KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
Nurturing Every Learner's Potential

REPORT ON MONITORING AND SUPPORT OF CITIZENSHIP EDUCATION PILOT IMPLEMENTATION IN BARINGO COUNTY

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KICD |

INTRODUCTION

Background

Citizenship is one of the seven Core Competencies in the Kenya Basic Education Curriculum Reform Framework. It is the state of being vested with the rights, privileges, and duties of a citizen. Learners are enabled to have knowledge about their role in their community, country, region and world in promoting sustainable development as responsible citizens. This awareness ensures that they can adopt a way of life which recognizes the world as an increasingly complex web of connections and interdependencies. Global Citizenship Education (GCED) is therefore a model of education that is instrumental in directing the world towards living together, with a view of sustaining life on the planet will take a systematic approach. Additionally, GCED advocates for betterment in relations among people and all living things on the planet. Initiatives in the Institute to recognize GCED has greatly contributed to its significance in the ongoing curriculum reform process.

In view of this, milestone, 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 the project on the ground. 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 and opportunities for GCED in the current curriculum that could be addressed in the ongoing curriculum reform process in Kenya.

In the second year of GCED project (2020), the main focus was development of GCED mainstreaming Matrices and Citizenship Education Guidelines to support GCED integration in the curricula. The overall goal in 2020 is Mainstreaming GCED into Kenya National Curriculum and integration of GCED in Curriculum Designs in all subjects at the Junior Secondary (Grades 7, 8 and 9) and Senior School (Grades 10, 11 and 12). In the third year KICD developed, a Citizenship education Training Manual, a teacher's handbook and a Citizenship Education learner's activity book. Teachers were also trained on fundamental concepts in Citizenship Education as well as appropriate pedagogies.

Among the 47 Counties in Kenya, Baringo County was sampled for the CE pilot program. This report outlines the processes undertaken to initiate the pilot.

Objectives of the Monitoring and Teacher Support

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 questionnaire

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.

Pilot Implementation Process

The pilot implementation process takes into account the teacher's preparation of the lesson exemplar, implementation of the lesson and lesson assessment. During the pilot, teachers are expected to prepare lessons that mainstream appropriate strands and sub-strands from citizenship education matrices in their various subjects. The lessons should aim at developing the learner's knowledge, skills and attitudes, while ensuring suitable learning activities. Additionally, the lesson planning should embody the critical principles of Citizenship education that:

- Take into account learners' varied backgrounds to ensure inclusivity.
- Incorporate diversities to enrich learning.
- Provide opportunities for nurturing and practicing values
- Involve parents / guardians as co-educators and co-learners
- Engage learners in continuous learning
- Embody linkages and collaborations within the school or external community.
- Involve learners in community activities / projects

During actual implementation of the curriculum, the teachers are expected to employ transformative pedagogies in a bid to realize the ideals of Citizenship Education.

Heads of Departments from the 12 pilot schools. They were then expected to undertake the training in their schools and work with other teachers in mainstreaming Citizenship Education. The defining characteristics of transformation pedagogies are that the role of the teacher in and outside class is less predominant. Instead, it positions the learner the main participant in the learning process. In this case, the teacher employs instructional practices that make the learning more proactive in the development of the desired knowledge, skills and attitudes. The pedagogies are ultimately intended to make learners agents of change in their communities. In view of this, the teacher roles include:

- Supporting students to develop knowledge as a result of their inquiry, action or experimentation as opposed to viewing knowledge as a set of information

- Exploring   a wide variety of resources and interventions to engage students rather than seeing oneself as the primary or only source of knowledge

- Partnering   with students to identify questions and develop with them a plan for answering their questions without expecting ideas you have provided to be replicated

- Helping learners to change or deepen their knowledge, skills and values by encouraging them to accomplish their plan of inquiry without relying on comprehensive information presented by teacher

- Prompting learners to explore multiple opinions through interaction and collaboration, ask questions and discover new knowledge

- Challenging learners to uncover facts and concepts by observing, hypothesizing, experimenting and discovering instead of using lecture method

As a part of reviewing the lesson, the teachers will assess the extent to which the mainstreaming has contributed to Holistic Development of Learners, Collaboration among learners especially during assigned tasks, Learner's Empowerment, Values and Inquiry Based Learning.

The pilot encourages teachers to conduct peer observation as a means of improving practice as they support and learn from each other. The teachers will further be observed by Quality Assurance and Standards Officers who will then guide them on mainstreaming.

Target Population

This activity is ongoing in the 12 schools that were sampled in Baringo County. It includes Sub-County Education Quality Assurance Officers, Secondary School principals, Heads of the departments, Parents and Students in Form 1 and 2.

Table 1: Students' Population

		Institution	Form 1	Form 2
1	Baringo North	Kapkiamo Mixed Boarding Secondary School	27	43
		Tanyileel Girls High School	28	49
		Kapluk Mixed Secondary School	51	42
2	Baringo Central Sub-County	Sacho High School	170	220
		Tabagon Girls' School	220	204
		Kapsogo Secondary School	36	30
3	Marigat Sub-	Marigat Boys High School	220	248

	County	Marigat Integrated Secondary School	160	173
		Lake Bogoria Girls' High School	150	160
4	Koibatek Sub-County	Uzalendo Secondary School	150	112
		Maji Mazuri Girls Secondary School	111	95
		Simotwet Mixed Secondary School	20	49

Instruments
The following are the instruments that had been administered to collect data;

a) **Learners' Questionnaires**
The self-administered questionnaires assessed learners' current perceptions of citizenship. Sub headings in tool had items that gauged the learners' appreciation of the strands that were being mainstreamed. .

b) **Principal's Interview**
The interview was administered face to face to the principals in the pilot schools. The tool was used to collect information on the main concerns of citizenship. Indicators for good governance and leadership, protection of human rights, gender issues, sustainable development and diversity were also included. Other elements in the tool were related to peace and conflict resolution, the status of implementation of CE in the school and learner empowerment.

c) **Teacher's Questionnaire**
This tool will be administered by teachers with an aim of sourcing for information on how they assess their own capabilities during the implementation of the pilot. The tool will be self-administered three times during the pilot to track the teacher's progress at intervals.

d) **Parents Interview**
The face to face interview that was administered to the parents was also intended to find out the current understanding of citizenship. The items were contextualized to present authentic scenarios that varied from parent to parent.

e) **Observation Schedule**
This tool will be used by education officers to check teacher's progress during the mainstreaming sessions. They should also point out strengths and areas for improvement.

f) **Officers involved in monitoring & support**
The officers involved in the monitoring were

1. Jane Nyaga   – KICD

2. Joash Manyi – KICD
3. Jane Njue – KICD
4. Winrose Rono – KICD
5. Alphayo Ocholla – KICD
6. Dancan Mwangi – KICD
7. Julius Kimani _ MoE

During the week, KICD carried out the study to monitor and support the implementation a CE pilot program in Baringo County. The study was undertaken by a team of five officers.

The twelve pilot schools visited are:

No.	Sub-county	School
1.	Baringo North	Kapkiamo
		Tanyilel
		Kapluk
2.	Baringo Central	Sacho
		Tabagon
		Kapsogo
3.	Marigat	Marigat High
		Marigat Integrated
		Lake Bogoria
4.	Koibatek	Uzalendo
		Maji Mazuri
		Simotwet

The monitoring team paid a courtesy call to the MOE and TSC County Directors. The Directors were given a brief on the CE program being piloted in twelve schools in the county. Additionally, the team explained how the pilot instruments would be administered. These included interview schedules for head teachers and parents, questionnaires for learners and teachers and observation schedules for County and Sub County Quality Assurance and Standards officers.

The team had interactive session as they visited the pilot schools with the teachers who had been trained to find out their progress and to guide them on how they were going conduct the pilot. Teachers were supported on how to undertake self and peer assessment during the pilot. This entailed details into assessment of the preparation of the exemplar lessons whose focus was mainly the six Citizenship Education (CE) core strands and learning experiences with a focus on principles of CE. The self-assessment

required that they checked the Likert scale their competency in ability to use transformative pedagogies.

The monitoring team was sub divided into two to facilitate coverage of the twelve schools some of which are far apart. The teams were as follows:

Team 1 Members: 1. Jane Njue 2. Winrose Rono	Schools covered: 1. Uzalendo Secondary School 2. Tabagon Girls 3. Sacho High School 4. Maji Mazuri Girls 5. Kapsogo Shwenk Mixed day Secondary 6. Simotwet Day Secondary School
Team 2 Members : 1. Jane Nyaga 2. Joash Manyi 3. Alphayo Ocholla	Schools covered: 1. Tanyileel Secondary School 2. Kapluk Secondary School 3. Kapkiamo Secondary School 4. Lake Bogoria Girls 5. Marigat Boys Secondary school 6. Marigat integrated Secondary school

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

Additionally, the questionnaire helped teachers to check their progress in the use of the various assessment approaches in implementation of Citizenship Education.

Winrose Rono addressing teachers in Tabagon girls High School

Joash Manyi in a discussion with Kapkiamo Secondary school CE Team

Learner questionnaire was administered to forms ones and twos which were the pilot classes. This was mainly to establish learners' current appreciation/ understanding of citizenship Education as articulated through the core strands being piloted.

Form 1 and 2 students of Kapluk Secondary School in Baringo North Sub- County filling in the questionnaire for the learners.

Kapluk Secondary School form 1 and 2 students, the Principal Ms. Alice Mwangi and the CE Focal teachers

An interview was also administered to the principles of the pilot schools visited. The interview endeavoured to capture their experiences with regard to implementation of CE in school. The instrument focused on elements of good citizenship, indicators of good governance, good leadership, human rights, gender, sustainable development diversity, learner empowerment, peace and conflict resolution.

Interview with Kapkiamo Secondary School Principal

Parents were also engaged through an interview. The interview sought to establish their appreciation of citizenship concepts such as conflict, gender-based violence, human rights, governance and sustainable use of resources.
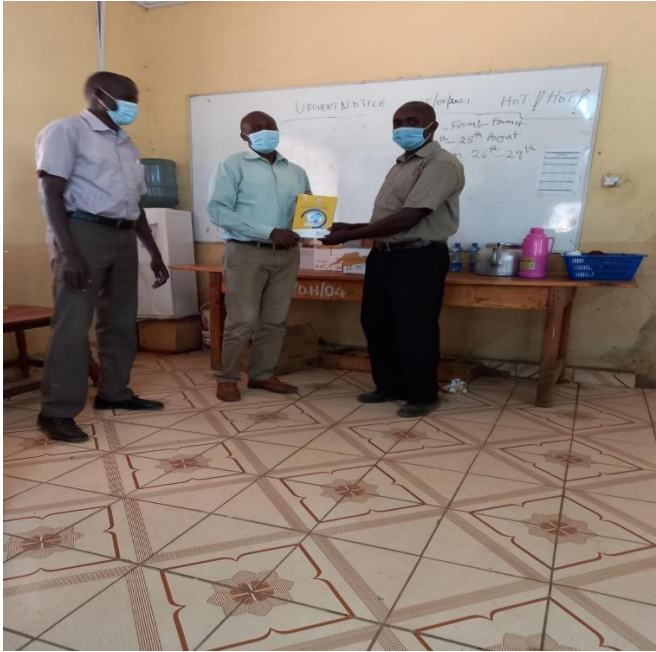
All pilot schools in the County are expected to be issued with learner activity books to support implementation of CE pilot program in secondary schools.

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

Kapkiamo Secondary school receiving the CE Learner's Activity Books

Distribution of CE Learner Activity Books at Marigat Boys High School

Kapkiamo Secondary school Twos receiving the Citizenship Education Learner's Activity Books

Form Ones in Kapkiamo Secondary School receiving the Citizenship Education Learner Activity Book

Form Twos in Kapkiamo Secondary School receiving the Citizenship Education Learner Activity Book

Kapluk Secondary School, Baringo County receiving the Citizenship Education Learner's Activity Books

TABLE: SUB-COUNTIES AND THEIR SCHOOLS

No.	Sub-county	School	Type of School	No. of Learners
5.	Baringo North	Kapkiamo	Mixed Boarding	F1 -27, F2 -43
		Tanyilel	Girls' school	F1-28, F2 -49
		Kapluk	Mixed Day & Boarding	F1 – 51, F2 -42
6.	Baringo Central	Sacho		F1 -170, F2 - 220
		Tabagon	Girls' school	F1 -220, F2 - 204
		Kapsogo		F1 -36, F2 -30
7.	Marigat	Marigat High	Boys' school	F1- 220, F2 - 248
		Marigat Integrated	Mixed Day	F1 -160, F2 - 173
		Lake Bogoria	Girls' school	F1 – 150, F2 - 160
8.	Koibatek	Uzalendo		F1 -150, F2 - 112
		Maji Mazuri	Girls' school	F1 -111, F2 -95
		Simotwet	Mixed day	F1 -20, F2 - 49

Observations

1. Majority of the teachers in the pilot schools were enthusiastic to implement the Citizenship pilot program was noted that most of them had developed lesson exemplars with accompanying resources to facilitate learning of citizenship education.
2. In most of the schools visited, teachers teaching form ones and twos have gone through induction sessions on CE by their peers who had earlier on been trained by KICD
3. The principles committed to support implementation of CE pilot program through providing guidance and resources required. One indicated that, CE program was a good program as it was giving teachers more insights on CBC
4. Most Teachers are confident in integrating CE concepts into the curriculum in terms of planning, implementation, and assessment and learner empowerment.
5. Some teachers expressed fears about the conduct of the pilot given the kind of learners they receive

6. There is high rate of absenteeism in most schools because of the nomadic nature of catchment which is nomadic
7. Early pregnancies
8. High dropout rates

CHALLENGES

The challenges noted have been categorized into two. The following is a list of those challenges noted during the monitoring 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 team to some schools in the County;
- Distribution of materials especially the Learner's Activity Book was greatly affected by the slow rate of printing and dispatch to the field. Only 52% of the Learner's Activity Books were distributed;
- 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

- It's not been easy to realize inclusivity in the teaching force for most of the schools. There is a higher number of male teachers compared to their female counterparts;
- 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 will therefore be faced with 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;
- So far, Citizenship Education (CE) has only been discussed during the school's staff meetings. Formal training of additional teachers by their colleagues is yet to be undertaken in all the schools visited;

- The inadequacy of finances in most of the schools greatly affects any institution's capacity to promote the good-health and wellbeing/welfare of both learners and 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;

Recommendations & the Way Forward

The following recommendations would be offered, thus:

1. Regular monitoring and support is 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 for CE for another one month given that it started late than earlier anticipated;
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. Encouragement and incentivizing 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 (that is, School Heads) to take a leading role during the piloting and ultimate 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