KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
Nurturing Every Learner's Potential

REPORT ON THE CITIZENSHIP TRAINING MANUAL WORKSHOP HELD AT BIBLE TRANSLATION AND LITERACY CENTRE, RUIRU KIAMBU FROM 25TH TO 28TH MAY 2021

MAY 2021

TABLE OF CONTENTS

EXECUTIVE SUMMARY

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 Education has three main objectives: educating people in citizenship and human rights through an understanding of the principles and institutions (which govern a state or nation); learning to exercise one's judgement and critical faculty; and acquiring a sense of individual and community responsibilities. It emphasizes the importance of educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society (UNESCO, 2010). One more specific framework of citizenship education is civic education, which seeks to teach the knowledge, skills and values regarded as necessary for democratic institutions (Kahne and Middaugh, 2008).

An increasingly globalised world has raised questions about what constitutes meaningful citizenship as well as about its global dimensions. There has been a move towards a more inclusive understanding of citizenship that encompasses the local, national regional and global dimensions of citizenship. There are calls for education to promote peace, wellbeing, prosperity, and sustainability. There is also a growing interest in Global Citizenship Education (GCED) especially after the launch of the Global Education First Initiative (GEFI) in 2012.

The GEFI identified lack of teacher's capacity as one of the barriers to GCED. As key actors in ensuring quality education, teachers require to deepen their knowledge base and pedagogical skills in response to new demands. The purpose of developing the training manual is to ensure a standardized capacity building of teachers and other curriculum implementers in preparation for the CE pilot implementation in Baringo County. The training manual aims to enhance the capacity of teachers to transit appropriate and relevant knowledge, skills, attitudes and values to learners. Ultimately, the manual aims to empower the learners through the teachers to engage and assume active roles in addressing and resolving local and global challenges.

The report captures the s8ix core strands in the training manual as follows:

Governance

Governance is commonly defined as the practical application of processes and policies that lead to proper functioning of public institutions for the well being of the citizenry. and their acceptance by the common people – the led. The major attributes of good governance include: participatory, consensus-oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive, and guided by the rule of law. At the institutional level, learners are encouraged to fully participate in governance through such avenues as class representation, children government and student councils.

Human Rights

Central to citizenship is the idea that all human beings belong to a single human race, share a common humanity and are of equal worth. Hence they should all have the same basic rights and be treated accordingly. Yet beliefs about the superiority of different groups, and about which groups 'belong' and which do not, continue to be expressed through words, behaviour and systems – and these may even be reflected sometimes (albeit often unintentionally) in the practices and curricula of schools.

Diversity

Human beings have the same basic needs but many different ways of meeting them. Differences in gender, culture, class, nationality, religion, ethnicity, language and status may all be significant in explaining these variations and in shaping identity. To thrive in such a diverse and fast-changing world, learners need to feel confident in their own identity; but they should also be open to engaging positively with other identities and cultures, and able to recognise and challenge stereotypes.

Gender

The World over, there are many obstacles that prevent girls from accessing education. These obstacles vary across time and geographical location. Gender stereotypes and violence against women present serious challenges on their potential and expected achievement; thus negatively affecting their contribution in development. There is ample evidence to show that, the pace and quality of development in different areas is significantly affected by women's contribution. Gender education ensures that girls and boys, women and men gain access to and complete education cycles while also becoming empowered equally in and through education.

Sustainable development
How we share and use the earth's resources affects the health of the planet and of everyone with whom we share it – now and in the future. There are many different interpretations of sustainable development, but at its heart lies a recognition that our relationship with the earth needs to acknowledge the limits of finite resources and the human rights of all.

Peace and conflict
In all communities – from the school to the international level – there are conflicts of interest and disagreements. As a result there is a continual need to develop rules, laws, customs and systems that all people accept as reasonable and fair. Issues of peace and conflict are thus inevitably bound up with questions of social justice, equity and rights.

This report has been divided into four parts. The first part captures the introduction to the GCED Project in Kenya, and the activities that have been undertaken so far. The second part discusses the workshop objectives, participants and responsibilities**.** The third part focuses on the proceedings of the workshop from day one to the fourth day. Finally the fourth part gives the way forward.

1.0 INTRODUCTION

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

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

Citizenship is also one of the seven core competencies in the Basic Education Curriculum Framework. Citizenship Education highlights essential functions of

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

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

In order to facilitate the smooth implementation of citizenship education, KICD developed a Teacher's Handbook to support teachers in the implementation and incorporation of GCED. The handbook would facilitate realization of citizenship and also guide teachers and provide exemplary lessons on how they can integrate citizenship education in any subject and in the non-formal and informal dimensions of learning for effective realization of citizenship education in the country.

The next course of action is the training of teachers on Global Citizenship Education and in this regard a workshop was held to develop a training manual at **Bible Translation and Literacy Centre, Ruiru from 25th to 29th May 2021**. The team was also joined by officers from Kenya National Commission on Human Rights (KNCHR).

2.0. WORKSHOP OBJECTIVES
The workshop was part of the initiatives being undertaken to support KICD in its efforts to realize the Citizenship Core Competency in CBC and contribute to enabling the country achieve Sustainable Development Goal No. 4.7 by integrating GCED in the national curriculum. By the end of the workshop Citizenship Education Training manual was to be developed.

Workshop Specific Objectives

1. At the end of the workshop the participants were expected to:
2. Reflect on the structure of the Citizenship Education Teacher Training Manual
3. Develop the Citizenship Education Teacher Training Manual to support teachers during the pilot
4. Provide a platform to share activities and plans to strengthen the promotion of citizenship competency   in CBC
5. Reflect on next steps

3.0. WORKSHOP PARTICIPANTS

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

Table 2.1: List of Participants

S/No.	Name	Organization
1.	Prof. Charles Ong'ondo	KICD
2.	Jacqueline Onyango	KICD
3.	Ruth Mugambi	KICD
4.	Jane Nyaga	KICD
5.	Hassan Abdi	KNCHR
6.	Winrose Rono	KICD
7.	Joash Manyi	KICD
8.	Charity Makau	KICD
9.	Alphayo Ocholla	KICD
10.	Jane Njue	KICD
11.	Caroline Murianki	KICD
12.	Onesmus Kakungi	KICD
13.	George Othoo	KICD
14.	Fredrick Okemo	KICD
15.	Joseph Wahome	KICD

DAY ONE – TUESDAY, 25TH MAY, 2021

4.0. PRELIMINARIES

The workshop started at 8:30 am with the session facilitator Charity Makau welcoming participants to the workshop. She then requested Hassan Abdi to lead the team with a word of prayer. Thereafter the participants were requested to introduce themselves indicating their expectations of the workshop.

4.1 Participants' Workshop Expectations

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

1. Come up with a comprehensive training manual on Citizenship Education.
2. Explore new horizons in training to bring freshness.
3. Learn something new
4. Come up with a document that is user friendly and which the facilitators can rely on during the training of teachers on Citizenship Education.
5. Come up with a well synchronized and structured document.

4.2 House Rules and Guidelines

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

4.3 Workshop Responsibilities

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

Table 3.1 Workshop Responsibilities

NO	RESPOSNSIBILITY	RESPONSIBLE PERSONS
1.	Monitoring of Activity	• Prof. Charles Ong'ondo – Director, KICD
2.	Overall Coordination	• Jacqueline Onyango (SDDCD) • Ruth Mugambi (DDSE)
3.	Assignment of workshop Tasks	Joash Manyi
4.	Travel Logistics	Caroline Murianki in liaison with transport
5.	Follow up of Payment for Participants	Fredrick Okemo
6.	Compilation of Workshop Report	Caroline Murianki and Jane Nyaga
7.	Documentation	Jane Nyaga in liaison with Onesmus Kakungi, George Othoo and Caroline Murianki
8.	Registration, Stationery, Secretarial services, printing of documents etc	Caroline Murianki & George Othoo
9.	Document Layout and Design	Onesmus Kakungi
10.	Printing final documents	George Othoo
11.	Rapportuering	Caroline Murianki and Alphayo Ocholla
12.	Checking of Working Room Arrangement in line with COVID-19 Protocols	Fredrick Okemo
13.	Time Keeping	George Othoo
14..	Chairing and Monitoring of Adherence to COVID-19 Related Protocols: • Availability of sanitizers • Social distancing • Wearing of masks	♣ Tuesday: 25/5/2021 Charity Makau ♣ Wednesday: 26/5/2021 Joash Manyi ♣ Thursday: 27/5/2021 Jane Njue ♣ Friday: 28/5/2021 – Winrose Rono

	• Meal time logistics to avoid crowding	

4.4 Opening Remarks

Remarks by Ms. Jane Nyaga, AD Humanities & GCED Focal Person, KICD

Ms. Jane Nyaga welcomed the participants to the workshop and indicated that she was delighted that GCED is almost being realized. She stated that the training manual will lay a strong foundation on what information will be passed on to the teachers during the training. She further noted that the training manual would assist the teachers to mound their learning activities to better equip learners to think as global citizens. The manual is expected to trigger new questions in the minds of the teachers. She noted that there is need for building an attitude of moving from the confines of being citizens of a nation to being citizens of the world.

Remarks by Mrs. Ruth Mugambi, Deputy Director, Secondary Education, KICD

Mrs. Ruth Mugambi thanked the organizers of the workshop and noted that the training manual is a very important document as it sets the agenda for the teachers. There is need for the teachers to have a major paradigm shift that focuses on change of behavior, attitudes and skills. This would only be achieved if a good training manual is in place. The training manual should aim to change the values and attitudes of the teachers and make them develop a passion for citizenship education. The training of the teachers on citizenship education would ensure success of the pilot project.

5.0. PRESENTATIONS

5.1 Workshop Objectives
Ms. Nyaga also took the participants through the workshop objectives. She started by there was need for building an attitude of moving from the confines of being citizens of a nation to being citizens of the world. The training manual needs to address issues like;

i)   How would the teachers enable learners to deal with national and global issues?

ii)   How would teachers make learners become aware of their rights and duties as citizens and global citizens?

iii) The training manual must unpack the core strands of citizenship to help teachers better understand citizenship education.

She further explained that it is only when teachers engage deeply with the CE concepts themselves, they would be able to work towards making these ideas relevant and meaningful for the learners. Thus one of the aims of the workshop and of the manual is to invoke e teachers' curiosity and help them see their subjects through the new lenses.

Participants were informed the overall objective of the workshop was to;
   i) There is need for building an attitude of moving from the confines of being citizens of a nation to being citizens of the world
   ii) This workshop intends to support KICD in efforts to realize the Citizenship Core Competency in CBC and contribute to enabling the country achieve SGD 4.7 by integrating GCED in the national curriculum. By the end of the workshop Citizenship Education Teachers' Handbook was to be finalized:

At the end of the workshop the participants were expected to achieve the following specific workshop objectives:
   1. Reflect on the structure of the Citizenship Education Teacher Training Manual
   2. Develop the Citizenship Education Teacher Training Manual to support teachers during the pilot
   3. Provide a platform to share activities and plans to strengthen the promotion of citizenship competency   in CBC
   4. Reflect on next steps

5.2   Training Manual Template

Ms. Jane Nyaga presented a template (sample attached) which was deliberated upon by the members. It was agreed that two levels of training would be adopted, that is;
   i) Training of master trainers
   ii) Training of teachers, head teachers, quality assurance officers, curriculum support officers and TSC county directors of education.

Ms. Purity Warigia also presented to the members a training manual template highlighting the importance of a training manual and elements of a training manual

Hassan Abdi also presented a third sample of the training manual to the members.

All the three samples presented were deliberated upon by members who adopted simple but highly effective training manual (**Appendix 1**).

5.3 Assignment of Tasks

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

S/NO	TASKS	RESPONSIBLE PERSONS
1.	• **FOREWORD** • **DEFINITION OF TERMS** • **INTRODUCTION OF THE TRAINING MANUAL** o *Rationale for the CE Training Manual* o *How to use the training Manual* A. **HUMAN RIGHTS** B. **GENDER**	**TEAM APPLE** 1. JANE NJUE –**TEAM LEADER** 2. HASSAN OMAR ABDI 3. RUTH MUGAMBI
2.	• **ACKNOWLEDGEMENTS** • **INTRODUCTION TO CITIZENSHIP EDUCATION** o *Introduction* o *Background* • **DIVERSITY** • **PEACE AND CONFLICT RESOLUTION**	**TEAM MANGO** 1. JANE NYAGA **– TEAM LEADER** 2. PURITY WARIGIA 3. JOASH MANYI
3.	• **ACRONYMS & ABBREVIATIONS** • **EXECUTIVE SUMMARY** • **OVERALL OBJECTIVES OF THE TRAINING:***after the training participants will be able to*: o *(List the overall objectives of the training)* o *Target Group* o *How many will be attending the training.* o *Duration of the training.* o *Structure of the Training* A. **GOVERNANCE** B. **SUSTAINABLE DEVELOPMENT**	**TEAM ORANGE** 1. WINROSE RONO **– TEAM LEADER** 2. CHARITY MAKAU 3. ALPHAYO OCHOLLA
4.	• **APPENDICES** - **Appendix I: List of writers in the Development of Citizenship Education**	**TEAM** 1. ONESMAS KAKUNGI 2. GEORGE OTHOO 3. CAROLINE MURIANKI

	Teachers' Handbook - **Appendix 2:** • **GRAPHIC DESIGNING, PUBLICATION AND PRINT READINESS**	

Table 4.1: Composition of teams

The teams commenced to work on the assigned assignments at 2.00 o'clock. This continued up to 4.30 p.m.

DAY TWO – WEDNESDAY, 26TH MAY, 2021

The day's chair, Joash Manyi welcomed the participants to the second day of the workshop. The team was led with a word of prayer by Caroline Murianki. A recap of the previous day's deliberations was done after which Ms. Jane Nyaga presented a draft training programme which was deliberated upon and improvements made. It was agreed that the training of teachers will take a period of 5 days while the training of quality assurance officers, TSC county officers and head teachers would take a period of 3 days. Both workshops would run concurrently. A team was assigned the responsibility of finalizing the training programme and presents it to the team the following day.

The teams then continued to work on the assigned assignments up to 4.30 p.m.

DAY THREE– THURSDAY, 27TH MAY, 2021

The day started with a word of prayer from Onesmus Kakungi. The day's chair Ms. Jane Njue welcomed the members to the workshop and reminded them that the work they were doing was very important and therefore the participants should ensure they give it a 100% commitment.

Thereafter a plenary was held upon which the amended training programme was discussed and adopted. The training programme is appended in this document **(Appendix 2).**

The teams made presentations on the assigned discussed after which in-depth discussions were held and feedback provided. The teams were requested to

incorporate the suggestions in order to improve the document. The teams then proceeded to work incorporating the suggestions up to 4.30 p.m. when the day ended. A word of prayer was said by Alphayo Ochola.

DAY FOUR – FRIDAY, 28TH MAY, 2021

Day four was the last day of the workshop. The day's chair Winrose Rono welcomed the participants to the final day of the workshop. A recap on the previous day's activities was done.

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

6.0 WAY FORWARD
1. There is need to develop learner's support materials which would be used during the workshop.

2. Training of master trainers would be done before conducting training for the teachers in July.

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

Ms. Ruth Mugambi appreciated the team for a well done job and noted that the training manual would go a long way in changing the attitudes and behaviours of the learners. This would ultimately lead to adoption of positive values as a way of life.

8.0 APPENDICES

Appendix 1: Training Manual Template

TRAINING MANUAL TEMPLATE

1. Cover page – Title
2. Foreword
3. Acknowledgement
4. Executive Summary
5. Table of content
6. Abbreviation and acronyms
   - National Anthem
   - East African Anthem
   - African Union Anthem
7. Introduction of the manual
   a) Why (aims)
   b) What
   c) For whom (target group)
   d) How (General methods)
   e) When
   f) How to use the Manual
8. Writing the manual
   a) Unit 1: Overview of Citizenship Education
      i. Introduction
      ii. Session 1: Leadership
         - Key inquiry questions
         - Session outcomes
         - Key areas to be covered
         - Resources
         - Activities
            - Contextualization (thinking icon)
            - Connecting activities to classroom situation (infused in the activities)
         - Action
         - Facilitator's notes (very brief)
         - Assessment
         - Facilitator's reflection
9. References

10. Appendices

   - Programme
   - Evaluation form

Appendix 2: Proposed Training Programme

PROPOSED CITIZENSHIP EDUCATION TRAINING PROGRAMME

DAY/ SESSION	TOPICS	MODALITY
DAY ONE		
8.00 – 8.30 am	Registration	
8.30am- 9.30am	Preliminaries	
Session 1 9.30am – 10.30am	• Sustainable Development Goals • Global Citizenship Education	Presentation and Activity
HEALTH BREAK 10.30am- 11.00am		
Session 2 11.00am- 1.00pm	• Citizenship Education (CE) • Levels of CE • Citizenship in the Kenyan context	Presentation and Activity
HEALTH BREAK 10.00pm- 2.00pm		
Session 3 2.00pm – 3.00pm	• Place and Significance of CE in the Kenyan curriculum • Outline of Core Strands in CE	Presentation and Activity

Session 4
3.00- 4.30
	• Principles of CE
	• The Art of mainstreaming CE in curriculum delivery
	  - CE Transformative Pedagogies
	  - CE Resources
	  - CE Assessment
	• Reflection and Discussion
		Presentation and Activity

HEALTH BREAK 4.30 – 5.00 pm		
DAY TWO		
8.00 – 8.30am	Registration	
Session 1 8.30am – 10.30am	Governance Strand Reflection and Discussion	Presentation and Activity
HEALTH BREAK 10.30am- 11.00am		
Session 2 11.00am- 1.00pm	Human Rights Strand Reflection and Discussion	Presentation and Activity
HEALTH BREAK 10.00pm- 2.00pm		
Session 3 2.00pm – 4.00pm	Diversity Strand Reflection and Discussion	Presentation and Activity
Session 4 4.00pm- 4.30pm	Take Home for the day	Presentation and Activity
DAY THREE		
8.00 – 8.30am	Registration	

Session 1 8.30am – 10.30am	Gender Strand Reflection and Discussion	
HEALTH BREAK	**10.30am- 11.00am**	
Session 2 11.00am- 1.00pm	Sustainable Development Strand Reflection and Discussion	Presentation and Activity
HEALTH BREAK	1.O0pm- 2.00pm	
Session 3 2.00pm – 4.00pm	Peace and Conflict Resolution Strand Reflection and Discussion	Presentation and Activity
Session 4 4.00pm- 4.30pm	Take Home for the day	Presentation and Activity
DAY FOUR		
8.00 – 8.30am	Registration	
Session 1 8.30 – 9.30am	Highlight on Lesson Exemplars	
Session 2 9.30am – 10.45am	Developing exemplary lessons on Governance and Human Rights Strands	
HEALTH BREAK	**10.45am- 11.15am**	
Session 3 11.15am- 1.00pm	Developing exemplary lessons on Diversity and Gender Strands	Group Work
HEALTH BREAK	**1.O0pm- 2.00pm**	
Session 4 2.00pm – 4.00pm	Developing exemplary lessons on Sustainable Development and Peace & Conflict Resolution Strands Strand	Group Work
Session 5 4.00pm- 4.30pm	Take home for the day	Presentation and Activity
DAY FIVE		
8.00 – 8.30am	Registration	
Session 1 8.30am – 10.30am	Plenary Presentations - Governance - Human Rights - Gender	Presentation and Activity
HEALTH BREAK	**10.30am- 11.00am**	
Session 2 11.00am- 1.00pm	Plenary Presentations - Diversity - Sustainable Development - Peace and Conflict Resolution	Presentation and Activity
HEALTH BREAK 1.00PM – 2.00PM		
Session 3 2.00pm – 3.00pm	Action Planning	GROUP WORK

Session 4 3.00pm – 4.00pm	Plenary Presentations on the Action Plan	
Session 5 4.00pm- 4.30pm	• Next Steps • Closing	ALL

Appendix 3: Workshop Programme

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

WORKSHOP PROGRAMME/AGENDA

WORKSHOP FOR DEVELOPMENT CITIZENSHIP EDUCATION (CE) TRAINING MANUAL FROM

25TH TO 28TH MAY, 2021

TIME	ACTIVITY	FACILITATOR	CHAIR PERSON
DAY ONE – TUESDAY , 25TH MAY 2021			
8.00- 8.15 am	Registration	Secretariat	Caroline Murianki
8.15- 8.30 am	**Preliminaries** - Prayers - Participants Introduction and Expectations - House rules - Sharing of duties	Joash Manyi	Charity Makau
8.30 – 9.00 am	Welcoming Remarks	Ruth Mugambi - DDSE	
9.00- 9.30 am	Opening Remarks	• Jacqueline Onyango – SDDCD • Prof. Charles O. Ong'ondo, Director/ CEO, KICD	
9.30 – 10.00am	Overview of the workshop • Introduction and objectives • Introduction of the workshop Agenda	Jane Nyaga	
10.00 – 10.30 am	**HEALTH BREAK**		
10: 30 – 12.00 pm	• Presentation of the CE Training Manual Template • Composition of Teams (03), Selection of Team Leaders	• Jane Nyaga • Purity Warigia	

TIME	ACTIVITY	FACILITATOR	CHAIR PERSON
	and Assignment of Tasks		
12.00 - 1.00 pm	• Q & A Session on Training Manual Template	• Purity Warigia	Charity Makau
1.00 – 2.00 pm	**HEALTH BREAK**		
2.00 – 4.30 pm	• Group Work • Development of the different aspects of the Training Manual	Team Leaders	Charity Makau
4.00 – 4.30 pm	**HEALTH BREAK**		
DAY TWO – WEDNESDAY , 26TH MAY 2021			
8.00 – 8.30 am	• Registration • Recap	Secretariat Jane Njue	Caroline Murianki
8.30 – 9.30 am	Plenary Teams Report progress on Development of the different aspects Training Manual	Team Leaders	Joash Manyi
9.30 – 10.30 am	• Group Work • Development of the different aspects of the Training Manual	Team Leaders	Joash Manyi
10.30 - 11.00am	**Health Break**		
11.00 - 1.00pm	• Group Work • Development of the different aspects of the Training Manual	Team Leaders	Joash Manyi
1.00 – 2.00 pm	**Health Break**		
2.00 - 4.30pm	• Group Work • Development of the different aspects of the Training Manual	Team Leaders	Joash Manyi
4.30 – 5.00 pm	**Health Break**		
DAY THREE - THURSDAY 27th MAY, 2021			

TIME	ACTIVITY	FACILITATOR	CHAIR PERSON
8.00 - 8.30 am	• Registration • Recap	• Secretariat • Alphayo Ocholla	Caroline Murianki
8.30 – 10.30 am	Plenary on the different aspects of the Training Manual	Team Leaders	Jane Njue
10.30 – 11.00 am	Health Break			
11.00 – 1.00pm	• Group Work • Development of the different aspects of the Training Manual	Team Leaders	Jane Njue
1.00 – 2.00 pm	Health Break			
2.00 – 4.30 pm	• Plenary Presentation of the different aspects of the CE Training Manual	Team Leaders	Jane Njue
4.30 – 5.00 pm	Health Break			
DAY FOUR DAY – FRIDAY, 28TH MAY 2021			
8.00 - 8.30am	• Registration • Recap	Secretariat Purity Warigia	Caroline Murianki
8.30 –10.30 am	• Group Work • Finalization of the Training Manual	Team Leaders	Winrose Rono
10.30 – 11.00 am	Health Break			
11.00 -12.00pm	• Group Work • Finalization of the Training Manual	Team Leaders	Winrose Rono
12.00- 1.00pm	• Plenary - Presentation of the finalized Training Manual	Team Leaders	
1.00 – 2.00 pm	Health Break			
2.00- 3.00 pm	• Plenary - Presentation of the finalized Training Manual	Team Leaders	Winrose Rono
3.00 – 4.00pm	• Closing Remarks • Way Forward • Closing Ceremony	• Jane Nyaga • Ruth Mugambi	Winrose Rono
4.00 – 4.30 pm	Health Break			

Appendix 4: Workshop Photos

Participants in a group photo

Team mango being appreciated during the workshop

Various presenters during the workshop