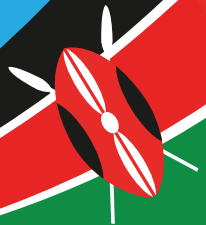




REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

# GUIDELINES ON CITIZENSHIP EDUCATION IN KENYA

FEBRUARY 2022





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MINISTRY OF EDUCATION**

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## FOREWORD

The Government of Kenya (GoK) takes cognizance of the ever-changing needs of society as informed by emerging national and global issues. It is on this basis that the Ministry of Education continually undertakes reforms in education to address these needs. The Sustainable Development Goal No. 4 target 4.7 and National Goals of Education regard Citizenship Education as instrumental in fostering a culture of peace, non-violence, human rights, nationalism, patriotism and national unity.

Internationally, UNESCO has continued to promote Citizenship Education across the world and Kenya, being a signatory to international instruments, is part of the global movement. The Kenya Institute of Curriculum Development (KICD) developed the Basic Education Curriculum Framework (KICD, 2017) which was adopted in Kenya as the blueprint for Competency Based Curriculum (CBC). The curriculum reform vision is to have 'an empowered, engaged and ethical citizen. In CBC Citizenship is identified as one of the core competencies that learners need to attain.

Citizenship Education seeks to provide appropriate ways of responding to the increasing rampant human rights violations, inequality and poverty which threaten peace and sustainability. It is designed to develop citizens who have the requisite capacities to foster peaceful coexistence at the family, community, national and global levels, as well as to promote sustainable development. Learners will be facilitated to develop in-depth knowledge, social skills, values, appropriate attitudes and behaviour for peaceful and harmonious living.

The guidelines will provide insights into how educators can facilitate learners to develop the Citizenship competency. This will be realised through mainstreaming aspects of human rights, good governance, gender sensitivity, appreciation of diversity as well as the importance of sustainable development, peace and conflict resolution in the curriculum.

Teachers and other stakeholders involved in implementation of Citizenship Education shall be expected to adhere to these guidelines while providing relevant feedback that could inform improvement.

The Ministry of Education (MoE) is grateful to the partners and the multi-agency team that developed these guidelines and KICD for championing the process.



**PROF. GEORGE A. O. MAGOHA, MBS, EBS, CBS**  
**CABINET SECRETARY**  
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## PREFACE

Education plays an important role in developing and enhancing human resource skills for socio-economic and political development. A key aspect in this endeavor is to enhance capacity for addressing challenges that impede development. The curriculum plays a critical role in providing opportunities for developing this capacity.

A situational analysis of the Kenyan curriculum was undertaken to establish the extent to which Citizenship Education was aligned to the expected global standards. The findings of the situational analysis have informed curriculum reforms and the development of these guidelines, hence the need to provide avenues for mainstreaming Citizenship Education in the formal, non-formal and informal dimensions of learning.

The key concepts related to Citizenship Education are reflected in all learning areas at all levels of Basic Education. Additionally, the Kenya Institute of Curriculum Development (KICD) has developed matrices on Citizenship Education as tools for use by the curriculum developers, teachers, learners and other educational stakeholders.

These Guidelines will go a long way in facilitating stakeholders to support learners in developing values, attitudes and behaviour that support responsible citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development.

The MoE considers these guidelines as an important resource in supplementing other policy documents on Citizenship Education and related areas.



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**MINISTRY OF EDUCATION**

## ACKNOWLEDGEMENTS

The Kenya Institute of Curriculum Development (KICD) is mandated to develop research-based curricula and curriculum support materials for Basic and Tertiary education and training. KICD is also charged with the responsibility of conducting research to inform curriculum policies, review and development. The Institute is currently implementing the Competency Based Curriculum (CBC) where Citizenship is being integrated as one of the core competencies.

One of the specific functions of KICD is to collaborate with other individuals and institutions in organising and conducting professional development programs for teachers, teacher trainers, quality assurance and standards officers and other officers involved in education and training. In this regard, KICD collaborated with a number of organisations and individuals in the development of the Kenya Citizenship Education Guidelines.

We appreciate the support of the Asia-Pacific Centre of Education for International Understanding (APCEIU), Ministry of Education (MoE), Kenya National Commission for UNESCO (KNATCOM), Kenya National Commission on Human Rights (KNCHR) and staff of the Kenya Institute of Curriculum Development.

In particular, we acknowledge and appreciate the following officers from MoE, KNATCOM, KNCHR and KICD for successfully developing these guidelines.

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## OPERATIONAL DEFINITIONS OF TERMS

**Affective Domain:** Refers to the tracking of growth in feelings or emotional areas throughout the learning experience

**Citizenship:** Refers to a state of being a member of a particular social, political or national community.

**Citizenship Education:** Covers the constitution, human rights, justice, equality, democracy, duties and responsibilities of citizens, cultural norms, social expectations, sustainable development, and historical past. Learners learn to be responsible to the family, community and nation as well as their roles as global citizens.

**Cognitive Domain:** It involves acquisition of knowledge and the development of intellectual skills

**Formative Assessment:** Assessment conducted throughout the educational process with a view to enhancing student learning. It involves: eliciting evidence about learning to close the gap between current and desired performance.

**Formal Dimension:** Refers to the aspect of the school curriculum which consists of planned, programmed and guided learning activities that learners undertake.

**Informal Dimension:** Refers to the incidental or hidden learning which is not planned or organized.

**Global citizenship:** Refers to a sense of belonging to a broader community and common humanity.

**Non-Formal Dimension:** Refers to any organised and planned educational activity outside the established formal education. It includes after classroom activities such as clubs, games, music and drama festivals.

**Transformative Pedagogy:** This is an approach to learning which combines constructivist and behaviorist views and critical thinking with an aim of empowering learners to examine their beliefs, values and knowledge in order to develop reflective knowledge.

**Summative Assessment:** Assessment of learner's achievement at the end of a term, level, course or programme.

**Sex:** Sex is the primary biological characteristic in respect to one's physical genital organ, hormones and the gonads, that is, being male, female or intersex.

**Intersex:** Is a condition where a child is born with unclear sex characteristics, that is, ambiguous male or female genitalia, hormones, chromosomes (X and Y) and gonads (Ovaries and testes).

**Gender:** Socially constructed roles and behaviours of girls, women, boys, men and intersex.

## ABBREVIATIONS AND ACRONYMS

APCEIU	Asia-Pacific Centre of Education for International Understanding
BECF	Basic Education Curriculum Framework
CBOS	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
KEPSHA	Kenya Primary Schools Heads Association
KEPSA	Kenya Private Schools Association
KESSHA	Kenya Secondary Schools Heads Association
KICD	Kenya Institute of Curriculum Development
KIQ	Key Inquiry Questions
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
NCIC	National Cohesion and Integration Commission
NGEC	National Gender and Equality Commission
PA	Parents Association

PANTHER	Participation, Accountability, Non-discrimination, Transparency, Human Dignity, Empowerment and Rule of Law
PEE	Parental Empowerment and Engagement
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
NGEC	National Gender and Equality Commission

### About this Document

This document contains guidelines for coordination, implementation, monitoring and evaluation of Citizenship Education at the national, county and institutional level. The guidelines will apply to basic education institutions in Kenya including pre-primary, primary, secondary, special needs education and teacher training institutions. It provides information on how to enhance the capacity of curriculum implementers' understanding of Citizenship Education, principles theoretical underpinnings and implementation strategies as envisaged in the curriculum. Further, the guidelines emphasise the need for linkages with key stakeholders in Citizenship Education including parents, community members, members of the civil society and development partners.

The curriculum implementers and education stakeholders will find this document relevant towards the following end:

- Provision of in-depth understanding of Citizenship Education in the curriculum;
- Articulation of specific principles, approaches and strategies for effective implementation of Citizenship Education; and
- Enhancement of monitoring, evaluation and reporting on Citizenship Education.

## How to use the Guidelines

The Citizenship Education Guidelines is a reference document aimed at ensuring successful implementation of Citizenship Education. It is written in a simplified language to enhance its use by all curriculum implementers and other stakeholders. The guidelines are organised as follows:

1. Chapter 1 presents the background, rationale, theoretical approaches, principles and the legal policy framework supporting Citizenship Education and general learning outcomes of Citizenship Education.
2. Chapter 2 highlights the core strands of Citizenship Education linking them to the various curriculum levels.
3. Chapter 3 addresses the implementation of Citizenship Education. It presents the implementation approaches (formal, non-formal and informal dimensions), pedagogical approaches, and the strategies to be adopted for successful implementation of Citizenship Education.
4. Chapter 4 highlights stakeholder engagement in Citizenship Education. It outlines the categories of stakeholders, benefits of stakeholder engagement and roles of the respective stakeholders towards successful implementation of Citizenship Education.
5. Chapter 5 outlines monitoring, evaluation and learning as a component of assessing level of achievement in the implementation of Citizenship Education. It provides a monitoring and evaluation matrix which clearly outlines the goals, means of verification, verifiable indicators, data sources and the respective epicenters of responsibility in Citizenship Education.

The school administration and teachers are encouraged to use these guidelines to enable effective implementation of Citizenship Education. The school community and especially the parents should also be informed about Citizenship education and the guidelines.

# CHAPTER ONE

## INTRODUCTION TO CITIZENSHIP EDUCATION

The Basic Education Curriculum Framework (2017) identifies Citizenship as one of the core competencies to be mainstreamed in all learning areas at all levels of education. Additionally, it is one of the strands in Community Service Learning (CSL), which is a compulsory subject at Senior Secondary School. This chapter focuses on the background to Citizenship Education (CE), theoretical approaches underpinning CE, general learning outcomes of CE, rationale for its inclusion in the curriculum, principles guiding its implementation and lastly, the legal and policy framework it is anchored on. It also gives an overview of CE as presented in both the 8-4-4 syllabi and the Competency Based Curriculum.

### 1.1 Background

Citizenship 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 community, 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 refers to a sense of belonging to a broader community and common humanity. It relates to the local, regional and global political, economic, social and cultural interdependence and interconnectedness. As a result of growing interest in global citizenship, there are emerging implications for policy, curricula, teaching and learning.

Citizenship Education is a critical component in the Kenyan education system. It enables the learners to learn and be responsible to the family, community and nation as well as understand their role as global citizens. Citizenship Education focuses on empowering learners to engage and assume active roles to face and solve local, regional and global challenges. This change in the learners is achieved through the use of transformative approaches that facilitate exploration of the past and the present, open dialogue on their implications and encourage discovery of new knowledge and experiences that help address existing and future challenges. Such experiences ultimately help learners to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world.

In conclusion, these guidelines are critical for effective implementation of Citizenship Education in the formal, non-formal and informal dimensions of learning.

## 1.2 Rationale

All National Goals of Education emphasize on citizenship education.

The first National Goal of Education stipulates that education in Kenya should foster patriotism and national unity. Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. However, the findings of the Needs Assessment Survey (2016), revealed that this Goal has not been fully achieved.

Over the years, Citizenship has been embedded in Social Studies and History and Government as the main carrier subjects. However, this has not offered adequate opportunities for experiential learning. The reforms propose, therefore, to expand the implementation of Citizenship Education in all learning areas and at all levels of Basic Education.

The Basic Education Curriculum Framework (BECF) recognizes Citizenship as one of the core competencies in CBC. In addition, the framework expands the scope of citizenship to include Global Citizenship Education. This calls for re-evaluation of the concept to enable implementers and stakeholders implement Citizenship Education with a view of helping learners to not only develop the competency but also apply it at the local, national, regional and global levels.

The Sessional Paper No. 2 of 2015 proposed reforming the education and training sector to provide for the development of the individual learner's potential in a holistic and integrated manner, while producing intellectually, emotionally and physically balanced citizens. The proposal led to the development of the Competency Based Curriculum with a strong component of Citizenship Education. These guidelines will contribute to the process of developing good citizenry by providing specific guidelines for teachers, school administrators and managers, and other stakeholders.

Successful implementation of Citizenship Education in Basic Education requires a paradigm shift in the approaches used by teachers, education administrators and managers and other stakeholders in the formal, non-formal and informal dimensions of learning. Strategies and methodologies that focus on engaging learners as well as influencing their immediate environment need to be adopted. These guidelines provide methodologies that can be used by teachers and other actors in the education sector towards enhancing Citizenship Education.

Citizenship Education envisages adoption of a Whole School Approach. In this regard, there is a need to shed light on the roles and linkages of various players to facilitate effective implementation of Citizenship Education. The guidelines also provide strategic actions for monitoring and evaluation of Citizenship Education.

### 1.3 Theoretical Approaches

Generally, there are various theories that inform conceptualisation of Citizenship Education. For the purpose of the Kenyan context, we shall adopt the Normative, Empirical and Liberal Theories to support Citizenship Education. The theories that have informed Citizenship Education are normative theory, empirical theory and liberal theory.

#### a) Normative theory of citizenship

The theory argues that from a moral and philosophical point of view, long term residents of a territory have a moral claim on their country of residence. However, the theory reasserts that the national character of citizenry still has a major role in the legality of the claim, particularly in some rights and responsibilities of an individual. This theory, therefore, sets out the rights and duties of a citizen.

#### b) Empirical theory of citizenship

This theory argues that Citizenship is an empirical phenomenon. It highlights a citizenry as a phenomenon that can be viewed and structured into three key components namely membership, rights and participation. Based on the expression, an individual feels and becomes a member of the community, claims and enjoys collective benefits and assumes rights associated with the membership while participating on equal basis. The empirical theory of citizenship describes and explains how citizens possess rights and duties in the society.

#### c) Liberal theory of citizenship

This theory argues that citizenship is a legal status in a society. It stipulates that citizens should have entitlements necessary for human dignity. This theory, therefore, emphasizes the equality of rights for every citizen and how these rights enable the individual to pursue his or her aims and goals. Thus, participation is a key aspect of Citizenship Education as postulated by the theory.

The three theories advance the aspect of individual sense of belonging, rights to be and to do, and the right for participation among other aspects of a society for the common good. The rights are however pegged to responsibilities.

### 1.4 Principles of citizenship education in basic education

Principles are the broad philosophies that guide the conceptualization and implementation of CE. The following guiding principles shall form the basis for development and implementation of Citizenship Education:



**a) Inclusivity**

According to UNESCO/IBE (2013), inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. It can thus be understood as a key strategy to achieve Education for All. The mission statement for CBC (BECF 2017) is 'Nurturing Every Learner's Potential'. This in effect means that no child should be left behind in education. The delivery of Citizenship Education will take into consideration the learner's educational needs and abilities. Inclusion will also entail ensuring that all learners regardless of their socio-economic background, physical, emotional and intellectual development are accommodated in the design and 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 emphasizes that no learner should be excluded on the basis of the aforementioned differences.

Citizenship Education will facilitate recognition and appreciation of diversity at the community, region and global level. This is based on the premise that understanding of people and their backgrounds is a critical element towards personal and community growth. This will foster and nurture a collective identity that goes beyond individual, cultural, religious, ethnic or other differences.

**c) Common humanity**

Common humanity encompasses seeing one's experience as part of the larger human experience rather than an isolated matter.

Citizenship Education will lead the learner towards an appreciation of a common humanity regardless of our differences with regard to gender, sex, class, race among others. This principle emphasizes that we are equally and fully members of a single community, the human family. Learners will be guided through knowledge and experiences that create and develop the sense of our similarities despite our diversity. This is expected to develop self-efficacy and realisation of each learner's potential.

**d) Values**

IBE, UNESCO (2013) defines values as culturally defined principles and core beliefs shared by individuals and groups, that guide and motivate attitudes, choices and behaviour, and serve as broad guidelines for social





life. Generally, values determine one's character.

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 guided to appreciate the effort, commitment and sacrifice that built the country and to see beyond own personal interests and needs. As a result, they will be provided with opportunities to contribute culturally, socially, politically and economically to the world around them. In addition, Citizenship Education will nurture learners to build relationships through humility, fairness and open-mindedness, teamwork and communication. 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.

**e) Parental Empowerment and Engagement**

Parental empowerment is a process of enhancing the capacity of parents or guardians so that they can actively participate in 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. Through this process, parents and guardians will be better prepared and more confident in playing their roles. Opportunities to enhance capacity as well as involve parents will be provided to facilitate collaboration in promoting Citizenship Education.

**f) Continuous Learning**

This principle hinges on the ability to pursue and persist in learning. It involves exploring new information, unlearning or relearning what was learnt earlier.

Citizenship Education provides a learning opportunity not just for the learners but also for the teachers, parents and other stakeholders. The learning can be individual or collaborative through specific experiences geared towards exchange of views and discovery of new perspectives. For this change to happen, learners, teachers, parents and other stakeholders need to unlearn what impedes good citizenship such as bias and stereotypes. They are also expected to acquire knowledge, skills and attitudes that enhance citizenship and re-learn citizenship skills previously acquired.

## f) **Linkages and Collaboration**

These refer to optimal and meaningful relationships that bring on board individuals, stakeholders and organisations to support set educational objectives.

Effective implementation of Citizenship Education calls for development of linkages and collaboration networks among key players. Teachers, school administrators and managers need to work closely to foster a whole school approach to the implementation process. Other approaches such as interschool engagements, working with stakeholders from other Ministries, members of the civil society, parents and community members will be adopted. The collaborative effort will bring about synergy, complementarity and reduce duplication of effort.

### **1.5 Legal and policy framework**

There are various national, regional and global laws, policies and guidelines that provide for different aspects of Citizenship Education. In Kenya, the laws include the Constitution of Kenya, 2010, Basic Education Act, No. 4 of 2013 and Kenya Institute of Curriculum Development Act, No. 4 of 2013 (revised 2018).

International instruments that govern Citizenship Education include the Education Agenda 2030 and the Continental Education Strategy for Africa which are briefly discussed below. Target 4.7 of the 2030 Agenda for sustainable development, emphasises promotion of knowledge and skills needed to promote sustainable development. This will be achieved through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity. The target therefore identifies and recognises the key thematic areas for Citizenship Education.

Strategic Objective 10 of Continental Education Strategy for Africa (2016-2025) emphasises promotion of peace education and conflict prevention and resolution at all levels of education and for all age groups.

Additionally, several legal and policy documents as well as Task Force reports, repeatedly make recommendations for inclusion of Citizenship Education and values. Examples of such reports include: the Odhiambo Report 2012, Koech Report, 1999, Kamunge Report, 1988, Mackay Report, 1981, Gachathi Report of 1976 and the Ominde Report of 1964. Generally, recommendations from these commissions emphasise inclusion of elements of patriotism and nationalism, integrity, adherence to the rule of law, nurturing of shared communal virtues as well as civic education.




Currently, Citizenship Education in Kenya is embedded in the following legal and policy framework:

- a) Constitution of Kenya, 2010 is the supreme law that guides all matters in the country. It prioritises sustainable development as a national goal. In addition, the Constitution provides for human rights, fundamental freedoms, human dignity, inclusiveness, non-discrimination and multiculturalism.
- b) The Basic Education Act, No. 4 of 2013 calls for promotion of peace, cohesion, tolerance and inclusion in Basic Education. It emphasises instruction that promotes appreciation of diversity and culture in the society.
- c) The Kenya Institute of Curriculum Development Act, No. 4 of 2013, revised 2018 mandates KICD to develop, review and approve programmes, curricula and curriculum support materials that meet international standards for early childhood care, development and education, pre-primary education, primary education, secondary education, adult continuing and non-formal education, teacher education and training, special needs education and technical and vocational education and training.
- d) Sessional Paper No. 1 of 2019 recognizes Global Citizenship Education as a critical element in education and provides for training of all teachers on Citizenship.
- e) Basic Education Curriculum Framework (2017) provides for Global Citizenship Education as a way of living which appreciates that our world is an increasingly complex web of connections and interdependencies where choices and actions may have repercussions for people and communities locally, nationally or internationally. The framework provides a paradigm shift in the delivery of Citizenship Education.
- f) The Kenya Sessional Paper No. 8 of 2013 on national values and principles of governance identifies education and curriculum as primary champions of values and responsible citizenship.
- g) Kenya Vision 2030 recognises the role of education in the development of founding values for the achievement of social and economic development. It emphasises the building of a just and cohesive society with social equity in a clean and secure environment for the realisation of a democratic political system that respects the rule of law and protects the rights and freedoms of every individual in Kenya.

## **1.6 Citizenship Education in the Curriculum**

Citizenship Education is not new, since components of citizenship such as human rights, citizenship, international relations, peace, conflict resolution, democracy



and environmental education have been integrated in the curriculum. In the 8-4-4 curriculum, aspects of Citizenship Education are mainstreamed in Social Studies and History and Government subjects.

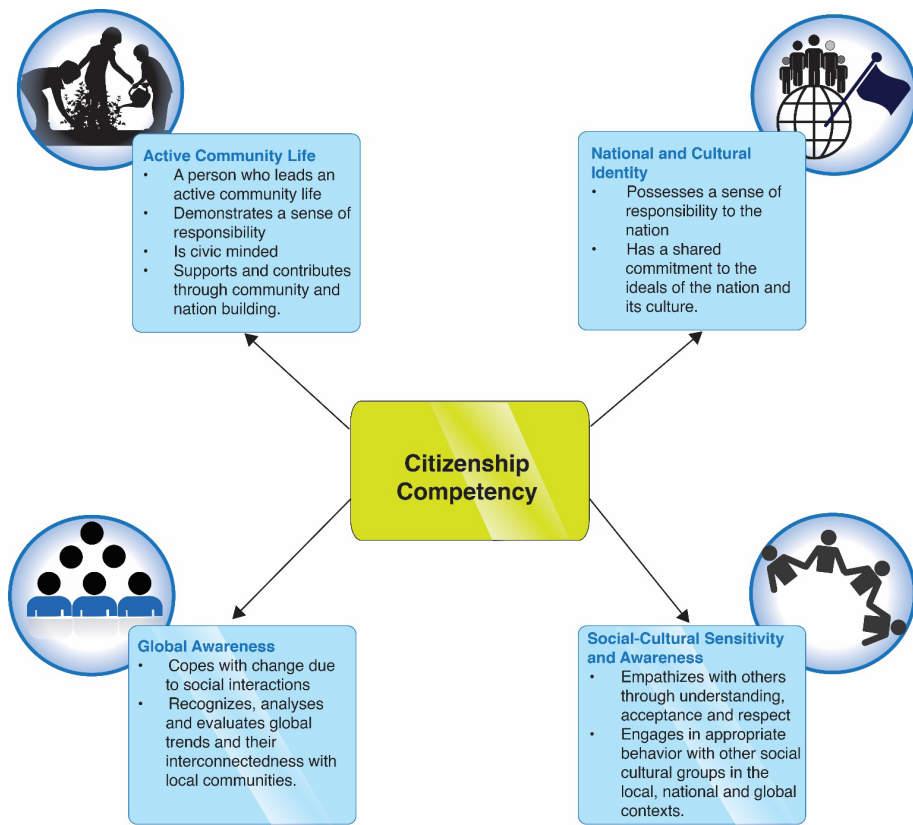
The following gaps have been identified in the implementation of Citizenship Education:

- a) The tendency to focus exclusively on formal curriculum and teaching leaving out the other dimensions of curriculum. Official activities, organised and controlled by teachers are dissociated from non-formal and informal curricula. The common practice has led to failure to link the three dimensions of learning.
- b) Weak adoption of transformative pedagogy in Citizenship Education.
- c) The examination-oriented teaching and learning hinders effective development of the citizenship competency.
- d) Disconnect between teacher training and the curriculum offered in learning institutions; The structure of teacher education especially in higher institutions of learning does not provide for preparation of teachers on all the thematic areas in Citizenship Education.
- e) Citizenship Education has strongly adopted a nationalistic approach thereby ignoring the global perspective underpinned by interdependence and interconnectedness of humanity.

Under the Competency Based Curriculum, Citizenship is one of the seven core competencies in the Basic Education Curriculum Framework (BECF). Citizenship Education will equip individuals to participate fully in an effective and constructive way, and particularly in increasingly diverse societies, as well as to resolve conflict where necessary.

Reinforcing citizenship as a competency is vital for learners to thrive in an increasingly changing world. Learners need not only the skills which will enable them to be competitive and ready for the world of work, but more importantly to develop the capacity to analyse and understand local, regional, global and intercultural issues. The development of social and emotional skills, as well as values is of utmost importance in order to create opportunities for all and advance a shared respect for human dignity.

The core skills related to citizenship include active community life, national and cultural identity, social-cultural sensitivity and global awareness as shown in figure 1.



**Figure 1.** Core Skills in Citizenship Competency

## 1.7 General learning outcomes for citizenship education

Citizenship Education will enable the learner to:

- Participate constructively in solving community, national, regional and global challenges.
- Participate in governance processes to promote good governance.
- Observe, respect, protect, promote and fulfil human rights and responsibilities of every citizen.
- Recognise and appreciate diversity for peaceful and harmonious living.
- Apply critical thinking and problem-solving skills for personal and social civic responsibility.
- Care for the environment for sustainable development.
- Practise fairness and social justice to promote equity.
- Appreciate the connections within the community, national, regional and global systems and processes.

# CHAPTER TWO

## CORE STRANDS OF CITIZENSHIP EDUCATION

Citizenship Education (CE) is intended to impart essential social and civic values like, equality, diversity, tolerance and respect. Through this, an individual owes allegiance to their country, becomes more responsible and willing to participate in public affairs as well as demonstrate respect for diversity and appreciation of other cultures. At the institutional level, CE entails preparing learners to become active citizens who contribute to the development and well-being at the local, national, regional and global levels. This chapter provides an overview of the strands in the CE curriculum.

### 2.1 Citizenship Education Strands

Citizenship Education covers the strands of governance, human rights, gender, Sustainable Development (SD), peace and conflict resolution, as well as diversity. These strands will be mainstreamed in all learning areas at all levels of Basic Education.

#### a) Governance

Governance has been defined to refer to structures, processes, rules and values that are designed to ensure accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad based participation. Attributes of good governance include: participation, consensus-orientation, accountability, transparency, responsiveness, effectiveness and efficiency, equity and inclusiveness, respect for human rights, and rule of law. Learners are encouraged to fully participate in the governance of their institution. This can be done through avenues such as class representation, children's government and student council. Learners can also be involved in the election of their representatives either by vying for positions or voting for those who present themselves for elections.

In the CBC curriculum, Citizenship Education has the following components of governance at pre-primary, primary and secondary school levels as indicated in Table 2.1:

**Table 2.1:** Components of Governance

Pre-primary and Primary School	Junior Secondary and Senior Secondary School
<ul style="list-style-type: none"><li>• Meaning of governance</li><li>• Doing the right thing</li><li>• Qualities of a person of integrity</li><li>• Ways of showing integrity</li><li>• Meaning of integrity and ethics</li><li>• Importance of integrity</li><li>• Leadership - leaders in school and in the county</li><li>• Responsibilities of leadership</li><li>• Guiding principles of leadership</li><li>• Vetting of candidates for elective positions</li><li>• Elective positions and devolved government</li></ul>	<ul style="list-style-type: none"><li>• Attributes of good governance</li><li>• Trans-national corporations at the regional and global level</li><li>• Interconnections and interdependence between national, regional and global governance structures</li><li>• Global issues</li><li>• Ethical and civic engagement</li><li>• Inclusive governance</li><li>• Global forces</li><li>• Good leadership</li><li>• Global North-South relationships</li></ul>

## **b) Human Rights**

Human rights are universal guarantees protecting individuals and groups against commissions and omissions that interfere with fundamental freedoms, entitlements and dignity. They thus encompass all aspects of life and in exercising them, they guarantee men and women equality and respect. Human rights confer on them the requisite space and resources to shape their own lives. As such, human rights are universal, interrelated, and indivisible state and state actors have obligation to observe, respect, protect, promote and fulfill them. Through human rights education, learners will be made to understand the concept, examine their experiences and interactions using the human rights lens thereby acting appropriately. The components of human rights are provided in Table 2.2:

**Table 2.2** Components of Human Rights

Pre-primary and Primary School	Junior and Senior Secondary School
<ul style="list-style-type: none"> <li>• Knowing my rights and responsibilities as a child</li> <li>• Respecting parents and teachers</li> <li>• Respecting classmates</li> <li>• Service to the family</li> <li>• Service to the school</li> <li>• Forms of child abuse at home and in school</li> <li>• Ways of claiming rights</li> <li>• Knowing my family and environment</li> <li>• Upbringing of children and responsibility</li> <li>• Parental responsibility</li> <li>• Protection of children by family</li> <li>• Protection of children against sexual exploitation, drugs, bullying and human trafficking</li> <li>• Protection from harmful cultural practices, child labour and armed conflict</li> <li>• Rescue of children in distress</li> <li>• Children in need of care</li> <li>• Alternative family care programme</li> <li>• Children's court</li> <li>• Custody and maintenance</li> <li>• Democracy</li> <li>• Governance</li> </ul>	<ul style="list-style-type: none"> <li>• Equity and non-discrimination</li> <li>• Human rights law</li> <li>• National values and principles of governance</li> <li>• Humanitarian law</li> <li>• Human rights instruments</li> <li>• Crimes against humanity</li> <li>• Human Rights Based Approach (HRBA) - (PANTHER)</li> <li>• Enforcement of the Bill of Rights at the national regional and international levels.</li> </ul>

**c) Gender**

There are many obstacles that prevent girls and boys from accessing education at the national, regional and global levels. These obstacles vary across time and geographical location. Gender stereotypes and violence present serious challenges on the individual's potential and expected achievement; thus, negatively affecting their contribution in development. In CE, the strand on gender ensures that learners become empowered to mitigate against gender stereotypes and violence. Gender education focuses on the following aspects as shown in Table 2.3:



**Table 2.3:** Components of Gender

Pre-primary and Primary School	Junior and Senior Secondary School
<ul style="list-style-type: none"><li>• Who I am?</li><li>• Gender and sex roles</li><li>• Gender stereotyping</li><li>• Gender and sex responsive school environment</li></ul>	<ul style="list-style-type: none"><li>• Gender identity</li><li>• Gender Based Violence (GBV)</li><li>• Gender socialisation</li><li>• Growth and development from a gender perspective</li><li>• Gender equity and inclusion</li><li>• Career stereotypes</li><li>• Gender mainstreaming</li><li>• Gender and sex responsive school environment</li></ul>

**d) Sustainable Development**

Sustainable Development (SD) requires learners to come up with ways to increase economic growth while protecting the quality of the environment for future generations. It is meant to reconcile the needs of the current and future generations while integrating economic, social and environmental considerations. Citizenship Education will equip the learner with knowledge, skills, attitudes and values to enable him or her appreciate and participate in protecting the quality of the environment. This will be 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. The theme on SD will cover the components as presented in Table 2.4:

**Table 2.4:** Components of Sustainable Development

Pre-primary and Primary School	Junior and Senior Secondary School
<ul style="list-style-type: none"> <li>• Things found around home and school</li> <li>• Droughts</li> <li>• Water shortages</li> <li>• Loss of biodiversity</li> <li>• Waste management</li> <li>• Disaster risk at school and home</li> <li>• Common disasters</li> <li>• Situation awareness</li> <li>• Home safety</li> <li>• Safety rules</li> <li>• Safe and secure schools</li> <li>• Fire safety</li> <li>• Road safety for children</li> <li>• Safety and security threats</li> <li>• Conservation of energy</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of sustainable development</li> <li>• Sustainable use of available resources</li> <li>• Poverty reduction</li> <li>• Road safety</li> <li>• Security issues</li> <li>• Disasters</li> <li>• Environmental Management and Sustainability</li> <li>• Climate change</li> </ul>

**e) Diversity**

Nurturing diversity will enable all learners to embrace it and this will lead to values formation, good governance, strong public institutions, peace and stability. Learning institutions draw learners and teachers from different backgrounds and cultures. This strand should enable learners to gain a deeper understanding and acceptance of the people around them irrespective of their differences. It will also strengthen their viewpoints of others in order to create a sense of harmony as well as broaden their worldview. The strand focuses on the components presented in Table 2.5:

**Table 2.5:** Components of Diversity

Pre-primary and Primary School	Junior and Senior Secondary School
<ul style="list-style-type: none"> <li>• Meaning of diversity</li> <li>• Living together in harmony</li> <li>• Importance of living together</li> <li>• Appreciating differences and embracing diversity</li> <li>• Understanding tribes and ethnicities</li> <li>• Promoting social cohesion</li> <li>• Responding to the need for mutual understanding</li> <li>• Understanding culture and its role in society</li> <li>• Understanding nationhood and nationalism</li> </ul>	<ul style="list-style-type: none"> <li>• Individual differences</li> <li>• Ethnic diversity</li> <li>• Religious diversity</li> <li>• Economic differences</li> <li>• Political diversity</li> <li>• Regional diversity</li> <li>• Global diversity</li> </ul>

**f) Peace and Conflict Resolution**

Peace describes a state of calmness and freedom from any disturbances. It also represents a period or condition when people have the capacity to resolve their conflicts without violence. Members of peaceful communities are able to work together with the objective of improving the quality of their lives. Peace and conflict resolution as a strand in CE is meant to promote love, compassion, trust, fairness, cooperation and respect for the human family and life on planet earth. Peace and conflict resolution will cover the following aspects, as shown in Table 2.6:

**Table 2.6:** Components of Peace and Conflict Resolution

Pre-primary and Primary School	Junior and Senior Secondary School
<ul style="list-style-type: none"> <li>• Meaning of peace</li> <li>• Importance of peace</li> <li>• Acknowledging self and others</li> <li>• Similarities and differences between communities</li> <li>• A common humanity</li> <li>• Peace begins with me</li> <li>• Forms of conflict, violence and injustice</li> <li>• Non-violent alternatives to solving conflicts</li> <li>• Reconciliation and forgiveness</li> <li>• Terrorism, extremism, radicalization and de-radicalization</li> <li>• Hate speech</li> <li>• Negative ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>• Types, forms and levels of conflicts</li> <li>• Peace at a personal level</li> <li>• Peace at the family level</li> <li>• Peace at the community level</li> <li>• Peace at the national level</li> <li>• Regional peace</li> <li>• Global peace</li> <li>• Sources and forms of conflict</li> <li>• Illegal small arms and light weapons</li> <li>• Terrorism, extremism, radicalization and de-radicalization</li> <li>• Hate speech</li> <li>• Negative ethnicity</li> <li>• Non-violent alternatives to solving conflicts</li> <li>• Process of conflict resolution</li> <li>• Reconciliation and forgiveness</li> </ul>

**Table 2.7** Summary of skills, attitudes, values and competences

The table presents a summary of skills, attitudes, values and competencies that will be developed under each of the strands:

Strand	Knowledge	Skills	Attitudes	Values	Competence(s)
Governance	<ul style="list-style-type: none"> <li>• Good Leadership</li> <li>• Global Poverty and Inequalities</li> <li>• Changing global Forces</li> <li>• Global North-Global South Relationship.</li> <li>• Good governance</li> <li>• Global Issues</li> <li>• Global Governance</li> </ul>	<ul style="list-style-type: none"> <li>• Vetting student leaders</li> <li>• Voting</li> <li>• Vying for leadership positions</li> <li>• Assertiveness</li> <li>• Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to participate and support governance matters</li> </ul>	<ul style="list-style-type: none"> <li>• Just society</li> <li>• Integrity</li> <li>• Unity</li> <li>• Respect for rule of law</li> <li>• Accountability and Transparency</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in governance</li> </ul>
Human Rights	<ul style="list-style-type: none"> <li>• Equity and Non-discrimination</li> <li>• Human Rights Law and Values</li> <li>• Humanitarian Law for Special Groups</li> <li>• Instruments that promote human Rights</li> <li>• International Human Rights Instruments</li> <li>• Illegal small arms and light weapons</li> <li>• Crimes against Humanity and reparations</li> <li>• Human Right based Approach</li> </ul>	<ul style="list-style-type: none"> <li>• Decision Making</li> <li>• Critical Thinking</li> <li>• Problem Solving</li> <li>• Communication Skills</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Readiness to defend human rights</li> <li>• Solidarity</li> <li>• Decisiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Equality of all people</li> <li>• Respect for human rights</li> <li>• Responsibility</li> <li>• Love for one another</li> <li>• Ubuntu</li> <li>• Tolerance</li> <li>• Unity</li> </ul>	<ul style="list-style-type: none"> <li>• Promotion of awareness and understanding of human rights issues</li> <li>• Application of Human Rights Based Approach (HRBA) in all decisions</li> </ul>

Strand	Knowledge	Skills	Attitudes	Values	Competence(s)
Gender Issues in Education	<ul style="list-style-type: none"> <li>• Gender Identity</li> <li>• Sex/biological attributes</li> <li>• Gender Stereotypes</li> <li>• Growth and Development</li> <li>• Myths and Misconceptions Associated with Gender</li> <li>• Differences in Gender Roles</li> <li>• Gender Equity and Inclusion.</li> <li>• Gender and Careers</li> <li>• Gender Based Violence</li> <li>• Agents of Gender Socialization</li> <li>• Healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking and problem solving</li> <li>• Assertiveness</li> <li>• Self-awareness</li> <li>• Communication Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Concern for equal treatment of both gender</li> <li>• Thoughtfulness</li> <li>• Decisiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Equality</li> <li>• Social Justice</li> <li>• Ubuntu</li> <li>• Responsiveness towards gender concerns</li> <li>• Inclusiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Self-efficacy</li> <li>• Equal treatment for all</li> </ul>
Sustainable Development	<ul style="list-style-type: none"> <li>• Concept of Sustainable Development</li> <li>• Resources</li> <li>• Safety and Security</li> <li>• Poverty Reduction</li> <li>• Child Care and Protection</li> <li>• Disasters</li> <li>• Environmental Management and Sustainability</li> <li>• Climate Change</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy for the environment</li> <li>• Decision-making on environmental use</li> <li>• Constructive participation in solving environmental challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Concern for the environment</li> <li>• Environmental protection</li> <li>• Commitment for sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Social justice</li> <li>• Love</li> <li>• Responsibility</li> <li>• Tolerance</li> <li>• Respect for mother nature</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible utilisation and conservation of the environment</li> <li>• Collaboration</li> </ul>

# CHAPTER THREE

## IMPLEMENTATION OF CITIZENSHIP EDUCATION

Citizenship Education will be implemented through formal, non-formal and informal dimensions of learning. Communities of learning will be established in all schools to provide an opportunity for capacity building, sharing of ideas and partnerships to support Citizenship Education within and outside the learning institution. Outlined below are the three dimensions of learning.

### **a) Formal dimension of learning**

Formal learning primarily takes place in the classroom and is organised by the teacher. It is the planned, programmed and guided lessons that take place in a school setting following a formal curriculum. The following will guide the implementation of Citizenship Education in the formal dimension:


- i) Citizenship will be mainstreamed in all learning areas or subjects at pre-primary, primary, secondary and teacher education levels of education.
- ii) Learner centred transformative pedagogies will be used to implement Citizenship Education.
- iii) Teachers (pre-service and in-service) will be equipped with skills to mainstream Citizenship in their learning areas or subjects.
- iv) Teachers will be transformed to not only facilitate CE using best practices, but also embrace it fully.
- v) Curricula and curriculum support materials at pre-primary, primary, secondary and teacher education levels will be geared towards development of citizenship competency.

### **b) Non-formal dimension of learning**

These are the planned programmes and activities that take place in a learning institution. They include after classroom activities such as clubs and games, assemblies, music and drama festivals, commemoration of national and international days and holidays and elections of the Children's Government and Student Council among others.

Non-formal programmes and activities will:

- i) Help the learner to practise citizenship principles and strategies in their operations;

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- ii) Encourage inter school mentorship and supportive programmes;
  - iii) Enable learners to engage in curriculum-based projects driven by authentic real-world challenges;
  - iv) Enable learners to work in teams to achieve commonly defined and measurable learning goals;
  - v) Facilitate the learner to extend learning beyond the classroom;
  - vi) Encourage learners to become creative, connected and collaborative problem solvers;
  - vii) Offer opportunities for learners to interrogate contemporary issues in the society, especially those that affect them.

### **c) Informal dimension of learning**


This is the unintended or incidental learning that occurs during day-to-day interactions. It is often referred to as the hidden curriculum. Learners learn from their everyday experiences as they interact with the environment, fellow learners, teachers, parents and members of the school and wider community. Informal activities that can take place at institutional level include:

- i) Attending national and international day celebrations, faith-based and cultural activities that promote values.
- ii) Reading material or listening to presentations in radio, television or social media on responsible citizenship.
- iii) Interactions with members of the community
- iv) Participating in community-based activities
- v) Modelling of citizenship values by peers, parents, teachers, support staff and school leadership.
- vi) Influence the learning institutions culture and ethos by embedding CE values in their Vision, Mission and motto statements.

## **3.1 Pedagogical approaches of Citizenship Education**

Citizenship Education seeks to nurture a caring and responsible attitude in learners to create a peaceful, just and sustainable future for all. To achieve the General Learning Outcomes of Citizenship Education, learners should be guided to develop the necessary knowledge, skills, attitudes and values in Citizenship Education. This will involve not only teaching and learning of relevant content, but also the practical experiences gained through activities in school and wider





society that are designed to prepare learners for their role as citizens. This calls for appropriate approaches, and specifically transformative pedagogies, in order to engage the learner fully in the learning process.

The goal of transformative pedagogies is not simply to impart certain information but rather to transform the learner's outlook to life. Transformative Pedagogies will be used to implement CE. These pedagogies enable the learner to critically examine his or her values and beliefs as well as the information available. It aims at developing reflective thinking in the learner, appreciation for multiple perspectives and a sense of critical consciousness as he or she strives to improve the physical, social and political environment.

Transformative pedagogy is an innovative pedagogical approach that empowers learners to critically examine their contexts, beliefs, values, knowledge and attitudes with the goal of developing spaces for self-reflection, appreciation of diversity and critical thinking. A transformative pedagogy is realised when learning goes beyond the mind and connects hearts and actions, transforming knowledge, attitudes and skills. The learner should be exposed to actual experiences and opportunities to develop, test and build their own views, values and attitudes, and to learn how to take actions responsibly. Participation in community activities and interactions with people of different backgrounds are necessary. UNESCO-IICBA 2017 (Transformative pedagogy for peace-building: A guide for teachers)

Transformative approaches include holistic approach, collaborative approach, learner empowerment approach, values driven approach and inquiry based approach.

#### **a) Holistic approach**

The holistic approach is concerned with the development of every person's intellectual, emotional, social and physical potential. It seeks to engage students in the learning process and encourages individual and collective responsibility. It develops learners to be critical, confident, ethical and independent. It also aims at making learning a process of self-improvement that recognizes the self and the social context of learning. It moreover, recognizes the needs of the individual learner.

In regard to Citizenship Education, the holistic approach will be used to emphasise three interrelated dimensions of learning - the cognitive, affective and psychomotor. This means that the teacher will engage the learner's mind, heart and hands in understanding oneself in relation to the world. Learning will go beyond the confines of the school environment to the wider community. In addition, to make Citizenship Education more relevant to the learner, the teacher shall endeavor to use examples of



real-life scenarios and issues.

In learning Citizenship, this principle will be applied by:

- i) Examining issues from multiple perspectives. By so doing, the learner will understand how different issues are related and broadens his or her perspective of the world.
- ii) Encouraging the learner to engage with people from the community to discuss issues that affect them. This will enable the learner to understand and appreciate diversity.

## **b) Collaborative approach**


The collaborative approach to learning involves groups of learners working together to solve a problem or complete a task. Collaborative learning is designed to help them learn from each other and is therefore critical in Citizenship Education. Moreover, the collaborative approach is a powerful tool in promoting teamwork and unity of purpose.

To maximise the use of this approach, a learner-centred environment that encourages free discussion of life issues between the teacher and learner as well as among learners should be provided. Learners should be encouraged to work in teams to achieve set goals in order to develop values such as respect, unity, social justice, peace and responsibility. Ultimately, this will enable the learner to learn how to cooperate with peers and act in solidarity.

Effective dialogue is part and parcel of the collaborative approach. It will help the learners to share ideas, raise questions, listen to one another and reflect on the new perspectives learnt. As a result, the learner will be empowered to take action or engage in activities that will transform the community. Moreover, this will help the learner to become an active citizen through active participation in the learning process. This approach will guide learning of citizenship across the formal, non-formal and informal learning domains.

## **c) Learner empowerment approach**

The learner Empowerment approach is the practice of supporting learners to shape their learning and study for a sustainable future. It is a process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights. It is the process of creating intrinsic task motivation by providing an environment and tasks which increase one's sense of self-efficacy and energy.



Citizenship Education will promote learning that nurtures greater consciousness of real-life issues. In addition to being aware of the world, the learner will acquire relevant ideas and applicable ways to take action on local and global issues. Critical empowerment begins by guiding the learners to think critically about social issues. Such issues include but are not limited to human rights violation, climate change and gender rights. The critical empowerment approach stipulates that the learner should be motivated to become an active change agent by using their knowledge, skills and values to respond and transform their local and global communities. In the application of this approach, the teacher will:

- i) Empower learners to apply what they have learnt in their daily lives;
- ii) Encourage learners to apply what they have learnt to respond to community needs and issues; and
- iii) Guide in the use of indigenous and new technologies to respond to local and global issues.


**d) Values-driven Approach**

The teacher will not only focus on acquisition of knowledge, skills and attitudes on citizenship but also nurture values such as respect, empathy, justice, compassion, responsibility. The teacher will provide opportunities for learners to examine their values and principles, assess their expectations and actions and practise responsible citizenship. As a result, the learner will acquire values, attitudes and the correct mindset to make use of what they learn for the promotion of common good.

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

- i) Use examples of local and international CE ambassadors as role models
  - ii) Exemplify and model the espoused values and attitudes
  - iii) Engrain values in the school motto, vision, mission and day-to-day activities
  - iv) Create a Values-driven culture within the school
  - v) Have mentorship programmes to nurture values
- e) Inquiry-based approach

This is a learning process that engages learners by making real-world connections through exploration and questioning. It is an approach to learning that encourages learners to engage in problem-solving and experiential learning.



To be an informed, concerned and participative citizen, one has to be inquisitive about the environment. In an increasingly complex world faced with challenging global issues, the role of the teacher should be to help learners develop curious minds to better understand what is happening around them, and take positive actions that can make a difference to others and their environment. This can be done through Inquiry-Based Learning (IBL) that takes place in and beyond the classroom. Being curious about the things around you is important to understand the people and the world we live in. Some of the ways through which IBL can be encouraged include:

- i) Asking pertinent questions;
- ii) Seeking information through various means;
- iii) Analyzing and interpreting the information; and
- iv) Drawing conclusions based on the findings which can contribute towards informed decision-making and predictions and socially responsible actions.

Inquiry-based learning approaches will be critical in helping the learner to develop respect for diversity. Learners will learn to appreciate and respect diversity through identification of who they are and how they are situated within multiple relationships for example, family, friends, school, local community, country, other countries, as a basis for understanding citizenship. Thus, they will develop an understanding of diversity in terms of culture, language, gender, sexuality, race, religion, economic status, political affiliation and, and how these influence people's views and relationships.

In facilitating citizenship, the teacher will:

- i) Seize opportunities that arise in the learning environment to emphasise the value of respect for diversity.
- ii) Provide support when incidences of negative ethnicity emerge in class.
- iii) Guide learners to consider common factors that rise above these differences, and develop the knowledge, skills, values and attitudes essential for respecting difference and living with others.
- iv) Create opportunities for intercultural dialogue, events and interactions

### **3.2 Implementation strategy**

The CE requires effective and efficient implementation to transform learners and the community as a whole. Effective implementation calls for proper planning and designing of the program in collaboration with stakeholders. This will be done using various strategies and at various levels. A diagrammatic

representation of the suggested implementation strategies is provided as follows.




**Figure 3.1:** CE Implementation Strategies

### 3.4.1 Development, Mobilisation and Dissemination of Resources

Learning resources enhance the learning experiences for the learner. Effective delivery of CE, therefore, requires adequate learning resources. There should be a deliberate effort to source for resources and use locally available materials to develop and improvise learning materials relevant for CE. Materials will be accessed in the KICD Education Cloud, the KICD Multimedia Library, Ministry of Education Resource Centre, UNESCO Websites among others.

#### Activities

- i) Development of resource materials including the matrices and teacher's handbook targeting the learner, the teacher and other key stakeholders.

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- ii) Exposing learners to available materials for CE
  - iii) Learning from the community institutions and organizations.
  - iv) Collecting CE resources such as cultural artifacts from the local environment
  - v) Using the local environment as a learning resource for CE

### **3.4.2 Capacity Building and Sensitisation**

Effective implementation of the guidelines will require a whole school approach. This calls for the capacity building and sensitisation of various stakeholders and change agents in the education sector. They include: learners, teachers/tutors, head teachers/principals, parents, curriculum support officers, quality assurance officers and county education officers.

#### **Activities**


- i) Train teachers, tutors and trainers on how to mainstream CE into the formal, non-formal and informal curriculum.
- ii) Sensitise head teachers/principals and education officers on CE
- iii) Train club members and officials on CE
- iv) Sensitise parents, community leaders and stakeholders on CE
- v) Sensitise the community and stakeholders on CE

### **3.4.3 Stakeholder Engagement**

Stakeholder engagement is the practice of interacting with and influencing interested parties to the overall benefits of CE. The successful implementation of CE will greatly depend on how well stakeholders have been engaged. The CE stakeholders include teachers, learners, parents, school management, government ministries and agencies, Faith Based Organizations, Civil society, political and opinion leaders and corporate organisations. All stakeholders ought to be brought on board and engaged regularly and continuously. The Ministry of Education should strive to create opportunities for partnership and collaboration with stakeholders in order to harness resources necessary for implementation of CE. Effective collaboration requires trust between the parties involved and the need to develop working relationships over time.

#### **Activities**

- i) Mapping of stakeholders engaged in provision of CE at county and national levels

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- ii) Exchange of information on CE
  - iii) Mutual invitation to meetings and events by stakeholders
  - iv) Co-organising meetings, conferences and seminars
  - v) Co-organising CE capacity-building workshops
  - vi) Co-publication of CE resources and materials
  - vii) Collaboration on research programmes
  - viii) Conduct sensitisation forums
  - ix) Encourage stakeholders to participate in school functions such as open days
  - x) Promote a harmonious and healthy relationship between the community and educational institutions
  - xi) Enhance Community Service Learning
  - xii) Initiate joint projects between educational institutions and the community
  - xiii) Encourage the community to offer material, technical and professional support
  - xiv) Collaborate on monitoring, evaluation and reporting of CE

#### **3.4.4 Advocacy for Citizenship Education**

Advocacy is the active support of an idea or cause expressed through strategies and methods that influence the opinions and decisions of people and organizations. 'Leave no one Behind' is the clarion call in Education of the 21<sup>st</sup> Century that emphasises inclusivity. CE will require a lot of advocacy. This may be done by sharing the general outcomes of CE with all the stakeholders using various fora in education.

##### **Activities**

- i) Mainstream CE themes in club activities
- ii) Advocate for CE through festivals, fairs, exhibitions, sports, symposia among others
- iii) Mainstream CE themes in the celebration of international and national days.
- iv) Advocate for CE through Annual head teachers and stakeholders fora.

- v) Use mass and social media channels to promote CE.
- vi) Hold Policy Dialogues on CE with community leaders
- vii) Leverage on public events and meetings to advocate for CE

### **3.4.5 Create friendly and safe learning environment**

Friendly and safe learning environments embrace interactive participation of learners and teachers in the learning process. Creating a friendly and safe learning environment requires ample time for interaction and reflection. It also requires understanding each learner, and being sensitive to each in terms of their gender, age, religion, culture and language, among others. The environment should also ensure that needs of all categories of learners including learners with special needs are met and addressed.

A friendly and safe learning environment is critical for effective implementation of CE. In a safe and friendly learning environment, learners feel physically, emotionally, and socially comfortable and safe. CE will require a proper environment for sharing, expression of opinions and beliefs. Learners will be allowed to express themselves freely and flexibility will be assured in the learning process. Learners are assured that their needs will be met and that they are protected by caring and thoughtful teachers and members of their community. Consequently, learners benefit from opportunities to learn in such environments.

#### **Activities**

- i) Ensuring that the environment is adaptive to learners and tutors with special needs and disabilities;
- ii) Provision of a learner friendly and safe environment in all learning institutions for promotion of CE;
- iii) Promote learning institutions as centres of learning for CE; and
- iv) Promote learner centred transformative pedagogies.

### **3.4.6 Establishment of Citizenship Education Communities of Learning**

A Community of Learning is a group of education and training providers working together to help learners achieve their full potential. Communities of learning can be established among learners. Each Community of Learning sets shared goals, or achievement challenges based on the particular needs of learners. The Community of Learning works with learners, parents, stakeholders and communities to achieve set goals. This approach also provides more opportunities for parents, families and stakeholders and communities to be involved with learners learning.



## Activities

- i) Exchange of information on CE;
- ii) Mutual invitation to meetings and events by stakeholders;
- iii) Co-organising meetings, conferences and seminars;
- iv) Co-organising CE capacity-building workshops;
- v) Co-publication of CE resources and materials;
- vi) Collaboration on research programmes;
- vii) Establishing mentorship programmes;
- viii) Strengthening programmes that promote benchmarking with learning institutions that have best practices in CE;
- ix) Training peer educators as mentors of CE;
- x) Recognising and adopting best practices in CE;
- xi) Establishing resource centers /resource rooms/resource corners for CE; and
- xii) Collaboration on monitoring, evaluation and reporting of CE

### 3.4.7 Monitoring, evaluation and learning

Monitoring of Citizenship Education will involve a systematic process of collecting, analysing and using information to track implementation progress, identify gaps to inform change of strategy and for learning purposes.

## Activities

- i) Development of a Monitoring and Evaluation Framework/Matrix
- ii) Development of data collection tools
- iii) Piloting of data collection tools
- iv) Data collection
- v) Data analysis
- vi) Report writing
- vii) Validation and Dissemination

### 3.3 Implementation Model

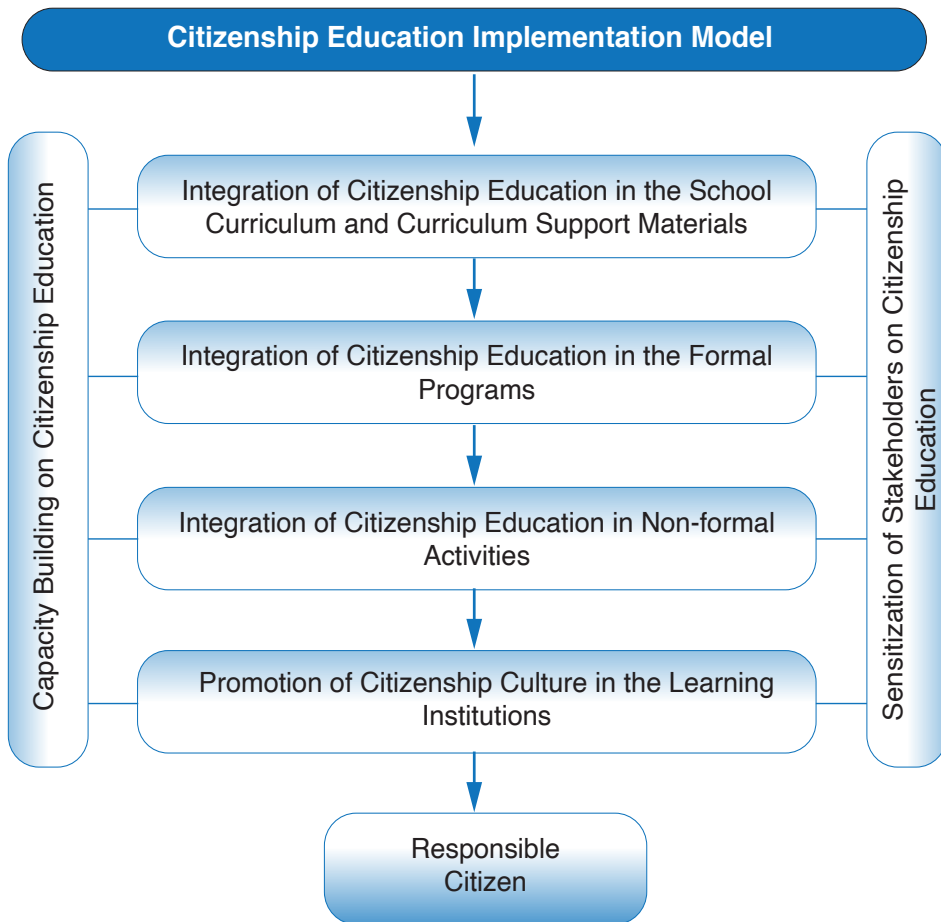
The implementation of Citizenship Education will adopt a six-step systematic model as follows:

- i) Integration of Citizenship Education in the school curriculum and

curriculum support materials

- ii) Integration of Citizenship Education in the formal programs
- iii) Integration of Citizenship Education in non-formal activities
- iv) Promotion of Citizenship culture in the learning institutions
- v) Capacity Building on citizenship education
- vi) Sensitisation of Stakeholders on Citizenship Education

The steps are captured in figure 3.2.



**Figure 3.2:** Citizenship Education Implementation Model

# CHAPTER FOUR

## STAKEHOLDERS' ENGAGEMENT IN CITIZENSHIP EDUCATION

Stakeholder engagement in CE refers to ongoing collaboration between learning institutions and various individuals, interest groups and organisations focused on supporting schools to achieve CE objectives. Building meaningful and accountable partnerships is of paramount importance for the promotion and effective implementation of Citizenship Education in learning institutions. Such engagement must be deliberate and systematic, hence key stakeholders should have an influence in the decision-making process. This chapter outlines categories of CE stakeholders, benefits of stakeholders and their roles in the implementation of CE.

### 4.1 Categories of Citizenship Education Stakeholders


CE stakeholders are individuals or organisations with an interest or concern in the success of a school in fulfilling CE goals. Stakeholders are drawn from within and outside the school and are categorised as internal and external stakeholders.

**Internal stakeholders** are those who work within the learning institutions on a daily basis or who largely control what goes on there. They include:

- i) Learners
- ii) Teachers, tutors and instructors
- iii) Institutional administrators
- iv) Parents or guardians
- v) Boards of Management
- vi) Support staff

**External stakeholders** are those not directly involved in the day-to-day activities of the learning institution but have strong interest in the achievement of CE learning outcomes. These include:

- i) Relevant National and County Government, Ministries, departments and agencies and Constitutional Commissions
- ii) Community and community leaders
- iii) Faith-Based-Organizations (FBO)

- 
- iv) Political and other opinion leaders
  - v) Private sector including financial institutions, industries, communication firms and manufacturing firms
  - vi) Development partners
  - vii) Institutions of higher learning
  - viii) Civil societies, Non-Governmental Organizations (NGOs) and Community Based Organizations (CBOs)
  - ix) Unions and Professional Associations
  - x) Media

## **4.2 Benefits of stakeholder engagement in citizenship education**

Some of the benefits of stakeholder engagement in CE include:

- i) Getting better understanding of stakeholders' views and opinions concerning CE
- ii) Stakeholder ownership
- iii) Empowering stakeholders to make prompt and informed decisions about CE
- iv) Access to more ideas and broader awareness on CE
- v) Strengthening collaboration among players
- vi) Supporting and participating in implementation of CE

### 4.3 Role of stakeholders in CE

S/NO	STAKEHOLDERS	ROLES AND RESPONSIBILITIES IN CE
	Learners	<ul style="list-style-type: none"> <li>• Practise CE values in daily life</li> <li>• Carry out and participate actively in CE activities</li> <li>• Engage in advocacy of CE</li> </ul>
	Teachers/ Tutors/  Instructors	<ul style="list-style-type: none"> <li>• Model CE values</li> <li>• Mainstream CE in formal, non-formal and informal learning domains</li> <li>• Facilitate and support the learner in CE projects and activities</li> <li>• Link school to the community</li> <li>• Liaise with learning institution administrators on the implementation of CE</li> <li>• Network with other teachers on best practices in CE</li> <li>• Monitor and evaluate CE activities</li> <li>• Participate in communities of learning</li> </ul>
	Institutional Administrators	<ul style="list-style-type: none"> <li>• Demonstrate CE values in leadership processes and operations</li> <li>• Monitor the implementation of CE</li> <li>• Coordinate CE activities</li> <li>• Advise the BoM on the needs in implementation of CE</li> <li>• Mobilise resources and technical support for CE</li> <li>• Provide a conducive environment</li> <li>• Promote advocacy for CE</li> </ul>
	Parents and Guardians	<ul style="list-style-type: none"> <li>• Model CE values at home</li> <li>• Provide resources to support CE</li> <li>• Promote CE at home and in the community</li> <li>• Monitor CE activities at home and in the community</li> <li>• Collaborate with the school in the implementation of CE</li> <li>• Volunteer as resource persons - mentors</li> </ul>

S/NO	STAKEHOLDERS	ROLES AND RESPONSIBILITIES IN CE
	Board of Management	<ul style="list-style-type: none"> <li>• Performing advisory and supervisory roles in the implementation of CE</li> <li>• Promoting a conducive environment for enculturation of CE culture in the institutions</li> <li>• Monitoring, evaluating and giving feedback on the progress of CE</li> <li>• Organising for sensitisation of parents on CE</li> </ul>
	Professional bodies and Unions  (KNUT, KUPPET, KESSHA, KEPSHA, KATTI, KEPSA)	<ul style="list-style-type: none"> <li>• Model CE Values</li> <li>• Partner with learning institutions on implementation of CE</li> <li>• Provide support for implementation of CE</li> <li>• Engage in Advocacy for CE activities and projects in the community</li> <li>• Volunteering as resource persons - mentors</li> <li>• Support teachers' involvement in CE</li> <li>• Sensitise stakeholders on CE</li> <li>• Monitor the implementation of CE</li> <li>• Support establishment of communities of learning</li> </ul>
	Relevant County and National Government ministries, departments and agencies and Constitutional Commissions  (MoE, TSC, KICD, KNEC, KISE, KEMI, CEMASTE, KNCHR, NGEC, NCIC, IPSK)	<ul style="list-style-type: none"> <li>• Model the CE values</li> <li>• Provide training and sensitisation on CE</li> <li>• Develop and disseminate CE resource materials</li> <li>• Partner with private sector and development partners in the implementation and monitoring of CE</li> <li>• provide feedback to learning institutions regarding the effectiveness of CE</li> <li>• Assess the CE competencies</li> <li>• Create advocacy for CE</li> <li>• Facilitate exchange programmes</li> <li>• Develop policy guidelines on CE</li> </ul>

S/NO	STAKEHOLDERS	ROLES AND RESPONSIBILITIES IN CE
	<p>Non-Governmental Organizations, Private sector, Development partners,</p> <p>Faith Based Organizations,</p> <p>Community based Organizations leaders (CBOs)</p>	<ul style="list-style-type: none"> <li>• Role model CE values</li> <li>• Partner with learning institutions, County and National Governments on implementation of CE</li> <li>• Offer training and sensitisation on CE</li> <li>• Provide financial and technical support, and learning resources</li> <li>• Promote advocacy of CE</li> <li>• Support in monitoring CE activities</li> <li>• Volunteering as resource persons - mentors</li> </ul>
	<p>Political and other opinion leaders</p>	<ul style="list-style-type: none"> <li>• Role model CE values</li> <li>• Provide funding for implementation of CE</li> <li>• Promote advocacy of CE</li> <li>• Include CE in County and National Education plans</li> <li>• Enact laws on implementation of CE</li> </ul>
	<p>Institutions of higher learning (Universities and Tertiary level colleges)</p>	<ul style="list-style-type: none"> <li>• Role model CE values</li> <li>• Capacity build stakeholders on CE</li> <li>• Undertake research on CE</li> <li>• Mentor and support teachers on CE</li> <li>• Offer information on best CE transformative facilitation pedagogies</li> </ul>
	<p>Media (television, radio, websites)</p>	<ul style="list-style-type: none"> <li>• Role model CE values</li> <li>• Provide access to varied CE learning resources</li> <li>• Create public awareness about CE</li> </ul>

**Table 2.8** Role of stakeholders in CE

# CHAPTER FIVE

## MONITORING, EVALUATION AND LEARNING

Monitoring of CE will involve a systematic process of collecting, analysing and using information to track its implementation. Its purpose is to determine if the objectives of CE have been achieved so that action can be taken to correct any deficiencies. Monitoring will be a continuous assessment that aims at providing all stakeholders with early detailed information on the progress of the ongoing CE activities. Evaluation on the other hand will be a systematic and objective examination concerning the relevance, effectiveness, efficiency and impact of CE activities in the light of specified learning outcomes.

MoE in collaboration with other stakeholders will undertake regular monitoring of CE. The ministry will adapt outcome evaluation to assess the effectiveness of the CE programme in producing behavioural change in learners and process evaluation to determine whether CE themes are being implemented as intended and to benchmark with best practices.

The chapter focuses on monitoring goals and indicators of CE, levels of monitoring and the monitoring matrix.

### **5.1 Monitoring goals and indicators of citizenship education**

Indicators are pointers used to determine if a programme is being implemented as expected and achieving the intended outcomes. The choice of indicators will often inform the rest of the evaluation plan, including evaluation methods, data analysis and reporting. The CE impact indicators developed by MOE and other stakeholders shall be specific, measurable, attainable, relevant and time-bound. CE will be evaluated based on the following seven key goals.

- a) Integration of CE in the Curriculum;
- b) Availability and relevance of learning resources;
- c) Integration of CE in school programmes;
- d) Integration of CE in co-curricular activities;
- e) Sensitisation of stakeholders;
- f) Capacity building of implementers; and
- g) Promotion of CE culture in learning institutions.





## 5.2 Levels of monitoring of citizenship education

Monitoring of Citizenship Education should be carried out on a regular basis. Formative evaluation will be carried out throughout the process while summative evaluation will be undertaken at the end of a strand /theme or level pre-primary Primary, Junior Secondary, Senior School and Teacher Education by MoE, TSC and relevant SAGAS.

## 5.3 Monitoring and evaluation matrix

The monitoring and evaluation tools of CE include questionnaires, observation schedules, interview schedules and focus group discussion among others. The monitoring and Evaluation matrix below includes aspects that will be monitored.

## Sample Monitoring and Evaluation matrix

NO	GOAL	MEANS OF VERIFICATION	VERIFIABLE INDICATORS	DATA SOURCE	RESPONSIBILITY
1	Integration of CE in the Curriculum	<ul style="list-style-type: none"> <li>Integration of CE in: Schemes of work</li> <li>Records of work</li> <li>Lesson plan</li> <li>Curricular and curriculum support materials</li> <li>Learners' notes</li> </ul>	<ul style="list-style-type: none"> <li>CE reflected in the: Relevant themes for the level</li> <li>Learning outcomes</li> <li>Learning activities</li> <li>Assessment tasks</li> <li>Key Inquiry Questions</li> <li>Illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Designs</li> <li>Teachers</li> <li>CSOs</li> <li>QASOs</li> </ul>	<ul style="list-style-type: none"> <li>KICD</li> <li>MOE</li> <li>KNEC</li> </ul>
2	Integration of CE in school programmes	<ul style="list-style-type: none"> <li>Integration of CE in: Parents' Day meetings</li> <li>School assembly</li> <li>Class meetings</li> <li>School academic days</li> <li>Exchange programmes</li> <li>Educational tours and excursions</li> </ul>	<ul style="list-style-type: none"> <li>CE reflected in the: Programme</li> <li>Speech</li> <li>Minutes</li> <li>Reports</li> <li>One on one interview</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Institutional administrators</li> <li>Learners</li> <li>Parents</li> </ul>	<ul style="list-style-type: none"> <li>Head of institutions,</li> <li>QASOs,</li> <li>CSOs,</li> <li>Teachers</li> </ul>
3	Integration of CE in co-curricular activities	<ul style="list-style-type: none"> <li>Integration of CE in: Clubs and societies</li> <li>Drama and music festivals</li> <li>Cultural days</li> <li>Sports days</li> <li>Science congress</li> <li>Art fairs</li> </ul>	<ul style="list-style-type: none"> <li>CE reflected in: Club constitution</li> <li>Minutes</li> <li>Themes</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Institutional administrators</li> <li>Learners</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Student council</li> <li>CSOs</li> <li>Heads of Institutions</li> <li>KICD</li> <li>Teacher's Associations</li> <li>Student governments</li> </ul>

4	Sensitisation of stake holders on CE	<ul style="list-style-type: none"> <li>• Sensitisation of: <ul style="list-style-type: none"> <li>• Parents</li> <li>• Learners</li> <li>• Teachers/tutors/instructors</li> <li>• BoM members</li> <li>• Support staff</li> <li>• Parents Associations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of CE in: <ul style="list-style-type: none"> <li>• Reports</li> <li>• Minutes</li> <li>• Attendance lists</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sensitization of: <ul style="list-style-type: none"> <li>• BoM members</li> <li>• Support staff</li> <li>• Parents</li> <li>• Associations</li> <li>• others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Institutional leaders <ul style="list-style-type: none"> <li>• MoE and other relevant ministries</li> <li>• TSC</li> <li>• KICD</li> <li>• KNEC</li> <li>• Local administration</li> </ul> </li> </ul>
5	Capacity building of teachers on CE	<ul style="list-style-type: none"> <li>• Training on: <ul style="list-style-type: none"> <li>• CE thematic areas</li> <li>• Transformative Pedagogies</li> <li>• Effective linkages and collaborations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of teachers / tutors trained on CE themes in: <ul style="list-style-type: none"> <li>• Reports</li> <li>• Minutes</li> <li>• Attendance lists</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> </ul>	<ul style="list-style-type: none"> <li>• TSC</li> <li>• KICD</li> <li>• KNEC</li> <li>• CSOs</li> <li>• Champion teachers</li> <li>• QASOs</li> </ul>
6	Promotion of CE culture in the learning institution	<ul style="list-style-type: none"> <li>• Promotion of CE culture in learning institutions through; <ul style="list-style-type: none"> <li>• Children's government/ students' council</li> <li>• Institutional rules</li> <li>• Gender sensitivity</li> <li>• Learners register</li> <li>• School vision, mission and motto</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Promotion of CE culture in learning institutions through: <ul style="list-style-type: none"> <li>• Presence of students' government/ council</li> <li>• Availability of institutional rules</li> <li>• Gender sensitivity in seating arrangement, admission, council constitution and duty allocation</li> <li>• Learners' register backgrounds (race/ethnic)</li> <li>• CE reflected in School Vision, Mission and Motto</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Learners</li> <li>• Teachers</li> <li>• BoM members</li> <li>• Non-teaching staff</li> <li>• PAS</li> <li>• Community members</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional leaders</li> <li>• MoE</li> <li>• BoM</li> <li>• Parents' Association</li> <li>• Student governments NN</li> </ul>

7	Availability and relevance of CE learning resources	<ul style="list-style-type: none"> <li>• Records</li> <li>• Learning resource centre/library</li> </ul>	<ul style="list-style-type: none"> <li>• Records and Evidence of available and relevant materials</li> </ul>	<ul style="list-style-type: none"> <li>• Learners</li> <li>• QASO</li> <li>• School administration</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• MOE</li> <li>• KICD</li> <li>• Development partners</li> <li>• Teachers/tutors/Instructors</li> </ul>
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**Table 2.9** Sample Monitoring and Evaluation Matrix

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## ANNEX

### NATIONAL GOALS OF EDUCATION

The Framework is anchored on the National Goals of Education. Thus, education in Kenya should:

#### **1. Foster nationalism, patriotism, and promote national unity**

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and harmonious co-existence.

#### **2. Promote social, economic, technological and industrial needs for national development**

Education should prepare the learner to play an effective and productive role in the nation.

##### **a) Social Needs**

Education should instil social and adaptive skills in the learner for effective participation in the family, community, national, regional and international development.

##### **b) Economic Needs**

Education should prepare a learner with requisite competencies that support a modern and independent growing economy. This should translate into high standards of living for every individual.

##### **c) Technological and Industrial Needs**

Education should develop in the learner necessary competencies for technological and industrial development for the nation in tandem with global trends.

#### **3. Promote individual development and self-fulfilment**

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

#### **4. Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Constitution of Kenya. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

## **5. Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including for learners with special educational needs and disabilities. Education should also provide the learner with opportunities to develop and practise shared responsibility and accountability through community service learning.

## **6. Promote respect for and development of Kenya's rich and varied cultures**

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own culture while at the same time respect other people's cultures. In this way, the learner will embrace positive cultural practices in a dynamic society.

## **7. Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the interdependent network of diverse peoples and nations. Education should empower the learner to respect, appreciate and participate in the opportunities within the international community. Education should also enable the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

## **8. Promote positive attitudes towards good health and environmental protection**

Education should inculcate in the learner the value of physical and psycho-social well-being for self and others. It should promote environmental preservation and conservation, including animal welfare, for sustainable development.

