strangers meeting in a cocktail party. They should then introduce themselves to each other.

ii. After 1-2 minutes, ask participants to reflect on how they introduced themselves. Ask what categories they used.

iii. Brainstorm the general categories of information we often use to introduce each other when we meet someone for the first time. For example: name, age, sex, nationality, family role, religion, age, gender, ethnicity, job/study, taste in music, hobbies, sports, general likes and dislikes among others.

iv. Explain that we will now practise a different way of introducing ourselves.

v. Hand out paper and pens and explain that the first step is for each of them to draw a representation of their identity.

vi. They should equate their drawing to a star - with aspects of their identity that radiate out into society.

vii. Ask them to consider the eight to ten most important aspects

of their identity and to draw their personal star.

viii. Once their stars are ready, explain that they are going to find out how much each of them has in common with others in the group.

ix. Ask them to go around the room and compare their stars.

x. When they find someone else with whom they share a beam or ray in common, they should write that person's name near the beam. (For example, if Jane and Peter both have a "singer" beam, they should write each other's names along that beam).

xi. Give them a few minutes to walk around and talk to different people.

xii. Ask participants to reflect about what they perceived in each other's stars. You could ask:
   a) Which aspects of identity do people have in common and which ones are unique?
   b) How similar and different are people in the group?
   c) Do people have more in common with each other than they have differences?

xiii. Afterwards, guide them in a discussion on what they have discovered about themselves and each other using the following questions:
   a) What was your experience as you decided on the eight to ten most significant aspects of your identity?
   b) How was the process of comparing stars? Did you have more or less in common than you expected?
   c) In what ways does this exercise express the interconnectedness in the group?

xiv. Ask participants to share their experiences with another person in the room for five minutes guided by three steps below. You could write the steps on a flipchart:

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┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│       STEP 1        │      │                     │      │       STEP 3        │
│ Briefly describe    │      │                     │      │ Briefly explain     │
│ the situation       │      │          -          │      │ whether the         │
│ that you identified │      │                     │      │ situation to be     │
│ as having resulted  │      │                     │      │ positive or         │
│ from cutural        │      │                     │      │ negative and why.   │
│ differences. What   │      │                     │      │                     │
│ was the main        │      │                     │      │                     │
│ challenge? Who were │      │                     │      │                     │
│ the people involved?│      │                     │      │                     │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
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Adopted from AFS, 2018 Intercultural Learning at School: Teacher Training Manual

Activity 2: Group Work and Discussions (20 Minutes)

i.   Ask participants   to write about one of the following prompts:

- What is citizenship?

- What does it mean to be a citizen?

- What are the benefits of being a Kenyan citizen?

- What are the responsibilities of citizenship?

- If tomorrow you were told that you were no longer a citizen of this country, how do you think your life would change?

- Which other levels of citizenship are you aware of?

- On the white board or chart paper, create two categories titled "Benefits of Citizenship" and "Responsibilities of Citizenship."

- Facilitate a whole group discussion on (ii) above.

- Ask participants to relate the Constitution , National Goals of Education and promotion of citizenship in Kenya.

ii.   Ask participants to reflect on citizenship issues in Kenya and how to address them.

Participants Reflection: Ask participants to respond to each statement by writing an explanation for either agreeing or disagreeing.

- A citizen is defined only by the country he or she lives in. I agree/disagree because:
- A government should treat all of its citizens equally. I agree/disagree because:
- Being a citizen means you should be responsible to your country at all times. I agree/disagree because:
- Your identification with your country is more important than your identification with a group (i.e, race, religion, ethnicity, etc.). I agree/disagree because:

Activity 3: Perception activities (30 Minutes)

i.   Give the pictures on perception activities to the participants.

ii.   Ask the participants to form groups of about five participants.

iii.   Give each group one of the pictures for the activity on perception.

iv.   Allow time for the participants to freely discuss among themselves what they can see on each of the pictures.

v.   Refer to the story of "The Blind Men and the Elephant" on page 134 of the Learning to Live Together manual.

vi.   Read out the story to the participants.

vii.   Ask the participants to respond to these questions:

a)   What the story is about?

b)   What is the experience of each blind man?

Step 2

i. Put different items that are not familiar to the participants (e.g. hair clips, plastic ball) in an opaque bucket or basket.

ii. Hold the basket or bucket high enough so that the participants cannot see the objects.

iii. Let the participants take turns to feel the objects.

iv. After all the participants have touched the objects, let them describe what the object is. Facilitate a dialogue by asking the following questions:

a) Why do you think the three blind men had different experiences?

b) Did any of them describe the elephant correctly?

v. Remove the items, put them on the table and ask the participants whether their answers were correct. Ask the participants:

• Why did we touch the same object, yet describe it differently?

vi. Facilitate a discussion on what we learn from the activities. Build on the following points:

a) We can have different perceptions on the same thing.

b) Our perceptions may not always be the truth. There might be different truths.

c) It is, possible to hold incorrect views about other people, in the same way saw different things in the picture and gave different interpretations to the items they touched.

d) What we see is not always what we consider as the truth.

e) We should not judge others negatively because they hold different perceptions from ours.

vii. Ask the participants to identify situations at home , in school, community or in the country in which they might be holding incorrect views about others and to list them down in their note books

Action

- Invite participants to continue making observations about incorrect views they hold about others during the week.

- Ask participants to identify citizenship situations of mutual interest or that they would like to improve at school, home and community. For example a cleaner neighbourhood.

Facilitator's notes

Citizenship

Worldwide, national educational systems have sought to promote the goal of developing responsible citizens who will contribute to the well-being of their nations. Citizenship refers to a state of being a member of a particular social, political or national community. As a citizen, one enjoys privileges, freedoms and owes allegiance to the community/state or nation. Citizens are vested with a responsibility to participate in governance processes, for example community leadership, voting and offering oneself to be voted for. However, citizenship goes beyond acquisition of legal status and possessing certain privileges. It involves actively engaging with cultural, environmental political and economic systems. It is knowledge about other perspectives when taking action on local or global issues. In addition it advocates for the dignity and well-being of individuals and communities. It enables learners to value equity and diversity, and believe in their capacity to make a difference. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, national and the global dimensions.

Citizenship education

Citizenship Education entails development of competencies on skills

and attitudes about government, the constitution, human rights, justice, equality, democracy, duties and responsibilities of citizens, cultural norms, social expectations, national economic development aspirations, and historical past.

In CE, learners are nurtured to be responsible to the family, community, nation, region and world as well as understand their role in shaping the future. Citizenship Education is based on the three domains of learning – the cognitive, socio-emotional and behavioural.

The Constitution of Kenya, 2010 prioritises sustainable development as a national goal. The Constitution provides for human rights, fundamental freedoms, human dignity, inclusiveness, non-discrimination and multiculturalism. Citizenship is a critical component in all the National Goals of Education. Kenya Vision 2030 recognises the role of education in the development of founding values for the achievement of social and economic development.

Levels of Citizenship

- Individual level
- Family level
- Local level
- National level
- Global level

Individual level

- Learners develop respect for self and others.
- Learners develop self identity and awareness of self.
- Learners understand the individual rights and responsibilities.

Family level

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

Local level

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

National level

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

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 recognise that they can take part in preserving the environment.
- They also have civic duties and responsibilities to other citizens of the planet.
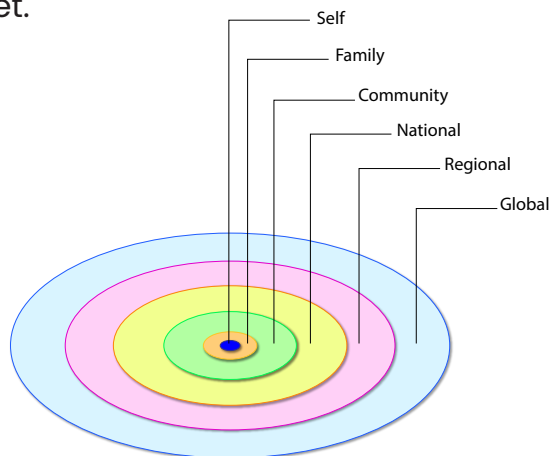
Self
Family
Community
National
Regional
Global

Fig 1: Levels of Citizenship

Assessment

- Oral Questions as participants discuss citizenship education. Reflection as participants identify situations at home, in

school, community or in the country where they might be holding incorrect views about others and to list them down in their note books.

- Observations as participants engage in group discussions on CE context in the locality.

- Self reflection as participants view the perception images

- Peer assessment as participants share experiences and present their ideas in plenary.

- Self-assessment as participants reflect their role in nurturing an engaged, empowered and ethical citizen.

Facilitator's Reflection

- Were the participants able to distinguish the various levels of citizenship?

- Did the activities enable participants to reflect on the effect of their perceptions on others in relation to citizenship and CE issues in the Kenyan context

Session 3: *Significance of Citizenship Education in the Kenyan Curriculum*

Time: 1 hour

Key Inquiry Questions

1. Why is it important to have mainstream Citizenship Education in our school curriculum?
2. What should be included in a Citizenship Education curriculum for secondary schools?

By the end of the session, the participant should be able to:

a. describe the importance of Citizenship Education in the school curriculum
b. analyse the National Goals of Education to establish elements of Citizenship Education
c. value the core strands in the Citizenship Education curriculum

Key areas to be covered

- Significance of Citizenship Education in Kenya's school Curriculum
- Elements of Citizenship in the National Goals of Education
- Core strands in Citizenship Education

Resources

- Citizenship Education Matrices
- National Goals of Education
- Citizenship Education Training Manual

Activity 1: Group Discussion

i. In groups, participants are asked to discuss one of the following:

- Describe a community with no rules for harmonious living
- Describe a school that has no school rules
- What is the meaning of Education and Curriculum?
- What is the aim of education?
- How can citizenship be addressed in a school environment?

ii. Participants present their findings in plenary
iii. Conclude by emphasising that for people to live harmoniously,

there must be rules and that education tries to address national issues.

Activity 2: Analysing National Goals of Education

i. Distribute a piece of paper with the National Goals of Education listed to each of the groups.

ii. Let each of the group members tick the national goals that have elements of citizenship.

iii. Ask participants in each group to justify their choices.

iv. Wrap up the activity by pointing out the key Citizenship Education issues outlined in the National Goals of Education.

Activity 3: Gallery walk

i. Place flip charts or manila papers on different parts of the room.

ii. On the first manila paper write- component of CE that should be addressed in the school curriculum

iii. On the rest of the charts write broad learning areas: languages, sciences, humanities, Creative Arts, Physical Education. Guide learners to identify the components of citizenship that can be addressed in the learning areas.

iv. Guide participants to go round and write what they feel can be included.

v. Read what is on each chart.

vi. Summarise the activity and provide the strands for CE.

Action

What will you do to support the mainstreaming of Citizenship Education in schools?

Facilitator's notes

Meaning of Citizenship

This refers to the relationship between an individual and a state to which the individual owes allegiance and is in turn entitled to protection. Citizenship implies the status of freedom with accompanying responsibilities. Citizens have certain rights, duties and responsibilities that are denied or only partially extended to aliens and other non-citizens residing in a country. In general, full political rights, including the right to vote and to hold public office, are predicated upon citizenship. The usual responsibilities of citizenship are allegiance, taxation, and military service.

Citizenship is the state of being vested with the rights, privileges, and duties of a citizen. It creates a sense of belonging and attachment to one's nation. Citizenship aims at building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world *(Basic Education Curriculum Framework, 2017 KICD).*

Citizenship also refers to a state of being a member of a particular social, political or national community. As a local citizen, one enjoys privileges, freedoms and owes allegiance to the communit, state or nation. Citizens are vested with the responsibility to participate in governance processes such as community leadership, voting and vying for or offering oneself for leadership positions.

Global Citizenship Education aims at:
   •   Equipping learners of all ages with the values, knowledge and skills that are based on and instil respect for human rights,

social justice, diversity, gender equality and environmental sustainability

- Empower learners to be responsible global citizens.

Core Competencies for Basic Education

The core competencies of Basic Education are:

a. Communication and Collaboration

b. Critical Thinking and Problem Solving

c. Imagination and Creativity

d. Citizenship

e. Digital Literacy

f. Learning to Learn

g. Self-Efficacy

Community Service Learning (CSL)

This is experiential education that enables learners to apply their knowledge and skills in a different setting. It is a balance between what learners learn and the real needs in the community. It therefore links meaningful human, safety, educational and environmental needs with those of the community. Learners work on real-life problems that make academic learning relevant while simultaneously enhancing their social skills, analytical ability, civic and ethical responsibility, self-efficacy, and career development.

In Basic Education, CSL is a mainstreamed in the formal curriculum for Grade 1 to 9 and a compulsory learning area in Grade 10 to 12. The main strands for CSL are:

a. Communication Skills

b. Citizenship

c. Entrepreneurship and Financial Literacy

d. Life Skills

e. Research

f. Community development

The strands for Citizenship Education in the curriculum are:

a. Governance
b. Human Rights
c. Gender
d. Sustainable Development
e. Diversity
f. Peace and Conflict Resolution

Assessment

Oral Questions: Ask participants to trace how Citizenship is developed in the basic education in the Kenyan curriculum.

Facilitator's reflection

Was the activity on analysing the National Goals of Education suitable for enabling participants to relate them to the core strands of Citizenship Education?

Session 4: *Principles of Citizenship Education and the Art of Mainstreaming Citizenship Education in Curriculum Delivery*

Time: 1 hour 30 minutes

Introduction

This session will address the following: Principles of CE and the art of mainstreaming CE in curriculum delivery, with a focus on CE transformative pedagogies, CE Resources and CE assessment.

1. What methods should we use to make learning meaningful, holistic and interactive?
2. How do we assess acquisition of values and attitudes?
3. What resources can we use to ensure CE concepts are well addressed?

Session outcomes

By the end of the session, the participant should be able to:

i.   Discuss the principles of CE in Basic Education

ii.   Discuss the meaning of transformative pedagogies in CE

iii. Examine the change required to facilitate a shift from the commonly used knowledge transmission approach to transformative pedagogies in CE

iv.   Explore the various approaches associated with transformative pedagogies for CE

v.   Design an activity in their subject using appropriate resources and assessment methods

vi.   Acknowledge the need to use transformative pedagogies in facilitating CE

Key areas to be covered

- Principles of CE
- Concept of transformative pedagogies in CE
- Shift from the commonly used knowledge transmission approach to transformative pedagogies in CE
- Approaches associated with transformative pedagogies for

CE

- Designing activities

Resources

- Citizenship Education: A teacher's Handbook
- Flash cards
- Manila paper
- Flip chart
- Resource persons

Activity 1: PowerPoint Presentations (15 minutes)

- Ask learners to discuss in pairs (for 2 minutes) on the meaning of the term principle.

- Wrap up the discussion by moderating their views.

- Make a presentation on the principles of CE in Basic Education.

Activity 2: Flashcards (20 minutes)

i. Put flash cards in a container of choice, each capturing one of the phrases captured in the table below:

- Nature of knowledge
- Role of the teacher
- Role of the student
- Approach to delivery
- Assessment of performance
- Methodologies

ii. Explain to participants that each card denotes a shift from the commonly used knowledge transmission approach to

transformative pedagogies in CE

iii.   Explain to them the meaning of transformative pedagogies.

iv.   Select participants at random to pick a card and explain the shift expected when facilitating CE

v.   Wrap up the discussion by going through the salient points.

Activity 3: PowerPoint Presentation (10 minutes)

Make an Interactive presentation on pedagogical approaches associated with transformative pedagogies for CE.

Activity 4: Designing Activities (45 minutes)

i.   Organise participants into groups.

ii.   Provide each group with one of the following instructional methods that can aid in promoting transformative pedagogies in CE:

- Organised debates
- Discussions
- Project
- Community Service Learning
- Story telling
- Case studies
- Dramatisation
- Dialogues

iii.   Ask participants to select a concept in their subject

iv. Let them create the activity (e.g., dialogue)

v. Let them explain, in point form, how the method will be used to integrate CE when handling the concept chosen, and capture the points on a manila paper

vi. Ask them to identify and write down the resources and assessment methods suitable for the activity

vii. Ask participants to post their charts on the wall, and guide them in taking a gallery walk as they note down the various ideas brought out in various groups

viii. Wrap up the activity by asking participants to sum up learning points.

Action

Participants to identify activities they would use to impart information on living in harmony with others.

Facilitator's notes

Principles of citizenship education in basic education

A principle is a basic idea or rule that explains or controls how something happens or works. In the context of CE, therefore, these are the broad philosophies that will guide the conceptualization and implementation of CE. The following guiding principles shall form the basis for development and implementation of Citizenship Education:

a) Inclusivity

- Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners.

- The delivery of Citizenship Education will take into consideration the learner's educational needs and abilities.

- Inclusion will ensure that all learners, regardless of their socio-economic background, physical, emotional and

intellectual development are accommodated in the delivery of Citizenship Education.

b) Diversity

- Diversity is the exploration and incorporation of differences related to race, colour, ethnicity, gender, sex, language, culture, beliefs, geographical location and religion to enrich learning.

- BECF emphasises that no learner should be excluded on the basis of the aforementioned differences.

- Citizenship Education will therefore lead the learner towards an appreciation of a common humanity regardless of our differences.

c) Values

- Citizenship Education is a key avenue towards nurturing an ethical citizen as envisioned in the BECF.

- Development of such a citizen involves nurturing the learner to do the right thing because it is the right thing to do.

- Nurturing of values will assist young people to be fully responsible for their own conduct, choices and relationships with others.

- The learner will be given opportunities for nurturing and practising values such as respect, responsibility, excellence, care and compassion, peace, trust and being ethical among others.

d) Parental Empowerment and Engagement

- Parental empowerment is the process of enhancing the capacity of parents or guardians to actively participate in the holistic development of their children in and out of school.

- Parents play a critical role in the development of values, skills and attitudes necessary for Citizenship Education.

e) Continuous Learning

- This principle hinges on the ability to pursue and persist in learning.

- It involves exploring new information and unlearning or relearning what was learnt earlier.

- For this change to happen, learners, teachers, parents and other stakeholders need to unlearn what impedes good citizenship such as bias and stereotypes, and re-learn citizenship skills previously acquired.

f) Linkages and Collaboration

- Effective implementation of Citizenship Education calls for development of linkages and collaboration networks among key players.

- Approaches such as interschool engagements, working with stakeholders from other ministries, members of the civil society, parents and community members will be adopted.

What are Transformative Pedagogies in CE?

- This 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.

- Focus is 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.

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	A wide variety of resources and interventions are used to engage students
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 presents information in a clear and comprehensive way	• Learners are able to accomplish their plan of inquiry • Learners change or deepen their knowledge, skills and values
Methodologies	The lecture format is the preferred method	• The teacher challenges learners to uncover facts and concepts • observing, hypothesising, experimenting and discovering are common
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

Table 1.1: Shift from the commonly used knowledge transmission

approach to transformative pedagogies in CE

Transformative pedagogical approaches for citizenship education

a. Holistic Approach - Concerned with the development of every person's intellectual, emotional, social and physical potential.

b. Collaborative Approach – Learners learn from one another since groups of learners work together to solve a problem or complete a task. The 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.

c. Learner Empowerment Approach-This is the practice of supporting learners to shape their learning and study for a sustainable future by: Empowering them to apply what they have learnt in their daily lives (at home and in school); encouraging learners to apply what they have learnt to respond to community needs and issues; guiding learners in the use of indigenous and new technologies to respond to local and global issues and providing opportunities for learner-led school and community projects.

d. Values-driven Approach

The teacher provides opportunities to nurture values such as respect, empathy, justice, compassion and responsibility.

e. Inquiry-Based Approach

In inquiry-based learning, 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.

Suggested Instructional methods to promote transformative pedagogies in CE

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

include:

- Structured debates
- Organised discussions
- Playing games
- Dramatisation
- Case studies
- Story telling
- Project-based learning
- Community Service Learning (CSL)
- Cooperative-based learning
- Problem-based learning
- Dialogue-based learning.

Assessment

Oral discussion: Ask participants to explain their take home for the session.

Facilitator's reflection

Did the activity in which participants designed activities enable them to acknowledge the shift from the commonly used knowledge transmission approach to transformative pedagogies in CE?

UNIT 2

GOVERNANCE
Introduction

In this unit, participants will be taken through the concepts of good governance, leadership and global governance.

Session 1: *Good Governance*

Time: 45 minutes

Introduction

This session outlines the principles of good governance and discusses benefits of good governance in school.

Key Inquiry Question

How does good governance promote social cohesion in society?

Session outcomes

By the end of the session, the participant should be able to:

a) analyse the principles of good governance in society
b) assess the benefits of good governance in school
c) apply the principles of good governance to promote social cohesion
d) embrace values of good governance for sustainable social interactions.

Key areas to be covered

- Principles of good governance
- Benefits of good governance in school

Resources

- The Constitution of Kenya, 2010
- Kenya Vision 2030
- SDGs
- Citizenship Education: A teacher's Handbook
- Handouts of the case study

Activity 1: Brainstorming (10 minutes)

i. Participants to brainstorm in pairs on the meaning of governance and good governance and share in plenary.

ii. Wrap up the brainstorming session by sharing the correct meaning of governance and good governance.

Activity 2. Discussion and experience sharing (15 minutes)

i. Participants to discuss the principles of good governance and share in plenary

ii. Participants to share experiences on benefits of good governance in school

iii. Wrap up the session by harmonising participants experiences on good governance in the school

iv. Participants to reflect on the following question:

How will you promote good governance in school?

Activity 3 Case Study. (20 Minutes)

i. Distribute copies of the following case study to participants. Ask them to read the passage.

Dr. Tumbo was elected the Governor of Faraja County for a period of five years. Faraja County was one of the most progressive and prosperous counties in the nation. It was well endowed with mineral and agricultural resources. The county equally had a well-maintained state of the art infrastructure.

In the beginning, Dr Tumbo was enthusiastic to promote development in the county as he had promised his electorates.

However as he embarked on constituting the executive arm of the County Government, he ensured that 50% of the members were his relatives including his wife and two children. His wife, who was the head of the tender committee, ensured that all the County tenders were awarded to her friends, relatives and anyone willing to pay a commission.

Employment in all the departments of Faraja County could only happen with the approval of Mrs Tumbo. It therefore goes without saying that only her friends, relatives and those who sang her song secured employment in the county.

ii. Participants to read the case study and reflect on the following questions
   a) According to the case study, what in your opinion should be the qualities of a good leader?
   b) How did the County government of Faraja violate the principles of good governance?
   c) Which legislations did Faraja County government go against?

d) How could the County government have done things differently?
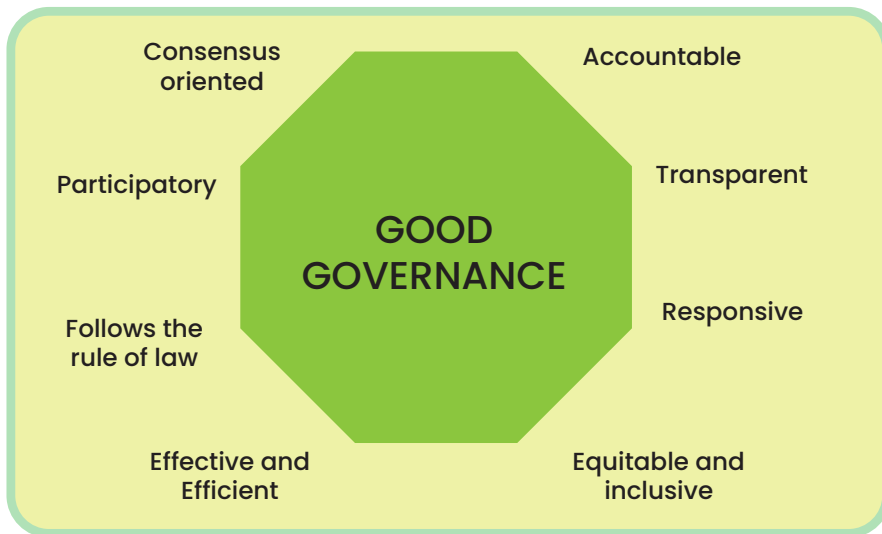
Governance

Good governance involves transparent and accountable management of human, natural, economic and financial resources for the purposes of equitable and sustainable development. It also refers to the process that ensures an organization performs its intended purpose, conforms with all relevant laws and meets the expectations of the society.

Governance is a process through which organizations make their important decisions, determine whom to involve in the process and how to render them accountable.

The principles of good governance include:

- Openness : accessibility of the general public to the decisions of the government;

- Participation: involvement and ownership by stakeholders;

- Fairness: all persons have equal opportunities to improve or maintain their well-being;

- Decency: rules are implemented without harming people;

- Accountability: political actors are responsible and accountable to the electorate; and

- Efficiency: use of limited resources for greatest outputs and public good.

Benefits of Good Governance in School

Assessment

- Oral questions :Ask oral questions on the meaning of governance
- Observation: Observe participants as they discuss and share in plenary the principles of good governance
- Reflection: Reflection as participants respond to the questions based on the case study

Facilitator's reflection

- Did participants grasp the meaning of good governance?
- Were they able to explain how they can promote good governance in school?

Session 2: *Leadership*

Time: 45minutes

Introduction

This session introduces participants to concepts of leadership, responsibilities of leadership in school and the guiding principles of leadership. It also explains the link between good leadership and promotion of good governance.

Key Inquiry Question

How does leadership promote good governance?

Session Outcomes

By the end of the session, the participant should be able to:

a. discuss the responsibilities of leadership in school
b. analyse the guiding principles of leadership in society
c. examine how good leadership promotes good governance in school
d. apply the guiding principles of leadership to promote good governance
e. appreciate the importance of good leadership in promoting governance

Key areas to be covered

- Responsibilities of leadership in school
- The guiding principles of leadership
- Leadership and good governance

Resources

- The Constitution of Kenya,
- The internet,
- Relevant publications
- Code of Conduct, Public Officers Ethics Act
- Citizenship Education. Teachers handbook

Activity 1: Brainstorming (5 minutes)

i. Participants to brainstorm on the meaning of a leader
ii. Facilitator to harmonise participant's responses and give the correct meaning of a leader

Activity 2: Think pair and share (10 minutes)

i. In pairs, participants think and share ideas on responsibilities of leadership in school.
ii. A few selected pairs to read out their discussion points at plenary.
iii. The facilitator to summarise the discussion points on responsibilities of leadership in school.

Activity 3: Discussion (10 minutes)

i. Take participants through the guiding principles of leadership.

ii. Guide participants to discuss in groups and share in plenary how leadership is essential in promotion of good governance

in school.

iii.   Conclude the session by giving the main highlights.

Activity 4: Reflection (20minutes)

Participants are guided to reflect on the following questions:

- What do I feel most confident about my leadership responsibilities at school ? (what am I doing right?)

- What do I feel are the biggest challenges to my leadership skills (What do I need to improve or address?)

    i.   Guide Participants to share their reflections at plenary

    ii.   Wrap up the activity by consolidating participants reflections.

Facilitator's notes

Meaning of a leader

A leader is a person who:

- Directs and guides
- Inspires, heads and manages
- Organises and coordinates affairs of a group
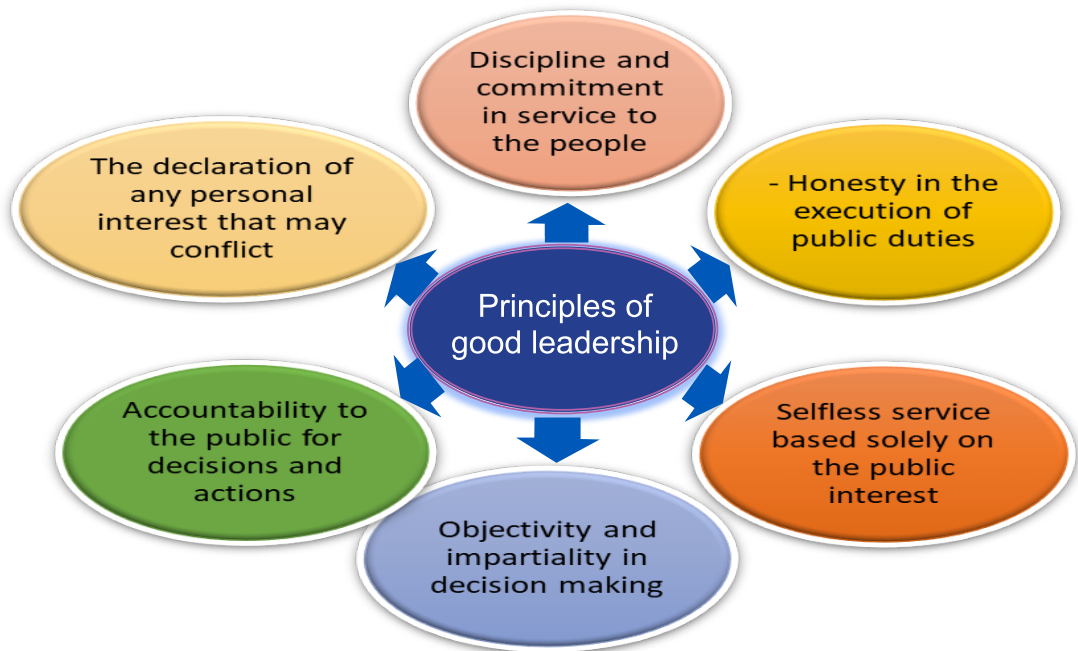
Responsibilities of leadership

Responsibilities of leadership are:

- Inspires and influences others to provide their maximum efforts and cooperation for the attainment of group objectives
- Directs and mentors others to ensure proper and prompt execution of instructions

- Motivates by creating a conducive working environment

- Creates a personal sense of belonging to the organisation to promote achievement of organisational goals employees

- Communicates effectively to employees in order to generate ideas and create mutual understanding among group members.

- Mediates to resolve conflicts peacefully at all times.

Guiding principles of leadership

The following diagram shows principles of good leadership:

Discipline and commitment in service to the people

The declaration of any personal interest that may conflict

- Honesty in the execution of public duties

Principles of good leadership

Accountability to the public for decisions and actions

Selfless service based solely on the public interest

Objectivity and impartiality in decision making

Assessment

- Oral Questions: Ask participants oral questions on the meaning of a leader and responsibilities of leadership in school.

- Observation: Observe participants level of enthusiasm as they discuss guiding principles of leadership.

- Reflection: Reflection on participant' responses on what they need to do to improve their leadership skills.

- Were participants able to relate good leadership to good governance in school?

  - Did participants clearly bring out what they need to do to improve their leadership skills?

Action

What will I do differently as an instructional leader in school?

Session 3: *Global Governance*

Time: 30 minutes

Introduction

This session addresses the following: meaning of global governance, ways of promoting interconnectedness between nations and how interdependence can enhance development and harmonious co-existence.

Key Inquiry Question(s)

1. How does global governance promote sustainable development in the society?

2. How does interconnectedness among nations enhance peaceful coexistence?

Session outcomes

By the end of the session, the participant should be able to:

a. discuss the meaning and benefits of global governance for content knowledge
b. explore ways of promoting interconnectedness between nations
c. share ideas on how interdependence can enhance development and harmonious co-existence among the citizens of the world
d. embrace the value of interconnectedness between nations

Key areas to be covered

- Meaning and benefits of global governance
- Ways of promoting interconnectedness between nations
- How interdependence can enhance development and harmonious co-existence

Resources

- Kenya Vision 2030
- SDGs
- Citizenship Education: A teacher's Handbook
- Citizenship Education Guidelines
- A resource pack for Global Citizenship Education (GCED)

Activity 1: Brainstorm (10 minutes)

i. Guide learners in a brainstorming activity on the meaning of the term global governance.

ii. Wrap up the activity by consolidating the participant's ideas

Activity 2: Mind map (20 minutes)

i. Draw a circle on the board or on a chart and write the phrase "interconnectedness among nations" in the circle

ii. Participants to suggest ways though which nations like Kenya can enhance interconnectedness with other nations.

iii. Participants to reflect on how interconnectedness among nations can enhance development and harmonious co-existence among the people of the world.

Action
In what ways can my community contribute to interconnectedness among nations?

Facilitator's notes

Global Citizenship

Global Citizenship denotes a sense of belonging to a broader community, beyond national boundaries, that emphasizes our common humanity and that draws the interconnectedness between the local and global, the national and international (UNESCO, 2015b, p.1). It refers to the notion of being part of a shared global community.

To create a generation that values the common good, we must understand how young people see the world today. The concern of global citizenship is encouraging young people to develop the knowledge, skills and values they need to engage with the world. Through global citizenship, young people gain the realisation that in the face of a changing world, they too can make a positive difference in building a safer and better world.

"Global citizens know that a world that deprives 1.2 billion people living in extreme poverty of their basic rights and opportunities is unjust and unacceptable. Global citizens believe that we must take action to end the injustice of extreme poverty, by changing the rules that keep people trapped in a cycle of poverty. Global citizens act to ensure that everybody, regardless of where they are born, has the basic rights to education, services and infrastructure that will allow them to move beyond poverty.

Source (A resource Pack for Global Citizenship Education (GCED), IBE-UNESCO, 2018 PG 35 –36)

Global citizenship helps learners to:

- Build their own understanding of world events
- Think about their values and what's important to them
- Relate their learning to real world situations and issues
- Challenge ignorance and intolerance
- Get involved in their local, national and global communities
- Realise that they have power to act and influence the world around them.

Ways though which nations of the world can enhance interconnectedness among nations.

Economic interdependence	• International trade – exports and imports • Tourism • Grants/Aids • Loans
Environmental interdependence	Environmental problems such as climate change, global warming, and the spread communicable disease has constantly brought world nations together to address these challenges

Political interdependence	• Coming together of countries under the umbrella of inter-governmental organizations makes it possible for countries to seek help from others. For instance, the World Bank, United Nations, African Union and the European Union, play critical role in assisting member countries in profound ways, be it domestic or international issues such as democratic governance, freedom of the media, independent judiciary, conflict resolution, peacekeeping and peace building. • Global levels of political representation
Socio-Cultural interdependence	• Global communication • Travel • Increased cultural exchange

Assessment

Oral questions: Ask participants to come up with ways of promoting interconnectedness among nations.

Observation: Observe level of enthusiasm as participants engage in various activities.

Facilitator's Reflection:

How well did the use of the mind map bring out issues on global citizenship?

HUMAN RIGHTS

Introduction

The unit focuses on important human rights concepts, and the duties and obligations of government in protection and promotion of human rights. The Human Rights Based Approach and the principles of human rights are also explored.

Session 1: *Concepts of Human Rights*

Time: 40 minutes

Key Inquiry Question

How are human rights relevant to social wellbeing?

Session Outcomes

By the end of the session, the participant should be able to:

a. define key human rights concepts

b. identify characteristics of human rights

c. explain the categories of human rights

d. outline the duties and obligations of the government in protection and promotion of human rights

e. appreciate the need to uphold the dignity of all human beings.

Key areas to be covered

- Concepts of human rights
- Characteristics of Human Rights
- Categories of human rights
- Duties and obligations of the government in protection and promotion of human rights

Resources

- Video on concepts of Human rights https://www.youtube.com/watch?v=oh3BbLk5UIQ
- Citizenship Education Matrix
- Writing materials, white board, markers, flips charts, masking tape, LCD Projector, computer or laptop, Video/DVDs,
- Relevant Acts of Parliament
- The Constitution of Kenya, 2010
- Citizenship Education: A Teacher's Handbook

Activity 1: Video on human rights

Tell the participants to discuss the human rights issues that are conveyed through the video.

Activity 2: Group Work

i. Ask the participants to write down their understanding of the meaning of Human rights on a piece of paper or flip chart.

ii. Allow the participants to exchanges their notes and share their views.

iii. Ask the participants to discuss the personal encounters with human rights issues in official capacity as teachers of

secondary schools. This should be done in groups of four.

Activity 3: Group Work

i.   In groups of five, ask the participants to identify the key stakeholders that are involved in the   education sector.

ii. Identify the right holders and duty bearers among the stakeholders listed above.

iii. Explain their roles in facilitating the realisation of the rights to education.

Action

1. What are you going to do to improve human rights in the community?
2. How will you address the human rights violations in your school?

Facilitator's Reflection

Did the use of the video capture major human rights concerns that participants need to conceptualise?

Assessment

Written work: Ask participants to write what they have understood from the session about human rights.

Facilitator's notes

The Concepts of Human Rights

Human rights are basic entitlements and fundamental freedoms that every human being possesses and is eligible to enjoy simply by virtue of being human. Human rights norms and standards are majorly derived from two principle types of international sources which are Customary International Law and Treaty law.

Customary International Law is international law which is developed through a general and consistent practice of States, followed because of a sense of legal obligation. If over a period of time States perform in a certain way because they are required to do so, that behavior becomes to be recognised as principle of international law for example the Universal Declaration of Human Rights (UDHR).

Treaty Law includes the law of human rights as set out in many international agreements collectively developed, signed and ratified by the States for example International Covenant on Economic, Social and cultural Rights and other human rights treaties.

Characteristics of Human Rights

- Universality: Human rights are the 'birth right' of all human beings everywhere in the world and are internationally guaranteed.

- Inherent/natural: Human rights belong to a person simply because they are human beings. They are not granted by any person or authority.

- Inalienability: Human rights cannot be waived or taken away from a person except under very limited and defined circumstances allowed by law consistent with human rights obligations.

- Indivisibility: All human rights have equal status, and no human right is superior or has higher priority than the other. Thus, the right of everyone to an adequate standard of living cannot be compromised at the expense of other rights, such as the right to health or the right to education

- Interrelated and interdependent: All human rights are interrelated and interdependent. Enjoyment of one right

facilitates enjoyment of another right. Violation of one's rights affects enjoyment of other rights. For example, denial of the right to education may affect enjoyment of the right to work while violation of the right to health may undermine the right to life.

Categories of Human Rights

Economic, Social and Cultural rights are rights that enable individuals and communities to enjoy the basic social and economic conditions necessary for one to live a life of dignity, self-esteem and freedom. Examples include the right to health, water and social security. Governments need to mobilise available resources in order to ensure that they progressively and constantly move towards the goal of ensuring universal enjoyment of these rights.

Civil and Political rights enable an individual to be able to participate freely in the civic and political space of his or her society. The rights limit the ability of state to interfere with the freedoms and entitlements of the individual. Group rights are rights that one enjoys in the community with others or rights that are specific to a particular group of persons. Violation of group rights affects a large group of rights holders collectively and not necessarily as individual rights holders.

State obligations in relation to human rights protection

(a) The Obligation to Protect: Human rights require the State to take positive measures to ensure that State and Non-State actors as well as private individuals do not violate or abuse human rights. This may include effective regulation and monitoring to ensure implementation of relevant laws, policies and programmes. It also compels the State to provide remedies for such violations. State has the duty to protect citizens even from third party violations and abuses e.g., land grabbing by private developers and pollution from industries

(b) Obligation to Fulfil: Human rights requires relevant State organs to take positive steps to advance the realisation of rights.

> These include taking appropriate legislative, administrative, budgetary and other measures to ensure full realisation of rights and freedoms. Measures taken should be comprehensive, coordinated, and transparent with clear goals, indicators and benchmarks for measuring progress.

Session 2: *Human Rights and Special groups*

Introduction

This session will cover the Human Rights Based Approach and the protection of the rights of special groups.

Time: 60 minutes

Key inquiry question

1. How does the Human Rights Based Approach take care of special groups?
2. Why are the principles of human rights critical to the promotion of human rights?

Session outcomes

By the end of the session, the participant should be able to:

a. define Human Rights Based Approach (HRBA)

b. explain the principles of human rights

c. analyse the Human Rights Based Approach and special groups

Key areas to be covered

- Definition of HRBA
- Principles of human rights

- Human rights based approach (HRBA) and special groups
- Resources
- Citizenship Education Handbook and Citizenship Education Matrix

Training Resources:

- Writing materials, white board, markers, flips charts, masking tape, LCD Projector, computer or laptop, Video/DVDs,
- Relevant Acts of Parliament,
- The Constitution of Kenya, 2010

Activity 1: HRBA Power walk (30 minutes)

The facilitator introduces the concepts on HRBA and how it seeks to address inequalities that could arise in any project. Special focus is given to the vulnerable and special groups.

i. Introduce the participants to the activity on power walk.

ii. Take the participants to an open space either inside or outside the training room.

iii. Give each participant a piece of paper with a character. Be sure that there is an intuitive ratio of powerful to vulnerable characters including women, youth and People With Disabilities (PWD).

iv. Ask participants to form a straight line, facing forwards.

v. The trainer announces "This line represents the Universal Declaration of Human Rights – Article 1: All human beings are born free and equal in dignity and rights. But development is a process that is inherently un-equal"

vi. The trainer then reads aloud the statements that are written

below – slowly and loudly, and repeats as necessary.

vii. Ask the participants to listen to the statements. If their character could answer "yes" to the statement, they should take one step forward. If their character would likely answer "no" or if unclear, they should remain in place. There should be enough space for powerful characters to take about 20 steps.

viii. The exercise is much more impressive, if those who answer "no" take one step backwards, but this usually requires a large open space, such as a football field or park.

Sample HRBA Statements

1. I can access information from Newspapers, TV and Radio stations daily.

2. My family can access a balanced diet meal daily.

3. I won't face discrimination or stigma when using public services.

4. I can access the highest standard of medical care within and outside the country.

5. I can access financial credits in any financial institution with ease.

6. I have access to or can afford the legal counsel of a lawyer when seeking redress.

Debriefing:

1. Once you have finished the questions, ask all participants to remain where they are

2. Ask participants at the front to read out their characters, loudly and slowly.

3. Who are they? Discuss: Why they are at the front?

4. Ask the people at the back who they are? Ask them how they felt as they watched all the others moving forward. (strategically it will be important to have a majority of female characters at the back in order to demonstrate gender inequality)

5. Refer to the statement: all are born equal in dignity and right,

and ask the group what should be done. (Should we work with those that have advanced?, with those that have regressed? or with both? should we hold people back?) The message should be that we should not hold people back. We cannot allow people to regress beyond the minimum guarantees that human rights provide. After all, human rights are minimum rules.

6. Lead a discussion on how to reach out to the people at the back. Because communities are very heterogeneous, it is important to make deliberate efforts to reach out to the special groups.
7. The rich and powerful (especially those at the very front of the line) won't have too much interest in helping the ones at the back. How could human rights assist in mitigating the differences?
8. Ask what the outcome of the power walk tells us about the way in which we should work during the country programme planning, implementation and evaluation.
9. Ask what capacities the different people need in order to participate effectively or to listen to others.
10. Summarise lesson learnt from the activity.

Assessment

Use the question and answers method to discuss why some moved far away from the line while others did not.

Action

i.   What should we do to reduce the disparities that exist in the society and assist those left behind to catch up with the rest?

ii.   How are we changing our programming in the day to day projects in our society?

Facilitator's Reflections

Did the power walk effectively bring out the idea of disparities in the

society?

Assessment

Oral Questions

Facilitator's notes

Human Rights-Based Approach is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights.

HRBA aims at achieving the same goals as other development approaches. However, it puts equal attention to the process chosen to achieve the goals, as the very achievement of the goals themselves.

Principles of Human Rights (PANTHER)

The following are bthe principles of PANTHER.

    i.   **Participation and Inclusion:** All human beings have the right to participate in and access information relating to the decision-making processes that affect their lives and well-being.

    ii.   **Accountability:** States and other duty-bearers have an obligation to ensure respect and observance of human rights in accordance with the law, and international and national human rights standards. Where their rights are violated, rights holders are entitled to seek redress before courts and other mechanisms.

    iii.   **Non-Discrimination and Equality:** All human beings are equal in dignity and rights. No one should be discriminated or denied their human rights on the basis of race, colour,

ethnicity, gender, age, language, sex, religion, political or other opinion, national, social or geographical origin, disability, property, birth or other status. Priority should be given to the most marginalized and disadvantaged members of society.

iv. **Transparency:** There should be transparency in all decision-making processes affecting peoples' lives.

v. **Human Dignity:** Every human being must be treated with a sense of worthiness.

vi. **Empowerment:** All human beings should be enabled to understand and claim their rights in order to facilitate them to fully participate in policies and decisions affecting their lives.

vii. **Rule of Law:** Every duty bearer and every person must comply with the law.

Human Rights Based Approach (HRBA) and the special groups

Special groups include women, youth and PWD in the school communities. They often face the risk of social, economic and political exclusion. They run the risk of being excluded from key decisions that affect them if protective measures are not put in place to promote and protect their rights.

HRBA Seeks to address inequalities that could arise in any project giving special focus to the vulnerable and special groups. HRBA seeks to respond to the following key questions which in turn help address the needs of special groups:

1. Who has been left behind and why? (This question helps in framing who a claim holder is and the reason for being left out)

2. What are they entitled to? (This question helps in framing the right in question)

3. Who has to do something about it? (This question helps in framing who the duty bearer is or are)

4.   What action do they need to do? (This question helps in framing the capacity required by duty bearers to take action)

Annex 1: Facilitation Note: Power Walk

Everyone starts off as equals, in a straight line that reflects Article 1 of the UDHR: All are born free and equal in dignity and rights. By the end of the exercise, they have all experienced very different outcomes, based on the process of development and individual abilities to 'claim their rights'. It will seem as if some lives are worth more than others.

The debriefing enables participants to reflect on the disparities that exist in any society and their causes (mainly power), and to consider how to address these disparities through programming. Besides the empasis on the intrinsic value of human rights in development, the exercise will also show the instrumental value of human rights in the development process.

You will need at least 30 minutes for this exercise to allow enough time for the discussion and debriefing. The issues that emerge during the debriefing illustrate and provide a rationale for a common understanding of HRBA. You may adapt the characters and questions to the country context to make it more relevant.

UNIT 4

GENDER

Introduction

This unit highlights gender identity, growth and development as well as the idea of gender roles. Additionally, myths, misconceptions and stereotypes related to gender are discussed. The unit addresses gender equity and inclusion.

Session 1: *Gender Identity*

Time: 1 hour

Introduction

This session will cover gender identity and roles and growth and development and differences in gender roles.

Key Inquiry Questions

1. Who am I?
2. What is the difference between sex and gender?
3. What tasks do I do because I am a girl or a boy?
4. How does social-cultural, religious and economic perspective influence gender roles?
5. Why is it important to know the growth and development milestones in boys and girls?

By the end of the session the participant should be able to:

a. distinguish the terms sex and gender
b. analyse and respect gender roles identified by different groups
c. identify and appreciate growth and development milestones in boys and girls.

Key areas to be covered

- Concept of sex and gender
- Sex and Gender roles
- Gender roles for different social-cultural, economic and religious groups.
- Growth and development milestones in boys and girls

Resources

- Charts, pictures or video clips showing different tasks being performed by boys and girls
- Facilities that allow for browsing the internet for information such as internet connectivity, laptop or desktop, projector, screen and tablets.
- Reference materials: Citizenship Education Handbook, books and encyclopaedia.

Activity 1: Gender game (20 minutes)

i. Write the following words in different flash cards: Leadership, money, generation, fetching water, raising children, cooking, family decision making, violence, active in church, caring for

the sick, digging graves, intelligent, sports, driving a bodaboda.

ii.   Create two corners in front of the class. Mark one as female and the other male.

iii. Allow the participant to pick one card and place it where it bests suits the gender.

iv.   Allow them to explain their decision to the class.

v.   Conclude by indicating that gender roles are social constructs and thus differ from one society or culture to another.

Note: Remind the participants that every person's decision is correct.

Activity 2: Sticker Game (20 minutes)

i.   Draw the following table on a flip chart or board.

Sex roles		Gender Roles	
Male	Female	Male	Female

ii.   Write the following words on stickers: fetching water, building a house, impregnation, chopping firewood, breast feeding, cleaning the home, pregnancy, head of the home

iii. Identify which of the sex and gender roles are for female and which ones are for the males.

iv.   Stick the stickers in the correct boxes

v.   Discuss the roles.

vi.   Conclude the activity by differentiating gender and sex roles.

Activity 3: Group Work

i. Participants draw a picture of a new born baby and a three-year-old child.

ii. List the main differences you see in the two children?

iii. In groups discuss the lists and add onto your list any new difference discussed.

iv. Study a picture of a six-year-old girl and a sixteen-year-old girl. What difference do you see? Are there other differences that you may not see?

v. Study a picture of a six-year-old girl and a sixteen-year-old girl. What difference do you see? Are there other differences that you may not see?

vi. Browse the internet and list the milestones for boys and girls.

vii. Compare with what you had earlier identified.

viii. In groups, compile the list and present it to the class.

Action

Which things will we do differently to support others as they go through their milestones?

Facilitator's Notes

The terms 'sex' and 'gender"' have often been used interchangeably. However, their differences are increasingly becoming clear providing opportunities for better understanding of each other regardless of our different social-cultural backgrounds.

Sex

Sex refers to the different biological and physiological characteristics or genetically acquired differences that makes us male, female or intersex. The biological differences include chromosomes, hormones

and reproductive organs. These differences provide different physiology and reproductive capabilities or potentialities such as ability to become pregnant and impregnant. These unique traits cannot be changed even with surgery.

Intersex

Intersex is an umbrella term for the different sex variation that have been documented. An intersex person is 'a person who is conceived or born with a biological sex characteristic that cannot be exclusively categorised in the common binary as female or male due to their inherent and mixed anatomical, hormonal, gonadal (ovaries and testes) or chromosomal (X and Y) patterns, which could be apparent prior to birth, in childhood, puberty and adulthood.' (Taskforce Report on Policy, legal, institutional and administrative reforms regarding Intersex persons in Kenya, 2018). An intersex person may not therefore, be easily identified as either male or female at birth and during childhood.

Gender

Gender refers to the characteristics, roles, norms, behaviours, activities, attributes and opportunities society and different cultures place on one due to their sex, (either male or female). Society places economic, social, political, and cultural attributes and opportunities for people based on them being man or woman.

Gender roles are socially constructed by different societies and cultures, classes and ages over a span of time. The specific roles and responsibilities of boys and girls are prescribed in different households and maybe influenced by culture, availability of resources and the environment. Gender varies from society to society and can change over a period of time.

Gender identity refers to a person's deeply felt, internal and individual experience of gender, which may or may not correspond to the person's physiology or designated sex at birth.

Growth and development milestones

The following chart shows the milestones of males and females.

Age(s)	Milestone	
0 to 1	• Tries to talk and respond to words • Stands alone • Walks holding onto furniture and may take a few steps without holding onto anything or anyone	
1 to 5 years	• Sings, dances and acts • Speaks clearly • Draws and writes letters that can be understood • Can stand on one foot, hops and does somersaults • Uses a spoon to feed themselves • Toilet trained	
5 to 10 years	• Grows significantly taller and gains weight • Signs of early puberty may develop in girls, such as breast buds and menstruation • Loose and replace teeth • Cognitive development apparent as they think and reason, read and write clearly, basic mathematical computations • Runs, rides bicycles, dances plays games with rules such as football and netball	
	Male	**Female**
10 – 13	• Grow facial and pubic hair • Voice deepens • Peer pressure • More independent • Verbally expresses feelings	• Pubic hair • Breasts develop • Menstruation period • Peer pressure • More independent • Verbally expresses feelings

14 to 18 years	• Body hair continues to grow • More muscular development • Concerned with body image • Need for independence and leadership roles • Seeks peer approval • Masters abstract thinking • Impatient with meaningless activities	• Body hair continues to develop • Breasts continue to enlarge • Menstruation regularises • Concerned with body image • Need for independence and leadership roles • Seek peer approval • Masters abstract thinking • Impatient with meaningless activities

Assessment

1. Observation as the participants carryout the activities
2. Oral questions.

Facilitator's Reflection

1. What can be improved to ensure a shift in the thinking of sex and gender roles?
2. Were the different milestones appreciated?

Session 2: *Myths, Misconceptions and Gender Stereotypes in the Community*

Time: 30 mins

Key Inquiry Questions

1) What are some common myths, misconceptions and stereotypes about the role of men and women in the community?
2) How do myths, misconceptions and stereotypes about men and women influence perceptions and interactions in the community?

Session outcomes

By the end of the session, the trainee should be able to:

a. analyse gender myths, misconceptions and stereotypes entrenched in the society
b. examine how the myths, misconceptions and stereotypes control social, economic and political interactions in the community
c. explore appropriate strategies for addressing gender stereotypes in school and in the community.

Key areas to be covered

- Myths, misconceptions and gender stereotypes in the community
- Social, economic and political interactions in the community that are based on the myths, misconceptions and stereotypes
- Interventions for addressing gender stereotypes in school and in the community

Resources

- Flip charts
- Flash cards
- Computer/ Projector

Activity 1: Group Work

Ask the participants to identify common myths, misconceptions and stereotypes associated with gender that are strongly held in the community. They should identify the proponents of the myths, misconceptions and stereotypes.

Activity 2: Pair work

Ask participants to share experiences on real life situations that nullify common myths, misconceptions and stereotypes associated with gender. Let them expound on how such experiences can be used to dispel myths, misconceptions and stereotypes associated with gender in school and in the community

Action

Make proposals for appropriate strategies for addressing gender myths, misconceptions and stereotypes.

How can the proposals be implemented in schools?

Facilitator's notes

Gender stereotypes are beliefs about men and women, manifested in day-to-day life. They include biased perceptions about how men

and women should behave, speak, dress and their overall conduct in society, based on their sex.

i.   Gender Stereotypes for women

Women are expected to be:

- Passive
- Persevering and accommodating
- Gentle and soft-spoken
- Domesticated and deal with homecare and child care
- Reserved

ii.   Gender Stereotypes for men

Men are expected to be:

- Active
- Strong, resilient and hardy
- Protectors and providers
- Outgoing, deal with major issues like controlling resources
- Decision makers who have the say over the family

Assessment

- Oral Questions: Ask participants how the myths, misconceptions and stereotypes control social, economic and political interactions in the community.

Facilitator's reflection

Does the use of real life experiences and familiar examples enable the participants to master the ideas better?

Session 3: *Gender Equity and Inclusion*

Time: 30 mins

Key Inquiry Questions

1) Why are gender equity and inclusion necessary in our society?
2) How can our society realize gender equity and inclusion?

Session outcomes

By the end of the session, the participant should be able to:

a. examine manifestations of unfairness/ partiality based on gender
b. apply equity and inclusion in day-to-day interactions within and outside the community

Key Areas to be covered

- Societal manifestations of unfairness/partiality based on gender
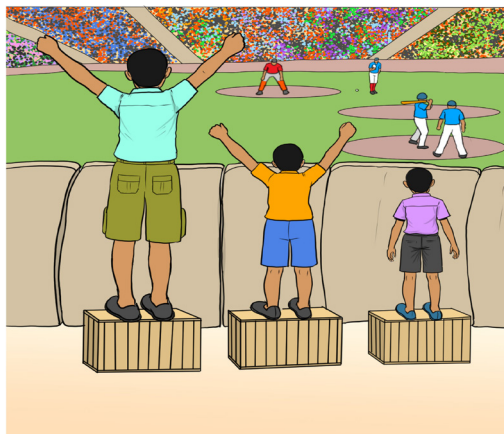- Practices to realise equity and inclusion within and outside the community.
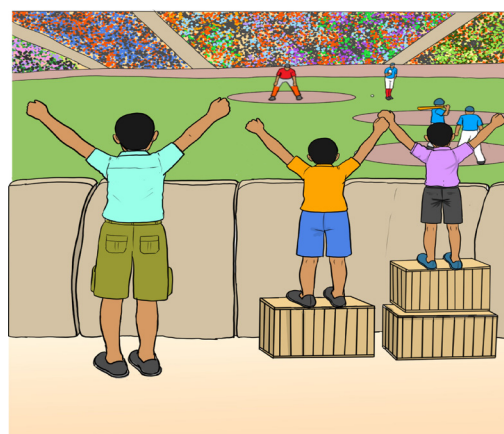
Resources

- Pictures

Activity 1: Group Work

Ask the participants to use local examples to illustrate equity at the level of access to resources, and opportunities at social and political level.

EQUALITY

EQUITY

Ask participants to observe the picture and share experiences on their understanding of equality and equity.

Guide the participants to share examples of programmes they know that support equity in their community.

Action

What interventions can you put in place to ensure equity in school, and during learning?

Facilitator's Notes

Gender Equity

Gender equity refers to giving women and men fair treatment in accordance to their needs. This is done either through being given equal treatment or different treatment that may be considered equivalent. Equity is lays emphasis on rights, benefits, obligations and opportunities.

Gender Equality

Gender equality takes into account the balance between the concerns

of men and women with a view to making them benefit equally. Men and women are treated equally and the focus is to remove biases that are influenced by masculinity and femininity. It aims at ensuring there are no barriers that inhibit individuals from fulfilling their full potentials and becoming equal citizens by creating shifts in norms and achieving positive outcomes in all spheres of life.

It shows that males and females have the freedom to do all things without being restricted by society. Deliberate actions are continuously being made to create a state in which access to rights or opportunities are not affected by being either male or female. Equality does not mean that a man is the same as a woman; it only means they are valued and treated in the same way.

Gender Equity and Gender Equality.

Gender equality stresses equal rights, responsibilities and opportunities for boys and girls, men and women. It means that rights, responsibilities and opportunities will not be based on gender. Equity seeks to address the different needs of men and women, as necessary.

Gender Inclusion

Is about ensuring that men and women, though different physically, feel accepted and welcomed. They should be respected and valued for who they are.

Assessment

Observation: Use a simple checklist as participants discuss equality and equity.

Oral Questions: Ask participants how they ensure gender inclusion in education.

Facilitator's Reflection.

Were the activities appropriate for articulating equality and inclusion clearly?

SUSTAINABLE DEVELOPMENT

Introduction

In this unit we shall learn the concept of Sustainable Development (SD) and its importance to economic development nationally, regionally and globally. The unit will also address resources, road safety, poverty reduction, child care and protection and disasters.

Session 1: *Concept of Sustainable Development*

Key Inquiry Question
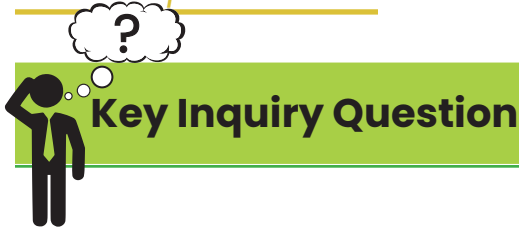
How important is SD to economic development of a country.

Session Outcomes

By the end of the session, the participant should be able to:

a. analyse the concept of SD in relation to national development.

b. relate the importance of SD to the economic development of a country.

c. appreciate SD in contributing to national development.

Key Areas to be covered

-   Concept of sustainable development
-   Importance of sustainable development

- Relationship between sustainable development and economic development of a country.

Resources

- Curriculum Designs/Syllabus.
- Citizenship Education Matrices.
- Textbooks
- Digital Devices
- Citizenship Education Teacher's Handbook
- The Constitution of Kenya

Activities

- In groups discuss and analyse the concept of Sustainable Development in relation to national development.
- In groups relate the importance of SD to economic development of a country

Actions

- Pick a theme and perform a song and drama on the importance SD in relation to national development.
- Design school policies or rules on SD.

Facilitator's notes

i) Sustainable development is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs.

ii) While development may be necessary to meet human needs and improve the quality of life, it must happen without depleting the capacity of the natural environment to meet present and future needs.

iii) There are two commonly used visualisations of how the various aspects of SD interact: one is of three overlapping circles representing the three pillars of SD, namely economy, society and environment.

iv) Citizenship Education equips the learner with knowledge, skills, attitudes and values to enable him or her appreciate and participate in protecting the quality of the environment.

v) This is done without endangering the pursuit for a just society that is intended to serve the needs of the present and future generations in a sustainable manner.

Importance of SD

vi) Sustainable development improves the quality of human life hence ensuring living within the carrying capacity of supporting ecosystems.

vii) It is a development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Assessment

Assessment can be carried out through the following methods:

- Observation
- Document Analysis
- Portfolio Assessment
- Self and Peer Assessment

Session 2: *Resources*

?

Key Inquiry Question(s):

1. What is the difference between renewable and non-renewable

resources?

2. How can resources be used efficiently?

Session Outcomes

By the end of the session, the participant should be able to:

a. distinguish between renewable and non-renewable resources available in the locality

b. discuss ways of using the available resources efficiently at all times for responsible and sustainable lifestyle

c. identify areas where efficient management of resources has been important to human beings

Key Areas to be covered

- Difference between renewable and non-renewable resources available in the locality.

- Importance of sustainable development

- Ways of consistently using the available resources efficiently for responsible and sustainable lifestyle.

- Areas where efficient management of resources has been important to human beings.

Resources

- Citizenship Education Teacher's Handbook

- The Constitution of Kenya

- Curriculum Designs/Syllabus.

- Citizenship Education Matrices.

- Textbooks

- Digital Devices

- In groups discuss the difference between renewable and non-renewable resources available in the locality and the importance of sustainable development.

- In groups, discuss ways of using the available resources efficiently at all times for responsible and sustainable lifestyle.

- Identify areas where efficient management of resources has been important to human beings. Cite both local and international examples.

Actions

- Identify cultural practices, norms and regulations in your community which promote proper management of renewable and non-renewable resources. Note them down and share in social media such as *WhatsApp* groups and *Facebook*.

Facilitator's notes

Table 5.1 Differences between Renewable and Non-renewable Resources

Renewable Resources	Non-renewable Resources
Depletion	
Renewable resources cannot be depleted over time	Non-renewable resources deplete over time
Sources	
Renewable resources include sunlight, water, wind and also geothermal sources such as hot springs and fumaroles	Non-renewable energy includes fossil fuels such as coal and petroleum.

Environmental Impact	
Most renewable resources have low carbon emissions and low carbon footprint	Non-renewable energy has a comparatively higher carbon footprint and carbon emissions.
Cost	
The upfront cost of renewable energy is high. – For instance, Generating electricity using technologies running on renewable energy is costlier than generating it with fossil fuels	Non-renewable energy has a comparatively lower upfront cost.
Infrastructure Requirements	
Infrastructure for harvesting renewable energy is prohibitively expensive and not easily accessible in most countries.	Cost-effective and accessible infrastructure is available for non-renewable energy across most countries
Area Requirements	
Requires a large piece of land/offshore area, especially for wind farms and solar farms	Comparatively lower area requirements

Resources can be used efficiently through the 4Rs; that is Reduce, Reuse, Recycle and Rethink.

Assessment

Assessment can be carried out through the following methods.

- Observation

- Document Analysis

- Portfolio Assessment

- Self and Peer Assessment.

Session 3: *Road Safety*

1. What are the reasons contributing to road accidents in the locality?

2. How can road accidents in the locality be mitigated?

Session Outcomes

By the end of the session, the participant should be able to:

a. Analyse the reasons contributing to road accidents in the locality

b. Discuss strategies of mitigating road accidents in the locality

c. Explain how observing how road safety has helped each other.

Key Areas to be covered

- Factors contributing to road accidents in the locality
- Strategies of mitigating road accidents in the locality.
- Appreciation of need to observe road safety all the times.

Resources

- Textbooks
- Digital Devices
- Citizenship Education Teacher's Handbook
- The Constitution of Kenya
- Curriculum Designs/Syllabus.
- Citizenship Education Matrices.

Activities

- In groups, analyse the reasons contributing to road accidents in the locality.
- Brainstorm on strategies of mitigating road accidents in the locality.
- In groups, share ideas on how careful observation of road safety has saved lives.

Actions

- In a group of five, each of the participants to identify a topic on road safety. Write a short article about it and design a brief magazine.
- Participants to have a written speech on road safety and deliver it to the rest of the participants.

Facilitator's notes

Road safety refers to methods and measures used to prevent road accidents and ensure safety of road users including pedestrians, cyclists, motorists, vehicle passengers among others.

Assessment

Assessment can be carried out through the following methods.

- Observation.
- Document Analysis.
- Portfolio Assessment.
- Self and Peer Assessment

UNIT 6

DIVERSITY

Introduction

This session covers the meaning, components, benefits and different ways of promoting diversity. Diversity is the foundation of a people's strength. It recognises and harnesses individual differences for the collective good.

Key inquiry questions

1. Why is diversity important in our society?
2. In what ways can diversity be enhanced?

Session outcomes

By the end of the session, the participant should be able to:

a. explain the concept of diversity as used in day-to-day life

b. examine components of diversity in real-life situations

c. demonstrate different ways of promoting diversity in society

d. acknowledge the need for diversity for peaceful co-existence in society.

Key areas to be covered

- Concept of diversity
- Components of diversity
- Importance of diversity

- Promoting diversity

Resources

- Sticky notes
- Pieces of stones
- Pictures showing people from different parts of the world (plus their cultural artefacts and economic activities)
- Globe showing Mother Nature and its diverse provisions
- Flip charts
- Marker pens
- Notepads
- A thinking icon (graphic representation of a business person looking at his/her business and asking the question: What else do I need from someone?)

Activity 1: Brainstorming (10 minutes)

i. Distribute sticky notes to all participants
ii. Ask participants to write the meaning of the word 'diversity'
iii. Guide participants to stick their notes at a strategic point in the training room
iv. Guide participants to read the statements on the sticky notes (let them take note of similarities and differences)
v. Make brief comments about the activity and the take home points

Activity 2: Discussion (20 Minutes)

i. Arrange the participants in a semi-circle.
   (The Facilitator will be expected to stand at a point where he/

she can clearly see all the participants.)

ii. Start the activity with a familiar and appropriate song like 'That stone which that stone which the builders of the house rejected'

iii. Give instructions to the participants about the nature of the activity they are to participate in that is, hold the piece of stone and examine it clearly while noting its texture. Each participant to figure out where the piece of stone might have been picked from, think of where and how it can be used and its general attributes.

iv. Participants to share their ideas with the rest of the participants.

v. Make general comments about the observations made by participants and then conclude the discussion.

vi. Address instances of stereotyping and misconceptions held by people when examining different objects/pictures/situations.

Note: It's the same piece of stone that will be passed from one participant to the other until all participants get to feel it.

Activity 3: Journaling (30 Minutes)

i. Ensure participants have a personal journal to record their learning as well as their reflections throughout the learning experience.

ii. Begin by assigning these prompts and asking participants to deeply explore the situation.

a) Is there someone in your life with whom you don't see eye to eye on a major issue (politics, climate change, gender rights, etc.)?

b) Describe how this plays out: heated arguments, topic avoidance, insults, communication breakdown, respectful disagreement, engaged conversation among others.

c) How do you think you might improve your conversations with this person?

iii. Begin a discussion with participants by asking the following:
   a) What makes a conversation go really well?
   b) What does it mean to listen?
   c) What is the difference between hearing and listening?
   d) What does it mean to be heard?

iv. In pairs (or in their journals), ask participants to reflect on a personal experience:
   a) Has there been a time when you felt your conversation or perspective was misunderstood?
   b) What are some strategies one can use to understand someone else's story better?
   c) Why might it be challenging to accept that our stories of the same circumstance might both be different and true?
   d) If we accept this, how might it change the way you speak with others in difficult conversations? What does it feel like when our side of a story in a conflict is not heard or understood?

v. In pairs (or in their journals), ask participants to reflect on a personal experience:
   a) How would you feel about engaging with someone you know hates you, thinks you don't belong, assumes things about you that are untrue, may even wish you harm?
   b) What kind of communication super-skills would you need to talk to that person?

Activity 4: Gallery Walk (30 Minutes)

i. Arrange various pictures and/or illustrations in the training room or classroom. These could be pictures of different people drawn from various parts of the world (depicting their economic activities, cultural expression among others). Equally, there could

be illustrations of the globe and its diverse provisions (water as a resource, water creatures, land and birds of the air for example).

ii. Guide participants to take a gallery walk while taking some brief notes about what they have observed, that is differences and similarities, interdependences (if any), and requirements for mutual cooperation among other aspects.

iii. Guide participants in a discussion focusing on the various aspects.

iv. Conclude the activity by emphasising on the following:
- All features on the surface of the earth are important
- The assortment breaks monotony in the arrangement as it offers attractive patterns to look at
- No one entity is superior and none is inferior
- Synergistic benefits are truly realisable in a diverse world

Action

Ask participants to reflect about the way they have been relating with other people. What has been the norm? How can they improve on their interactions?

Facilitator's notes

Concept of Diversity

There is no one accepted definition of the term diversity. Diversity represents a multitude of individual differences as well as similarities that exist among people . They include age, race, creed, colour, nationality, religion and sexuality. It begins with the recognition of individual and personality differences that depict human nature.

Components of Diversity

Diversity is thought of as constituting different components. An onion can be used to exemplify the various components – when the layers are peeled off, they reveal the core.   These components would be

delineated in a layered structure, as illustrated below:
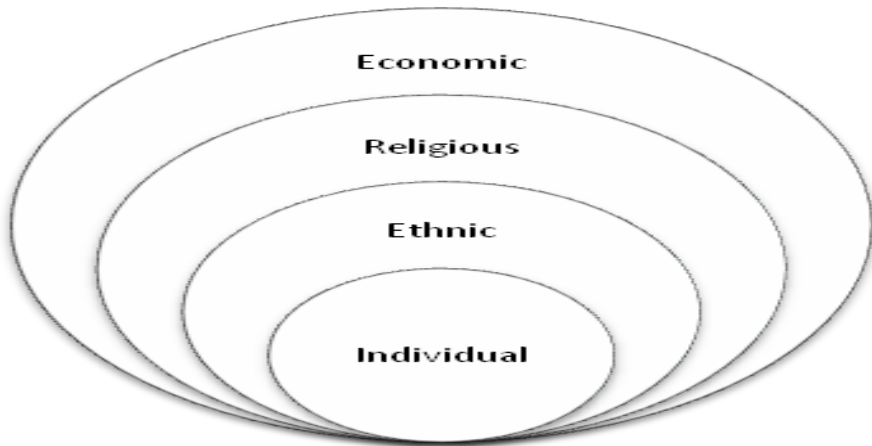
Components of Diversity
Source: KICD Citizenship Education (CE) Matrices (2020)

Individual differences

An appreciation of the self while recognising other people's differences promotes a deeper understanding of human nature. One's personality makes him/her different from others. Some degree of self-awareness is critical for accommodating people's uniqueness in terms of their strengths, weaknesses challenges and social-economic backgrounds. Self-awareness leads to an enhanced level of self-identity, self-respect, self-control and respect for others among other attributes.

Ethnic differences

Kenya as a nation is made up of different ethnic groupings. Each ethnicity is unique in terms of its social-cultural orientation and other related aspects. Thus, the various groupings depict the wealth of the country's diversity. This notion promotes respect for all ethnic groups while eliminating the unfounded myths and misconceptions about others that inadvertently leads to *"othering"* certain communities.

Religious Diversity

The subject of faith is clearly delineated in the constitution. Every

religious grouping's ideology and doctrines are unique. Kenya as a country recognises the existence of different religions in the country. That recognition calls for religious tolerance and contribution through various inter-faith activities all aimed at promoting harmonious co-existence.

Economic Diversity

Kenya as a country is endowed differently. Economic diversity should be embraced by all as it offers opportunities for exchange of goods and services based on the forces of demand and supply. Thus, economic differences create an avenue for interdependence between the various counties and regions in the country. This leads to an appreciation of economic diversity as a necessary enabler for sustainable development of the country.

Benefits of Diversity

Diversity is essential in the following ways:

1) It brings together people with different viewpoints, ideas, skills, abilities and other attributes that ultimately benefits an entity
2) Its appreciation nurtures the value of empathy and care for Mother Nature in relation to its provisions
3) It promotes respect for others irrespective of their intellectual, material and other social parameters

In conclusion,

- We have different names as participants
- We have different people in our county
- There are weaknesses and strengths in diversity
- Diversity portrays the mosaic of Mother Nature's provisions
- Interrelationships and interdependencies are a common denominator in a diverse world

Session Assessment

1) Use a checklist to make observations among members of

a group during their interactions for example Participants Observation schedule.

2) Administer a pre-designed questionnaire through an interview session.

3) Allow participants to journalise their experiences from the first day to the last day of the workshop

Facilitator's reflection

The Facilitator should ask himself/herself the following questions:

1) How would the world look like if I happen to be the sole being?

2) What does the expression 1+1>2 mean?

UNIT 7

PEACE AND CONFLICT RESOLUTION

Session 1: *Peace*

Time: 1 hr 40 mins

Introduction

This unit covers, the definition of peace, causes of personal, community and national lack of peace, the challenges that underlie the mainstreaming of peace, the approaches that can be used to mainstream peace and the benefits of peace.

Key inquiry questions

1. Who is the most peaceful person you know? Why is she or her that way?

2. What makes some people to take a stand against violence, while others choose to participate in it?

Session outcomes

By the end of the session the participant should be able to:

a. define the term peace for understanding

b. examine reasons for lack of peace at personal, community and national levels.

c. determine the challenges that underlie mainstreaming of peace

in the school context

d. outline the various approaches that can be used to mainstream peace in the learning process

e. share the benefits of peace to the community and nation

f. recognire the importance of maintaining peace for personal, national and regional development.

Key Areas to Be Covered

- Definition of peace

- Causes of lack of peace at personal, community and national levels

- Challenges for mainstreaming of peace

- Approaches for mainstreaming peace

- Benefits of peace

Please check whether your document structure is in line with the guidance shared on the last day of the workshop:

Resources

Marker pens, flip charts, chart, training timetable, laptop, power and power source, internet

Activity 1: group work and pair work (10 Minutes)

Using the lap top, lead the participants in the singing of first stanza of the National Anthem in English.

Let them brainstorm on why the word peace is critical in our National Anthem

Ask the participants to buzz in pairs or small groups on the meaning of peace. Conclude by giving the correct definition of peace.

Activity 2: Group Work (10 Minutes)

Draw a large circle on the ground. Divide it into school terms.

The participants discuss the activities that take place in each school term.

Are there activities that are a potential source of conflict?

Guide participants in a discussion on activities the school can engage in to enhance peace among and within the school community

Activity 3: group work (10 Minutes)

Draw a large circle on the ground. Divide it into 12 parts, each part to represent a month of the year.

The participants discuss the activities that take place in the community in each month of the year.

Are their activities that are a potential source of conflict?

Participants to suggest ways of making the activities peaceful.

Participants to Brainstorm on activities that the community can engage in for peace building

Activity 4: Role play (30 minutes)

Skit to simulate solving school problems in peaceful ways (adapted from Heart-Mind Online.

This lesson uses scenario planning and acting and analysing to practise solving problems peacefully in ways that are relevant and personalised for students. It can be adapted to any age level simply by adjusting the depth of dialogue and complexity of the problem. The

process helps the student to develop empathy by providing them with an opportunity to feel, think and apply their knowledge and experience to conflict and problem-solving.

Lesson plan:

Specific learning outcomes

By the end of the lesson the sstudent will be able to:

a) identify peaceful ways of solving common school and classroom problems

b) reflect on the causes of the problems and the potential actions to solve them peacefully.

Materials required

- White/black board (discussion notes)
- iPad (for filming)
- any props or materials needed for the skit
- projector to show or present the recorded skits

Teaching Learning Activities:

i.   Activate Thinking: Write "Solving Problems Peacefully" on the board. The participants discuss what "peace" and "peacefully" means. Note that peace is not about avoiding conflict entirely, being compliant or disengaged.

ii.   Introduce the idea of school problems and let the participants brainstorm on problems the students face regularly. Record the participants responses on the board for them to reference later. Problems may include power imbalances, self-esteem, miscommunication and assumptions.

iii. Pick one example and have volunteers come up and improvise the scenario. Discuss the emotions that are potentially felt by those involved in the problem scenario.

iv. Brainstorm how this problem may be solved in peaceful ways.

Note:

i. Explain that the participants will work in small groups to create and act out a typical school/classroom-based problem.

ii. Suggest that each group select a problem listed from the brainstorm.

iii. In addition to the problem skit, each group will be required to discuss strategies to solving that problem scenario peacefully. Choose one and act it out as a "peaceful solution." (Prompt groups to think about what the problem looks, sounds and feels like.)

iv. Film each group's skits. Each group will act out the problem and then their peaceful solution.

v. Once filming is complete, let participants watch the videos together as a class.

vi. For each small group's video, show the problem skit first, then pause the recording to avail time for participants to hold a class discussion on ideas to solve the scenario peacefully.

vii. Finally, show the group's filmed version of their peaceful solution. Repeat this process for each group's.

viii. Challenge the participants to apply what they have learned in solving problems in their class and school.

ix. Wrap up the session by looking at the challenges of mainstreaming peace in the school setting.

Adaptations

- In a school setting , pair certain students together in terms of

ability or support.

- Students who are too shy can choose to take on a "directing role" if they do not want to be in the film.
- Each group could have a presenter or co-host to discuss their video with the class.
- Nervous students can have non-speaking roles
- Shy groups may need encouragement and help scripting what they will say.

Follow up activities

- Have students reflect on the lesson in a journal entry
- Older classes could share these videos with younger students through "buddy" relationships or leadership lessons

Activity 5: Game (20 Minutes)

The game illustrates the interconnected of people in a family, community and nation. When something happens in the family, community, nation or between nations affects everyone.

Procedure

The participants stand in a circle (they are the team members TM)

The team leader (TL) stands within the circle close to the edge, holding a ball of string.

TL: "Who can name a plant that grows in this area?"

TM: "Cabbages"

TL: throws the ball of thread to the participant who has answered the question and is left holding on to one end of the ball of thread

TL: "Is there an animal living around here that might eat the cabbage?"

TM: "Rabbits".

TL: requests the TM who has the ball of thread to throw it to the TM who has answered.

TL: "What can a family do to the rabbit to put a meal on the table?"

This question can enlist more than two answers

The TMs who answer the question get the ball of thread.

Note: Many questions can be asked and answered. Any person can become a TL and ask questions.
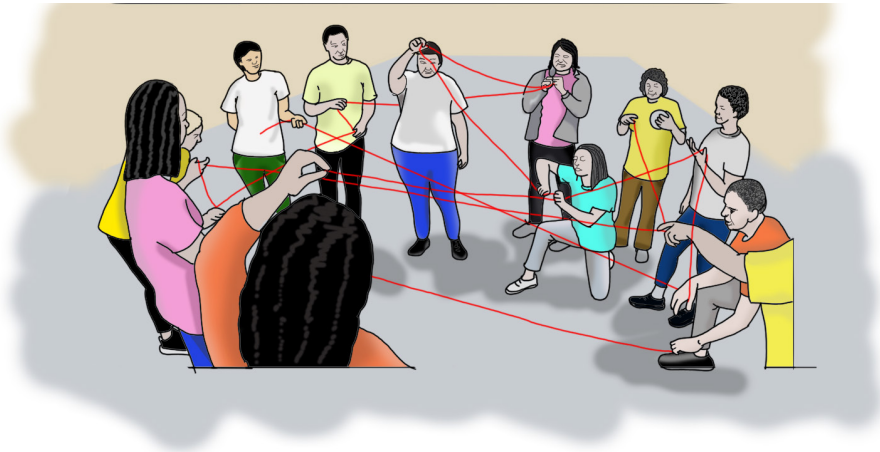
Facilitator – lead the participants to brainstorm on:

i.   Areas interconnectedness in the school, community and nation.

ii.   How lack of peace affects this connectedness.

Activity 6: Game: Mutual Support and Cooperation (10 minutes)

In this game, 'the counterbalance supports' the support the participants provide each one another is a representation of mutual support and cooperation in a school, family, community, nation and among nation.

Material:

A tug of war rope or its equivalent

Step i: organization

Participants make a circle around a rope that has been tied in a knot to form a circle.

Step ii: procedure

- Participants squat down around the rope, holding the rope with both hands.
- At the count of three, all the participants lean back and using the energy of the group they stand up.
- When everyone has stood up, the participants can again, on the count of three, carefully lean back into a squat.

Knotted rope

Step iii: Ask the participants to brainstorm the climate under which mutual support and cooperation in a school, family, community, nation and among nations is possible.

Step iv: wrap up the session by emphasising that there is need for peace for such a climate to prevail and examining causes of personal, community and national lack of peace

Activity 7: Action (10 Min)

The participant to outline the various actions they will take to mainstream peace in their lessons in the various subjects.

Definition of Peace

The National Anthem in Kiswahili and English	
Ee Mungu nguvu yetu Ilete baraka kwetu Haki iwe ngao na mlinzi Natukae na undugu Amani na uhuru Raha tupate na ustawi.	O God of all creation Bless this our land and nation Justice be our shield and defender May we dwell in unity Peace and liberty Plenty be found within our borders.

Peace means not only the lack of violent conflicts, but also the presence of justice and equity, respect for human rights and for the Earth.

Johan Galtung - Norwegian scholar and researcher, defined peace in two aspects - negative and positive peace. Negative peace refers to absence of violent conflicts between states or within states. Positive peace is the absence of violent conflict combined with a situation where there is equity, justice and development.

The absence of war does not guarantee that people do not suffer psychological violence, repression, injustice and a lack of access to their rights. Therefore, peace cannot be defined only by negative peace.

Peace is a concept of non-violence and cooperative attitude through which people, communities and nations coexist to protect themselves from waring circumstances. Thus, peace education is the kind of method which helps in obtaining a culture of peace and an important strategy towards preventing violent conflict within a nation and in the globe. Hence, there is need to educate the teacher on the fundamentals of peace education. This will enable them to serve as change agents in the family, school and the immediate environment.

In school, the teacher is at the heart of the learning process and has a crucial role to play in transforming the learners to reject violence

and to ensure they uphold values of respect for human dignity, justice, tolerance, interfaith and intercultural understanding and cooperation.

"Peace comes from being able to contribute the best that we have, and all that we are, toward creating a world that supports everyone. But it is also securing the space for others to contribute the best that they have and all that they are." Hafsat Abiola

Reasons for lack of personal peace:

Personal Peace

The following are some of the things that lead to person lacking peace among others

Engaging with toxic people

The people a person engages with affect the way that person thinks, feels, and behaves. Engaging with people who have no virtue takes a toll on a person's well-being. It is important to establish healthy emotional and physical boundaries.

The victim's mentality

Thinking that people are out to get you will prevent you from being your best. A person who blames all of their problems on external circumstances never takes responsibility for their life. It is good to focus on the things that you can control, and not waste time on self-blame.

Excessive self-blame

A person who thinks that things fail because of his or her fault is affected in the manner they see themselves or the world around them. An individual should recognise that they are responsible for their choices, but also that there are other factors beyond their control, such as state of the economy, the weather, and other people's choices, that affect the way things turn out.

Trying to impress people

There people who spend a lot of their time trying to make people

like them. and depend on admiration from others. However, this gives other people power over you. Try to acquire values that you can live by, instead of depending on other people's approval.

Grudges

Clinging to anger and hatred only reduces a person's life. Let go of grudges and focus your energies on more important things. Do not allow abuse from others or pent-up resentment to take the place of your happiness.

Quest for material things

A person who expects material assets to satisfy their needs are left disappointed. No matter how much property an individual has, it does not provide peace of mind. It is good to enjoy material possession, but also be aware that it will not give you joy and contentment.

Community Peace

This is hampered by:

- cultural autonomy and the reaction of the state to such demands
- shortcomings in the judiciary
- state fails to deliver basic goods and services to particular areas and category of people
- exclusion and lack of fair and equal access to decision-making.

National Peace

This is not achieved due to:

- Unequal sharing of resources such as land
- Political agitation
- regional claims for more autonomy
- state failure to ensure security

Benefits of maintaining peace

Personal peace

- enables a person to focus
- increases the ability to handle difficult situations
- eliminates impatience and anger
- Promotes patience, tolerance and tact
- eliminates stress, anxieties and worries
- a person gains self mastery and self discipline
- enables one not to be swayed by events, hardships and difficulties,
- improves relationships with other people
- increases creativity and the ability to solve problems

National Level
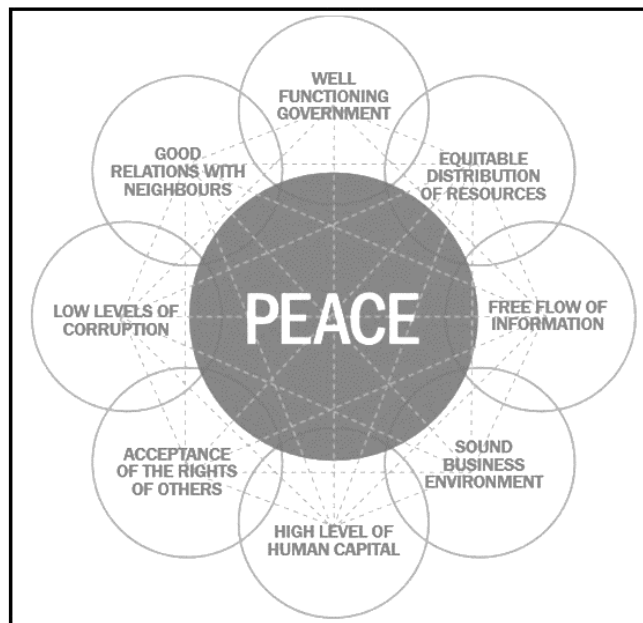
The Institute for Economics and Peace

Regional and Global peace

- Economic
- Control of infectious diseases

- Presentation against environmental degradation
- Prevention of transnational organised crime

Assessment

Why is it important to maintain peace at all costs?

Facilitator's reflection

1. What impressed you about the presentation?

2. How was the participants' participation?

3. What would you do differently if another opportunity presented itself?

Session 2: *Conflict Resolution*

Time: 1 hour.

Introduction

This unit covers, the definition the term conflict resolution, causes of conflicts and consequences conflicts.

Key inquiry questions

1. Why is it important to deal with and resolve conflicts?

2. What would I be willing to do to resolve conflict?

Session outcomes

By the end of the session the participant should be able to:

a) define the terms conflict and conflict resolution for understanding

b) investigate the causes of personal, community and national levels of conflicts

c) explore the negative consequences of conflicts to the society

d) apply positive strategies in solving conflicts for harmonious coexistence

e) embrace positive strategies in solving conflicts for national development.

Key areas to be covered

- Definition of terms
- Causes of conflicts
- Consequences of conflicts
- Conflict resolution techniques

Resources

Marker pens, flip charts, chart, training timetable, laptop, power and power source, internet.

Activity 1: 15 Minutes

i.   The participants to brainstorm on the meaning of conflict resolution. Wrap up the discussion by giving them the correct definition of conflict.

ii.   The participants in groups, discuss personal, community and national causes of conflicts.

iii. Using the Think-Pair-Share technique deliberate on the negative and positive consequences of personal, community and national conflicts.

T: –Think - begin by asking a specific question. Participants

"think" about what they know or have learned about it.

P: -Pair- participants or a small group.

S: -Share – Participants share their thinking with their partner or in small groups. Expand the "share" into a whole

Group discussion.

- In groups discuss the positive strategies that can be applied in solving personal, community and national levels conflicts.

- In groups, discuss how to mainstream aspects of conflict resolution in daily interaction with the students.

Activity 2: Role play (20min)

Conflict can provide the spark that often leads to better solutions, creativity and collaboration. This activity enables the participants to:

- become more comfortable with conflict

- consider the positive aspects of conflict

- understand the possible benefits to themselves and the team.

Ask participants to develop a skit on a given conflict in groups. Use selected strategies to solve it and evaluate the effectiveness of strategies selected to solve the conflict.

Outcomes of the roles played by participants should:

a) understand their perception of conflict

b) consider a different perspective on conflict

c) learn techniques of handling conflict

d) build trust in the process of handling conflict

Materials

- One copy of the questions on conflict

- Writing materials

Step i: Procedure

- Have participants pair up.

- Provide each person with a copy of the handout.

- Allow 3 to 7 minutes for partners to interview each other.

- Follow this up with a group discussion on the interviews then go over the discussion questions.

Variations

Have team members switch partners after every three questions to increase the level of trust within the team.

Step (ii): Discussion Questions (20 minutes)

- Were your partner's perspectives different from your perspectives?

- What were some things you learned by considering another person's perspective?

- Does discussing conflict like this make it "less scary"? In what ways?

- Is conflict good or bad?

- How is conflict detrimental to the community or nation?

- In what way does conflict enrich the community or nation?

Action (5 minutes)

Outline how to integrate conflict resolution into the curriculum, classroom management, and discipline practices in your daily school routine. Incorporate aspects of opportunities to practise cooperation, appreciation of diversity and caring and effective communication.

Facilitator's notes

I swore never to be silent whenever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. –Elie Weisel

"Conflict is Inevitable, But Combat Is Optional." - Max Lucade

Conflict exists when there are two or more parties involved who are interdependent, who experience strong emotions, hold incompatible beliefs, and at least one of the parties recognises the incompatibility and perceives this to be problematic. If the people in conflict are not interdependent (actions of one party having some consequence on the other and vice versa) conflict would not occur.

Although conflicts sometimes may end up in destruction and even death, they also can provide opportunities for greater understanding and search for alternative avenues for solving conflict that are more efficient, effective and productive. As a result, this may result in increased and enhanced relationships and societal, national and global goal attainment.

Conflict resolution is a way of finding a peaceful solution to a disagreement among groups of people. This may be personal or political.

Causes of conflicts

Personal conflicts

This conflict occurs within an individual when he or she faces two different choices. The person is unable to make a decision. This type is usually related to ones value-system, where there is no conformity between his or her role and values and beliefs he or she holds. Some basic causes of conflicts within individuals include incompatibility, unacceptability, uncertainty, frustration, goal conflict and role conflict.

Approach-approach conflict arises when there are two or more alternatives with positive consequences. In this situation, a person has to make a choice between alternatives that are equally attractive; (for

example., a person has to select one of two equally attractive jobs).

Avoidance conflict involves a person selecting one of two or more alternatives with negative outcomes. For example, when a student is threatened with punishment regarding his role in property destruction unless he or she does something.

Approach-avoidance conflict happens in a situation in which an individual should choose something with positive and negative results. For example a teacher has been offered a job by TSC but has to be posted to a school that is not of his or her choice.

Community conflict

- Expanding populations (farms and settlement)
- Political interests
- Crop raids and predation by wildlife
- Conflicting policies and legislation on land resource
- Lack of transparency and equity

National conflicts

- Political interests (and individual (economic) incentives to fight)
- Policies and legislation on resources
- Social inequalities
- Economic stagnation
- Poor government services
- High levels of unemployment

Conflict resolution techniques

Thinking reflectively

- Note the reaction of parties involved
- Remain neutral at all costs, even if you have a personal opinion on the situation
- Consider different responses before offering one

- Weigh the pros and cons of each side
- Consider how to approach your response diplomatically to minimise damage to each viewpoint

Delay your reaction

- Do not rush to provide a reaction or comment
- Allow emotions to dissipate before responding
- Speak at a time when you can speak with confidence
- Take enough time to consider both sides before reaching a conclusion

Understand the unique circumstances of the situation

- Every situation is different, so take time to recognise what is special about each
- Do not fall back on a "This is how we normally do it" approach
- Remain open-minded to different solutions
- Consider each conflict a growing opportunity
- Remember that conflict is unavoidable

Focus on ideas instead of personalities

- Critique the problem, not the persons involved
- Identify mutual interests in each party to boost communication and collaboration and willingness to speak freely
- Diminish any perceived motives about the parties involved
- Remind each person involved that the issue lies in the problem, not a specific person

Conflict resolution strategies

Negotiation

Negotiation is a form of direct or indirect communication whereby parties who have opposing interests discuss the form of any joint action which they might take to manage and ultimately resolve the dispute between them.

Steps in negotiation

- Time and place where the negotiation will take place must be carefully selected to favour the parties involved
- The parties involved have to work together towards a solution
- All involved should keep an open mind
- Flexibility is required from all parties
- The parties involved must be patient and take responsibility in the conflict

Mediation

Mediation refers to the process of resolving conflict in which a third party (neutral), assists the parties involved in the dispute to resolve their own conflict. The process is voluntary and the mediator does not participate in the outcome of the mediation process. The disputing parties themselves have control over the agreements that will be reached.

Role of the mediator

- Builds, maintain and improves communication between the parties
- Facilitates information to and between the parties in dispute (disputants)
- Befriends the disputing parties in the mediation process to enhance trust and confidence.
- Encourages active mediation (willingness to engage in cooperative negotiation).

Assessment

i. What is your typical response to conflict?

ii. What is your greatest strength when dealing with conflict?

iii. If you could change one thing about the way you handle conflict, what would it be? Why?

iv. What is the most important outcome of conflict?

v.   What can you do to promote a healthy attitude towards conflict within the community you live in?

Facilitator's reflection

i)   What impressed you about the presentation?

ii) How was participation from the participants?

iii) What would you do differently if another opportunity presented itself?

UNIT 8

LESSON EXEMPLARS FOR CITIZENSHIP COMPETENCIES.

Introduction

This unit addresses the learning area, the strand and sub strand, deriving learning outcomes, learning experiences and learning resources. This unit will take 30 minutes.

Session 1: *Lesson Exemplars*

Key Inquiry Question

a) What is a lesson exemplar?

b) What are the components of a lesson exemplar?

Session Outcomes

By the end of the session, the participant should be able to:

a. state the meaning of lesson exemplar in the context of Citizenship Education.

b. develop a lesson exemplars for Citizenship Education competencies.

c. appreciate the need of lesson exemplar in planning a Citizenship Education lesson.

Key Areas to be covered

a. meaning of lesson exemplar in the context of Citizenship Education.

b. Developing lesson exemplar for citizenship education competencies

c. Need of lesson exemplar in planning a citizenship education lesson

Resources

- CE Teacher's Handbook
- Curriculum Designs/Syllabus.
- Citizenship Education Matrices.
- Textbooks
- Digital Devices
- Stationeries

Activities

Activity 1; Group Work: Discussing the meaning of lesson exemplar;

- Participants to form groups of 5 to 10 members
- Each group to brainstorm on the meaning of lesson exemplar
- The group to write key words used in the definition of lesson exemplar
- Groups to share their findings with other groups

Activity 2: Group Work: Developing lesson exemplar for Citizenship Education competencies on Human Rights.

Participants to:

- Identify the components of lesson exemplars.
- Identify Citizenship Education competencies in the human rights strand integrated into any learning area(s).
- Design and fill in the lesson exemplar template.

Actions

- Given the following part of Citizenship Mainstreaming Matrix, draft lesson exemplar for citizenship competencies in your teaching subject.

STRAND	GRADE	SUB STRAND	LEARNING OUTCOMES	FORMAL	NON-FORMAL	INFORMAL	ASSESSMENT METHODS
1.0 Human Rights	Grade 7	Equity and non-discrimination • Grounds for discrimination • Access to equal opportunities. • Equitable distribution of resources (social justice)	By the end of the sub-strand, the learner should be able to: a) Analyse the concept of equity and non-discrimination in fostering solidarity and respect for others b) Identify with examples the various grounds for discrimination c) Take action to promote equity and non-discrimination for development	• Humanities • Sciences • Applied Sciences • Languages	✓ Video tapes on attributes of human rights ✓ Drama and songs on responsibilities and values for human rights ✓ Simulate oral speeches/talks on human rights.	• Talking walls and trees on attributes of human rights • Themes or messages on posters displayed on notice boards on human rights • Poems on the importance of human rights	✓ Oral question and answers ✓ Observation ✓ Reflection ✓ Project ✓ Portfolio ✓ Journaling ✓ Written tests

The Lesson exemplar is a compilation of Lesson Guides that can be utilised by the teacher or instructor in facilitating learning in a lesson. The lessons cover all the learning competencies required for a given concept.

The exemplar lessons are models of daily lesson plans based on the information found in the curriculum documents. These lessons can be implemented as it is by teachers or can be modified to meet the varying needs of a learner.

Sample lesson exemplar in physics

Subject	Strand	Sub Strand	Learning Outcomes	Suggested Learning Experiences	Learning Resources
Physics	Modern Physics	Radioactivity	By end of the sub strand the learner should be able to: • Explain the human rights violations resulting from emission of radiative substances to the environments	• Discuss the International Human Rights Instruments and their protection on the environments: • Engage in a discussion on ways of protecting expectant mothers from exposure to X-Rays (imaging)	• International Human Rights Instruments e.g., Universal Declaration of Human Rights (UDHR) • Videos on the effects of nuclear weapons

Assessment

Assessment can be carried out through the following methods.

- Document Analysis: Run through professional documents such as schemes of work, curriculum designs/syllabus, citizenship mainstreaming matrices and relevant text books to confirm relevancy of the content, topics/strands and sub topics/sub strands, concepts, citizenship concepts and competencies used in the lesson exemplar.

- Self and Peer Assessment: The lesson exemplars should be filed in a portfolio to enable the assessment of accuracy and consistency in developing the exemplar.

Facilitator's Reflection

Ask the participants to give their own learning experiences on development of lesson exemplar.

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APPENDICES

NATIONAL ANTHEM

SWAHILI

Ee Mungu nguvu yetu
Ilete baraka kwetu
Haki iwe ngao na mlinzi
Natukae na Udungu
Amani na uhuru
Raha tupate na ustawi.

Amkeni ndugu zetu
Tufanye sote bidii
Nasi tujitoe kwa nguvu
Nchi yetu ya Kenya
Tunayoipenda
Tuwe tayari kuilinda

Natujenge taifa letu
Ee, ndio wajibu wetu
Kenya istahili heshima
Tuungane mikono
Pamoja kazini
Kila siku tuwe na shukrani

ENGLISH

O God of all creation
Bless this our land and nation
Justice be our shield and defender
May we dwell in unity
Peace and liberty
Plenty be found within our borders.

Let one and all arise
With hearts both strong and true
Service be our earnest endeavour
And our homeland of Kenya
Heritage of splendour
Firm may we stand to defend

Let all with one accord
In common bond united
Build this our nation together
And the glory of Kenya
The fruit of our labour
Fill every heart with thanksgiving.

EAST AFRICA COMMUNITY ANTHEM

(Chorus)
JumuiyaYetusotetuilinde
Tuwajibiketuimarike
Umojawetuninguzoyetu
IdumuJumuiyayetu.

(Verse 1)
EeMungutwaombaulinde
JumuiyaAfrikaMashariki
Tuwezeshekuishikwaamani
Tutimizenamalengoyetu.

(Verse 2)
Uzalendopiamshikamano
ViwemsingiwaUmojawetu
NatulindeUhurunaAmani
Mila zetunadesturizetu.

(Verse 3)
Viwandaninahatamashambani
Tufanyekazisotekwamakini
Tujitoekwahalinamali
TuijengeJumuiya bora.