REPUBLIC OF KENYA
MINISTRY OF EDUCATION

GCED CURRICULUM DEVELOPMENT & INTEGRATION PROJECT

NATIONAL REPORT 2021 ON ACTIVITY RESULTS
- KENYA -

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

KICD
KENYA INSTITUTE OF
CURRICULUM DEVELOPMENT

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I. INTRODUCTION

The Education 2030 Agenda and Framework for Action, Target 4.7 of the Sustainable Development Goals (SDGs) number 4 on Education, calls for all countries to ensure that:

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

In a progressively globalised world, emphasis is increasingly being placed on the significance of knowledge, skills, attitudes and values as crucial educational competencies required by individuals to optimally function as global citizens.Global Citizenship Education (GCED) is based on human rights and a concern for social justice, which enables individuals to act collaboratively and responsibly to find global solutions to global challenges and to strive for the collective good for all.As pointed out by Ban Ki-moon, UN Secretary-General:

> *"Education gives us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected."*

Education in Kenya must therefore help learners of all ages to become responsible, productive and active global citizens. Learning how to read, write and count (cognitive skills) is not enough to thrive and even survive in the 21st Century. Learners need to also acquire socio-emotional skills. To do so, there is a need to reorient education towards transformative learning and teaching. In other words, this requires substantial changes in what is taught and how it is taught. This process, however, presents challenges to curriculum developers and implementers alike. This is due to the fact that transformative approaches are not always easily amenable to infusion in all subject matters in the school curricula. As a result, new thinking is required in designing curricula, providing appropriate pedagogy and teacher training. Curriculum should be seen as a vital elementto sustain quality and relevant education for all learnersin light of forging sustainable development and life-styles. It embeds the vision of society- and the world - that we aspire to shape, as well as the knowledge, skills, dispositions and values needed to transform the lives of persons and communities.

The Kenya Institute of Curriculum Development (KICD) has embarked on the Curriculum Reform process. The Vision of the Kenya Basic Education Curriculum Framework (BECF) is to enable every Kenyan to become '**an engaged, empowered and ethical citizen**' and this is captured in the Mission statement '**nurturing every learner's potential**'.

Citizenship is one of the seven Core Competencies in the BCEF. Citizenship is the state of being vested with the rights, privileges and duties of a citizen. In addition, it creates a sense of belonging and attachment to one's nation. A sense of citizenship helps to equip young people with skills to deal with situations of conflict and controversy knowledgeably and tolerantly. They are able to understand the consequences of their actions, and those of the adults around them. The other aspect of citizenship is Global Citizenship Education (GCED). Global citizenship is a way of living which recognises that our world is an increasingly complex web of connections and interdependencies.

The task of addressing pressing political, environmental, social and economic issues requires citizens who are able to collaborate effectively and with a global view. Moreover, GCED is imperative for learning in the 21st century. It is a necessity for schools and communities affected by interconnection created by global migration, cultural and linguistic diversity, new technological demands and environmental issues.

The shift required to move from current models of education—which focus on preparinglearners to seek personal fulfillment and participation in a global economy—towards education that prepares people who are able to live together with a view of sustaining life on the planet will take a systematic approach. It will require broadening, not only the knowledge that contributes to the goals and content of education but also a fundamental shift in relations among people and all living things on the planet. Another important aspect of global citizenship is fostering a sense of community,thereby, promoting interdependence, interconnectedness and global awareness.

KICD recognises the significant role played by other actors in Citizenship Education. The Institute, therefore, seeks to forge partnerships and collaboration with the various players to promote Citizenship Education. Such collaborations will create synergies that will strengthen and provide great opportunity in the ongoing curriculum reform process to implement GCED in the local context.

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

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

a) Kenya document analysis, which generated "*Global Citizenship Education Concepts in the Curriculum of Kenya: Analysis and Initial Recommendations* "report.
b) The Global Citizenship Situational Analysis Survey, involving learners, teachers, school principals, parents, school management community members, government officers and Faith Based Organisations among others. This survey culminated in a report titled "*Situational Analysis on the status of Global Citizenship Education in Kenya*".

In the second year of GCED project (2020), the main focus was the development of GCED Mainstreaming Matrices and Kenya Citizenship Education Guidelines to support GCED integration in the curricula.

In third year 2021, the project focused onthe development of: the Kenya Citizenship Education Teacher's Handbook, Citizenship Education Training Manual for Kenya and Kenya Citizenship Education Learner's Activity Book.This was followed by capacity building of teachers on GCED, Pilot Testing of GCED, Monitoring and Evaluation (M&E), the launch of the pilot schools, data analysis and report writing, finalization of GCED outputs and preparation of the final national and financial reports.

Step 1: Development of the Kenya Citizenship Education Teacher's Handbook (May 2021)

The Kenya Citizenship Education Teacher's Handbook was developed to support teachers in the implementation of the GCED pilot programme. The Handbook is aimed at assisting the teacher to: correctly interpret the mainstream components of Citizenship Education (CE) in the curriculum designs for Junior and Senior Secondary School levels; guide the teacher on the teaching and learning resources for CE; provide the teacher with a repertoire of transformative pedagogical approaches for effective delivery of CE;give the teacher the requisite capacity to be able to scaffold the learner to be an empowered, engaged and ethical citizen; and guide the teacher on the utilisation of appropriate methods and tools.

The development of the Kenya Citizenship Education CE Teacher's Handbook involved:
  i.   Editing and finalisation of thehandbook– May, 2021
  ii.   Publication and dissemination of the handbookfor training and pilottesting– May, 2021

Step 2: Citizenship Education in Secondary Schools Teacher's Training Manual (June 2021)

The training manual was developed with the aim of enabling facilitators to conduct training in CE efficiently and effectively. Specifically, the manual was used to achieve the following: equip trainers with necessary knowledge,skills, attitudes and values to transform teachers to CE ambassadors; to prepare the teacher to successfully mainstream CE in the secondary school curriculum; guide trainers on learning resources necessary for training; and enable trainers plan for an engaging and well-coordinated training programme with clear focus on action points and assessment.

Step 3: Development of the KenyaCitizenship Education Learner's Activity Book(July 2021)

The purpose of developing the learner activity book was to ensure standardised implementation of CE in Baringo County. It was envisaged that systematic pilot implementation of CE would support the development of CE competencies in learners for harmonious living. Additionally, it was hoped that learners would deepen their knowledge, skills, attitudes and values through interaction with the Activity Book.

The Activity Book has provided age-appropriate and interactive activities, games, case studies, discussions, dialogues and puzzles among others.The book is organised into six strands, namely, governance, human rights, gender, diversity, sustainable development, and peace and conflict resolution. Each strand is broken down into sessions around which various activities are centred. The teacher is expected to play a facilitative and supportive role as learners carry out the activities.

Once developed, the Learner's Activity Book was published and disseminated to approximately two thousand,eight hundred and three (2,803) forms 1 and 2 learners in the pilot schools. This was before the inception of the pilot.

Step 4: Capacity Building of Teachers on GCED (July2021)

The capacity building workshop was aimed at building the capacity of teachers ahead of pilot implementation in July to October 2021.
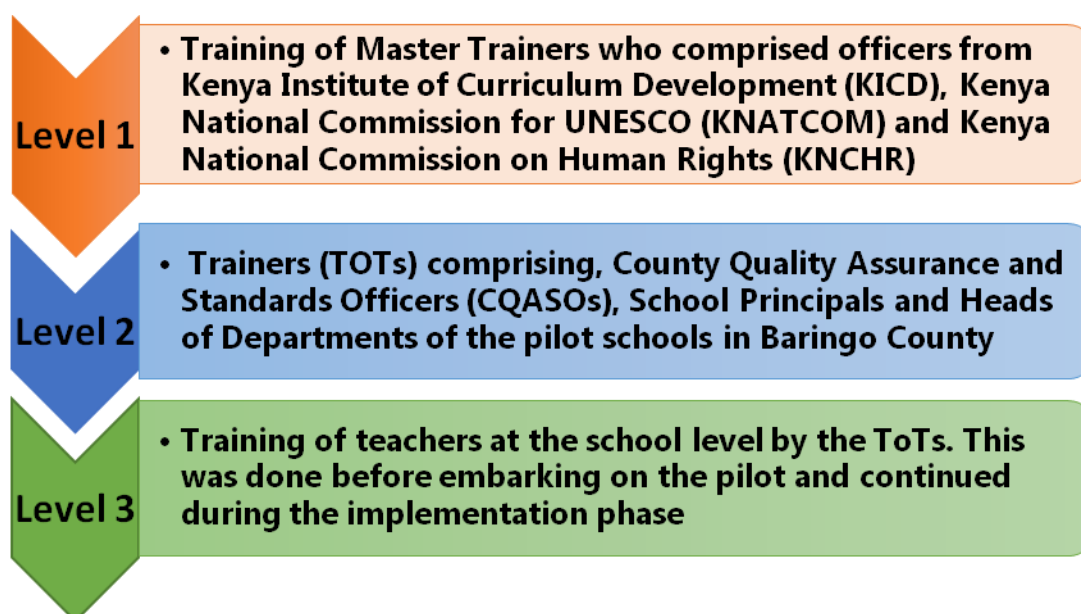There were three levels of training:
   i.   Training of Master trainers who comprised officers from Kenya Institute of Curriculum Development (KICD), Kenya National Commission for UNESCO (KNATCOM) and Kenya National Commission on Human Rights (KNCHR)
   ii. Training of Trainers of Trainers (ToTs) comprising, County Quality Assurance and Standards Officers (CQASOs), School Principals and Heads of Departments of the pilot schools in Baringo County. This was conducted for five days from 19th to 23rd, July 2021 in Baringo County.

|	Designation	Numbers
1.	County Director of Education (CDE)	1
2.	Teachers Service Commission County Director (CD)	1
3.	County Quality Assurance and Standards Officers (CQASOs)	3
4.	School Principals	12
5.	Heads of Departments (Languages, Mathematics and Pure Sciences, Applied Sciences and Humanities)	48

Table 1: Workshop Participants

iii.   Training of teachers at the school level by the ToTs. This was done before embarking on the pilot and continued during the implementation phase. The Heads of Departments trained about three hundred (300) teachers in the pilot schools.

Level 1
- Training of Master Trainers who comprised officers from Kenya Institute of Curriculum Development (KICD), Kenya National Commission for UNESCO (KNATCOM) and Kenya National Commission on Human Rights (KNCHR)

Level 2
- Trainers (TOTs) comprising, County Quality Assurance and Standards Officers (CQASOs), School Principals and Heads of Departments of the pilot schools in Baringo County

Level 3
- Training of teachers at the school level by the ToTs. This was done before embarking on the pilot and continued during the implementation phase

Figure 1: Levels of Training

The training adopted the activity-based approach, with the content divided into units and each unit containing a core strand in CE.

Step 5: GCED Pilot in Baringo County
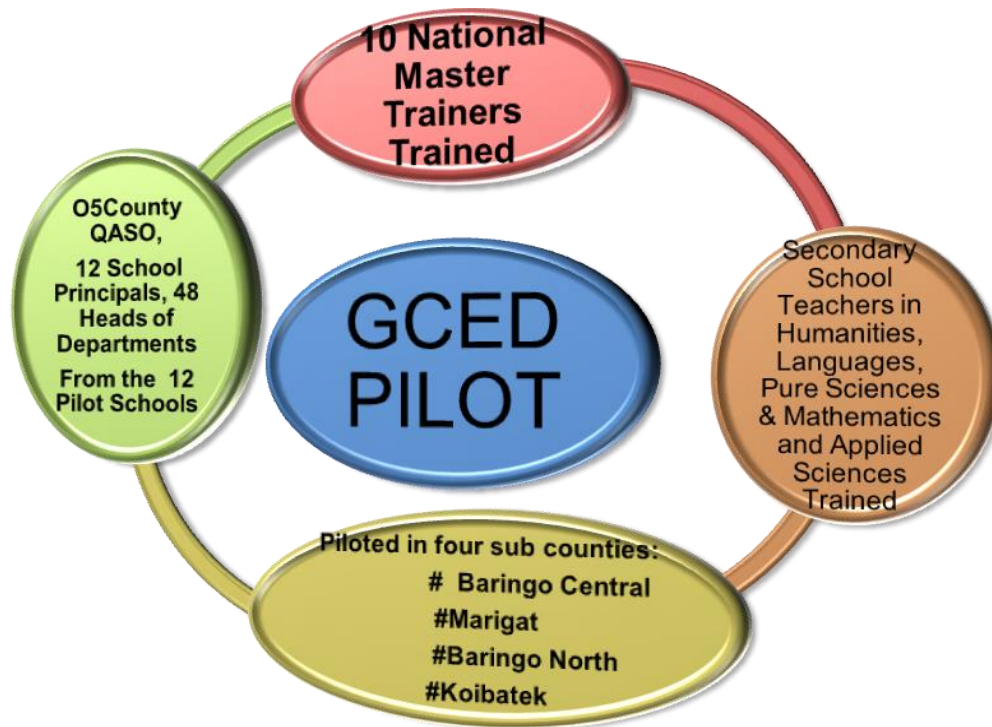
Figure 1: GCED Teacher Capacity Building Plan in Baringo County

The aim of GCED is to enable the learners in school develop a Citizenship Competency that will enable them develop a sense of belonging to a broader community and common humanity. It involves actively engaging with cultural, environmental, political and economic systems. GCED enables learners to function effectively as responsible citizens who stay rooted to Kenya. This aligns with the goal of GCED and the curriculum reform Vision to nurture learners to be empowered, engaged and ethical citizens.

The model for GCED should promote the formation of this citizenry. Therefore, the general objective of the GCED pilot was to find out the efficacy of the Citizenship Competency model. Specifically, the GCED pilot attempted to:

a) Find out the effectiveness of the globalcitizenship curriculum support materials in enabling teachers to mainstream CE in teaching and learning

b) Establish the teachers' ability to mainstream the citizenship competency in the teaching and learning process across the various subjects

c) Determine the extent of mainstreaming the citizenship competency in non-formal and informal activities and programmes in the schools

d) Establish appropriate approaches for parental and community involvement in promoting citizenship

e) Find out appropriate ways of linking formal, non-formal and informal learning dimensions in nurturing the citizenship competency

f) Find out any other issues that will promote an effective CE programme in Basic Education.

g) Determine challenges encountered in mainstreaming CE in the formal, non-formal and informal dimensions at the school level

h) Make recommendations on the appropriate strategies for mainstreaming CE in Basic Education.

Baringo County was purposively selected for the pilot of CE. The County has continued to face social, economic and political challenges. These include drought, famine, floods, conflicts and failure to embrace diversity. In 2017 for example, the County experienced intense drought in the first six months of the year. Also worth noting is the fact that the county, over the years, has experienced inter-community violent conflicts that are characterised by cattle rustling, fatalities, displacement of persons, and loss of property and livelihoods.

The recurring violent situation experienced in Baringo County has left a large number of people displaced, with many living in settlement camps. The situation is worsened by drought that is frequently experienced in the country, which was declared a national disaster by the Government. In 2017, over 25 people were killed in Baringo County, 10,000 displaced and over 8,000 learners affected. Young people including primary school learners are involved in violent acts both as perpetrators and also as victims.

There is, therefore, dire need to empower learners with skills and values that foster peaceful living. This will establish a generation that recognises theinterconnectedness and interdependency in promoting a common humanity.

Out of the seven (7) sub-counties in Baringo, four (4) were sampledfor the CE pilot. Three (3) schools were selected in each sub-county, giving a total of twelve (12) schools in the whole county. The table below summarisesthis information.

Table 2:*Pilot Sub-Counties and Schools*

County	Sub-Counties	Secondary Schools
Baringo	Baringo Central	• Sacho High School • KapsogoSchwenk Secondary School • Tabagon Girls' Secondary School
	Marigat	• Marigat Integrated Day Secondary School • Marigat Boys' High School • Lake Bogoria Girls' High School
	Baringo north	• Kapkiamo Secondary School • Kapluk Mixed Secondary School • Tanyileel Girls' Secondary School
	Koibatek	• MajiMazuriGirls' secondary school • Uzalendo Mixed Day and Boarding Secondary School • SimotwetMixed Secondary School
Total	**4 Sub-Counties**	**12 Secondary Schools**

In each of the sampled schools, Forms one (1) and two (2) learners participated in theCE pilot. A total number of two thousand, eight hundred and three **(2,803)** learners took part. They were distributed as follows: Form 1, one thousand three hundred and sixty-three **(1,363)** and Form 2 one thousand, four hundred and forty **(1,440),** as captured in the following table.

Table 3: Number of Learners per School

S/N	School	Form 1	Form 2
1.	Lake Bogoria Girls' High School	150	160
2.	Sacho High School	170	220
3.	Marigat Integrated Day Secondary School	160	173

4.	Uzalendo Mixed Day and Boarding Secondary School	171	112
5.	Tabagon Girls' Secondary School	220	204
6.	Kapluk Mixed Secondary School	51	42
7.	Marigat Boys' High School	220	248
8.	Simotwet Mixed Secondary School	20	64
9.	MajiMazuri Girls' Secondary School	111	95
10.	KapsogoSchwenk Secondary School	36	30
11.	Tanyileel Girls' Secondary School	27	49
12.	Kapkiamo Secondary School	27	43
Total Number of Learners		**1,363**	**1,440**

Step 6: Monitoring and Evaluation (M&E)

Monitoring, Evaluation and support was carried out in two phases:

a) 1st Roundof Monitoring and Evaluation (August, 2021)

This was carried out at the beginning of the pilot implementation, from 23rd to26th August, 2021. It was to gauge the teachers' preparedness and confidence level and also to support them. In addition, the Learner's Activity Book was disseminated to the learners. The objectives of the monitoring exercise were to:

i) Provide step-by-step guidelines to teachers on mainstreaming Citizenship Education and self-evaluation using the questionnaires

ii) Inform Quality Assurance and Standards Officers on the modalities of teacher observation and support to be undertaken during the pilot

iii) Establish learner's current levels of awareness on Citizenship Education

iv) Establish perspectives of parents on Citizenship Education

v) Deliver the learners' Activity Book to the sampled schools.

The pilot implementation process tasked the teachers to prepare CE lesson exemplars, mainstream CE during lesson delivery and conduct self-assessment. During the pilot, teachers were expected to mainstream appropriate strands and substrands from the GCEDMatrices into their various subjects.They were also expected to employ transformative pedagogies in a bid to realise the ideals of Citizenship Education.

The pilot encouraged teachers to conduct peer observation as a means of improving practice as they support and learn from each other. The teachers were further observed by the Quality Assurance and Standards Officers who then guided them on mainstreaming CE.

Jane Njue guiding teachers on Self-assessment tool at Tabagon Girls

The following instruments were administered to collect data in the 1st Round of M&E:

- Learner's Questionnaires
- Principal's Interview Guide
- Teacher's Questionnaire
- Parent's InterviewGuide
- Observation Schedule

Form 1 and 2 students of Kapluk Secondary School in Baringo North Sub-County filling in the Learner's questionnaire

Form 1 and 2 students of Tanyileel Girls' High School receiving the Kenya Citizenship Education Learner's Activity Books

Kapkiamo Secondary school receiving the Kenya CE Learner's Activity Books

b) 2nd Monitoring and Evaluation (M&E)

This was carried out from 18th to 21st October, 2021, as an end line evaluation to access the achievement of the pilot objectives and how CE programme had impacted on the lives of the learners.The following were the objectives of the 2nd Round of M&E:

i) Determine the implementers' capacity in mainstreaming Citizenship Education
ii) Establish learner's uptake of the strands in Citizenship Education
iii) Ascertain the suitability of resources used in mainstreaming Citizenship Education
iv) Find out constraints to effective mainstreaming of Citizenship Education
v) Outline best practices for mainstreaming Citizenship Education

The data collection instruments were as follows:

- Principal's Interview Guide
- Quality Assurance and Standards Officers' Interview
- Learners' Questionnaire
- Learners' Focus Group Discussion Guide
- Parents' Interview Guide

- Teachers' Questionnaire
- Teachers'Focus Group DiscussionGuide

Simotwet Secondary School learners receiving the Kenya CE Learner's Activity Book

Learners from Tobagon Girls' Secondary School filling in the Learner's questionnaire

Lake Baring Girls's High School filling in the Learner's questionnaire

Marigat Integrated Mixed Day Secondary School learners in a Focus Group Discussion

Step 7: Launch of Citizenship Education Centres of Learning

The launch of CE in the 12 pilot schools took place on **22ndOctober, 2021**inBaringoCounty at the Kenya School Government. During the event, a number of speeches with messages on CE were delivered by various speakers. Materials on CE were also displayed with the hallmark being the showcasing of best practises by learners in the form of poems, cultural dances, songs, drama and even messages on CE. This was followed by the launch of the twelve (12) schools as CE Centres of Learning. Certificates of participation were also issued to the teachers who had participated in the training and served as focal persons in their schools during the pilot.

The participants invited for the launch included:
- Regional Director TSC
- Representative of KICD Director
- County Director of Education Baringo County
- TSC BaringoCounty Director
- CEOKenya National Commission on Human Rights
- Representative of KNACTCOM Secretary General
- 30 Learners, 05 from each of the pilot schools
- 48 Heads of Departments from the twelve pilot schools
- 12 School Principals
- 16 KICDOfficers
- 05 Officers from Kenya National Commission on Human Rights

Kapluk secondary school learners show casing the school beautification CE project

The group photo during the launch of the CE Centers of Learning

Step 8: Data Transcription, Analysis and Writing of the M&E Reports (October, 2021)

The processing of the data from the 1st and 2nd round M&E entailed development of a table of specification, coding, transcribing the qualitative data and analysis of the quantitative data. The writing of the M&E report was structured around background to the study, literature review, data analysis, discussion of findings, conclusion and recommendations. This culminated in a preliminary M&E report pending finalisation.

Step 9: Revision/Finalization of GCED Outputs and Writing of the National and Financial Reports (November, 2021)

The Revision/Finalization of GCED Outputs and Writing of the National Report was carried outbetween 2nd to 5th November, 2021.The focus of the finalisation of GCED output was on accuracy andappropriateness of content, language and illustrations while ensuring that all the gaps identified during the M&E were addressed. The national and financial reports captured all the activities carried out in the 3rd year (2021) of the project.

Timelines of the Kenya GCED Integration 2021

[Outcome 1]: Development of effective tools for the delivery of GCED

STEP 1-1:Editing and finalization of Teachers' Handbook

By End of May, 2021

STEP 1-2: **Publication and dissemination of the Citizenship Education Teachers' Handbook for Training and Pilot**
By End of May, 2021

[Outcome 2] Enhanced teacher's competency for GCED

STEP 2-1:Development of the Citizenship Education Teacher Training Manual for Kenya to facilitate standardised Training at the various levels of training
By End of June, 2021

STEP 2-2:Development and distribution of the Kenya Citizenship Education Learner's Activity Book
By End of July, 2021

STEP 2-3:Training workshops
- Master Trainers Training Workshop
- Training of Trainers Workshop
- Teacher training Workshop

By End of July, 2021

[Outcome 3] Pilot-testing and finalisation of GCED outputs

STEP 3-1:Running the Pilot test (1st Round)

- Pre survey for the GCED integrated lessons
- Monitoring and assessment
- Supporting the GCED implementation at school level

By End of August 2021

STEP 3-2:Running the Pilot test (2nd Round) and report writing

- Post survey for the GCED integrated lessons
- Monitoring and assessment
- Monitoring and evaluation of the pilot implementation of developed CE materials
- Filming the pilot test
- Comparative Analysis and Report Writing

By End of October, 2021

[Outcome 4] Establishment of sustainable mechanisms for future development of GCED in Kenya

STEP 4-1: Launching of Centres of Learning for GCED

By End of October, 2021

STEP4-2: Revision and Finalisation of GCED outputs

By End of October/ November 2021

STEP4-3:Preparation of GCED National and Financial Reports

By end November of 2021

II. PURPOSE OF THE PROJECT

Promoting GCED has become a key education target for all countries around the globe. This requires more concerted efforts at all levels andbetter facilitation of teaching and learning activities in the formal, non-formal and informal learning settings.

The purpose of the Project was to provide support in planning and integration of GCED across levels and subjects in the national curriculum. This would result tolearning institutions where policies, teaching and learning, curriculum content, and community engagement become transformational components as the basis of just relations and actions.

The curriculum opportunities for **GCED** must extend beyond the classroom, to the culture of the school and the wider community. The best **GCED** learning occurs when what is taught in the curriculum enables the learner to have an impact on the wider community and reinforces (and is reinforced by) the culture of the school.

A good curriculum design is one that should combine a rich mix of learning experiences for all learners, supplemented by a range of enrichment activities.There was therefore need to adopt the Cross-Curricula and Whole School Approaches to ensure holistic integration of GCED.

The project was instrumental in the conceptualisation of the citizenship competency in CBC in Kenya. Through the project, the needed curriculum support materials were developed, teachers' capacity built and theGCED was mainstreamed in the curriculum designs. This culminated in GCED pilot implementation and launch of CEcentres of learning.

Ultimately the project is a step towards makingKenyarealiseimproved capacity for GCED. This will further translate the 2030 Education Agenda at national level and lead to a strengthened implementation of GCED. This is in line with the aspirations of SDG 4.7

Outputs and target groups:

1. The KenyaCitizenship Education Teachers' Handbook (Secondary School Teachers in Forms 1&2)
2. The Citizenship Education Teacher's Training Manual for Kenya**(**Secondary School Teachers in Forms 1&2)
3. The Kenya Citizenship Education Learner's Activity Book (Learners in Forms 1&2)
4. Training workshops
   - Master Trainers Training workshop (officers from KICD, KNATCOM AND KNCHR)
   - Training of Trainers Workshop (County Director of Education (CDE), Teachers Service Commission County Director (CD), County Quality Assurance and Standards Officers (CQASOs), School Principals, Heads of Departments (Languages, Mathematics and Pure Sciences, Applied Sciences and Humanities)
   - Teacher Training Workshop (Teachers in Forms 1&2)
5. Running the 1st Round Pilot Test (CQASOs, School Principals, Teachers, Learners and Parents)
6. Running the 2st Round Pilot test (CQASOs, School Principals, Teachers and Learners)
7. Launching of CE Centres of Learning for GCED **(**12 pilot schools)
8. Finalised GCED outputs (GCED Mainstreaming Matrix: Junior secondary School (Grades 7-9), GCED Mainstreaming Matrix: Senior School (Grades 10-12), Kenya Citizenship Education Guidelines,Kenya Citizenship Education Teacher's Handbook,Citizenship Education Teacher's Training Manual for Kenya, Citizenship Education in Secondary Schools in Kenya: Learner's Activity Book)
9. GCED National and Financial Reports (KICD AND APCEIU)

III. MAIN LINES OF ACTIVITY AND RESULTS

As stipulated in the Cooperation Agreement between KICD and APCEIU, in the Third year (2021) of the GCED Programme, KICD has been able to undertake the following activities:

1. Editing and finalisation of Teachers' Handbook
2. Development of a CE Teacher's Training Manual for Kenya to facilitate standardisedtraining at the various levels of training
3. Development and distribution of Kenya Citizenship Education Learner's Activity Book.
4. Training workshops:
   - Master Trainers Training workshop
   - Training of Trainers Workshop
   - Teacher training workshop
5. Running the Pilot test (1st Round)

   - Pre survey for the GCED integrated lessons
   - Monitoring and assessment
   - Supporting the GCED implementation at school level
6. Running the Pilot test (2nd Round) and report writing

   - Post survey for the GCED integrated lessons
   - Monitoring and assessment
   - Monitoring and evaluation of the pilot implementation of the CE support materials
   - Filming the pilot test
   - Comparative Analysis and Report Writing
7. Launch of Centres of Learning
8. Revision and Finalisation of GCED outputs
9. Preparation of GCED National and Financial Reports

The results of the Third year of the project are presented as follows:

1. GCED Mainstreaming Matrix: Junior secondary School (Grades 7-9)
2. GCED Mainstreaming Matrix: Senior School (Grades 10-12)
3. Kenya Citizenship Education Guidelines
4. Kenya Citizenship Education Teacher's Handbook

5. Citizenship Education Teacher's Training Manual for Kenya
6. Citizenship Education in Secondary Schools in Kenya: Learner's Activity Book)
7. Curriculum implementers trained on GCED.
8. GCED piloted in 12 schools in Baringo county
9. Running the Pilot Test (1st Round)
10. Running the Pilot Test (2nd Round)
11. Launch of CE Centres of Learning
12. Preparation of GCED National and Financial Reports
13. Preliminary M&E Research Report on 1st&2nd Round Pilot Test

IV: CHALLENGES

The challenges noted have been categorized as Team Organization and Working, and Institutional Challenges. The following is a list of those challenges noted during the monitoring and evaluation exercise:

Team Organization and Working

- Some schools are in places that are not easily accessible. These are logistical challenges that affected the easy movement of the KICD, KNATCOM and KNHCR teams to some schools in Baringo County;
- Distribution of materials especially the Learner's Activity Book was greatly affected by the slow rate of printing and dispatch to the field.
- Most of the schools were administering exams as they were approaching their mid-term break. This in most instances presented limited amount of time for interacting with learners and teachers;

Institutional Challenges

- GCED is a new concept to most of the teachers in secondary schools. More guidance is required
- The Whole School and Cross- Curricular Approaches with regard to GCDED is hard to conceptualize and put into practice especially for teachers in the STEM subjects. Tey require more targeted guidance
- There are very few ladies in most of the schools to help address girls' issues effectively. This is closely connected to the people's local culture;
- Team-teaching or peer teaching has never been undertaken previously in most of the schools. Teachers therefore, faced the challenge of initiating and sustaining the practice;
- Boy-girl relationships in mixed schools present typical challenges in pursuit of harmonious co-existence among learners;
- The shortened duration of the term has also been presented as a major challenge that may make it hard to accomplish most of the planned activities;
- Equally, there are many competing activities within each that make it hard to achieve the anticipated objectives;

- In most schools Citizenship Education (CE) was discussed during the school's staff meetings. Therefore, is need for formal training of additional teachers;
- Efforts of transforming learners to become CE ambassadors is greatly hindered by the existence of conflicting messages in the community;
- The COVID-19 situation in the country was also cited as a challenge. The pandemic is a major hindrance to the execution of various tasks that schools previously used to undertake e.g. games sporting activities, music and drama among others;
- The limited number of teachers as currently trained is also a challenge. In order to address this, KICD should plan to train more teachers for effective implementation of CE;
- There is a challenge at the point of recruitment whereby the TSC advertised posts are mostly filled by locals. This to a large extent affects the desire for achieving inclusivity;
- Cultural differences especially those related to the practice of circumcising boys are deemed as a potential source of conflicts. Learners from the non-practicing communities are considered inferior;
- Cases of learner absenteeism, early pregnancies, school dropout and lack of fees among others have a potential effect on the empowerment of learners. The desired application of learnt knowledge, skills and values is negatively affected;
- The limited number of appropriate teaching and learning resources in most of the schools has a potential of affecting the intended implementation of CE;
- Lesson planning and resource preparation are two areas that may potentially affect the desired implementation of CE. This challenge may be presented by old members of the teaching force who may not be willing to change with the times;
- There is the inherent fear of increased workload among teachers in the pursuit of mainstreaming CE and the accompanying documentation;
- Language barrier was cited as another possible barrier. Most of the learners are drawn from the local community and therefore find it hard to communicate freely using the official language. This disadvantages those from other communities – teachers and learners alike;
- The concept of sustainable development is seemingly not clear to most of the respondents targeted during the monitoring exercise;

- Lesson planning for the mainstreaming of CE concepts may not have been fully understood probably during the training and/or intended pilot in the different schools;
- The immediate community for most of the schools may affect the uptake of CE. Some traditions and cultural beliefs go against the teachings of CE

V: RECOMMENDATIONS AND THE WAY FORWARD

The following recommendations would be offered, thus:

1. Regular monitoring and support were extremely necessary for CE to take root in the targeted institutions;

2. Possibility of undertaking training of additional teachers in the sampled schools through online platform;

3. Finding mechanisms of influencing the outside communities (probably through mass media and other avenues) in order to get the needed support for reinforcing what is learnt in schools;

4. Seeking the support of the Teachers Service Commission (TSC) in order to address the desire for inclusivity (in the long-run) in the teaching force for most of the schools within Baringo County;

5. Extending the pilot period to other surrounding counties to address the CE issues;

6. Encouraging teachers to positively incorporate CE concepts in their subjects naturally during lesson delivery;

7. Additionally, teachers (that is, the young and the old alike) to be encouraged to enrich their lesson plans with CE concepts while also sourcing for the appropriate teaching and learning resources;

8. Encouraging team-teaching among members of staff in a given learning institution leading to appropriate feedback for improving lesson delivery and for connected purposes;

9. Committing instructional leaders (School principals) to take a leading role in the rollout of CE in the entire country;

10. Finding alternative ways of supporting teachers with challenges of generating lesson exemplars with CE concepts as well as retaining the necessary evidential materials;

11. Coming up with a reward mechanism for exemplary institutions (that is, schools) for adoption of best practices likely to be replicated in other institutions, among others.

12. The Citizenship Education Programme should be up scaled to all schools. Learners are more open and we have an opportunity to change their mind sets through CE

13. Various platforms like drama, music, school assemblies, talking walls   and public speaking should be utilized to implement CE
14. There is need to encourage intercultural exchanges at the national and international level to create opportunities for people to learn from others.
15. There is need to develop a Global Citizenship Education online course for secondary school teachers in Kenya ahead of the roll out of the Competency Based Curriculum at the Junior Secondary School level in 2023.
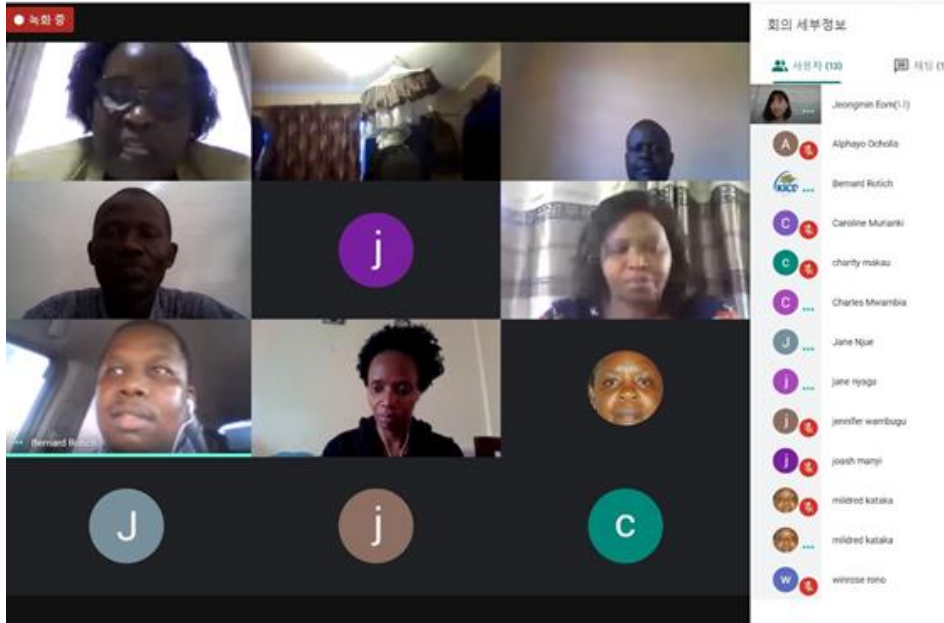
V. ANNEXURE

Participants in a group photo during the

development of GCED Mainstreaming Matrices for Junior and Senior School

Participants during the workshop

Participants in group discussions

Some of the participants in a screen shot photo during the virtual workshop

for editing of GCED matrices

Participants in a group photo during the development of Citizenship Education Guidelines

Participants in a group photo during the editing of
Citizenship Education Guidelines workshop

Participants during the editing of
Citizenship Education Guidelines

Participants in a group photo during Phase 1 of GCED
Mainstreaming Matrix in Junior and Senior School levels

Participants following proceedings during the integration workshop

Participants in a group photo during Phase 2 of GCED
Mainstreaming Matrix for Junior and Senior School

Participants in group discussions during the integration workshop

Ms. Jane Nyaga making presentation during the development of Kenya CE Teacher's Handbook

Development of Kenya CE Teacher's Handbook Workshop

Editing of GCED Matrices Workshop

During the Launch of CE Centres of Learning

Leaners from Marigat Integrated Mixed Day Secondary School presenting a poem on diversity during the Launch of CE Centres of Learning

Ms. Jane Nyaga, GCED focal person Kenya making a presentation during the Launch of CE Centres of Learning

Data Transcription Analysis and Report Writing Workshop

Revision and Finalization of GCED Outputs Workshop