



COMMUNITY SERVICE LEARNING:

**A NEW ERA FOR THE
KENYAN CURRICULUM**



The new competency-based curriculum aims to educate students as engaged, empowered, and ethical citizens contributing to the creation of a socially, economically, and politically stable society.

The mission of the curriculum is ‘nurturing every learner’s potential’ through a strong foundation of knowledge and seven core competencies:

- Communication and collaboration,
- Critical thinking and problem solving,
- Imagination and creativity,
- Citizenship,
- Digital literacy,
- Learning to learn,
- Efficacy.

As part of the new CBC curriculum, learners will participate in a new learning area called Community Service Learning, working on real problems that make academic learning relevant, while simultaneously enhancing their social skills, analytical ability, civic and ethical responsibility, self-efficacy, and career development.

This learning area will also contribute to Kenya’s Vision 2030, which places great emphasis on the link between education and the labour market, the need to create entrepreneurial skills, and the need to strengthen partnerships with the private sector.

The curriculum is expected to empower citizens with the necessary knowledge and competencies to realise the national developmental goals.



Conceptualising CSL in Kenya

Community Service Learning (CSL) is a new learning area in the competency-based curriculum. At the early years, lower primary and lower secondary levels, it will be drawn on across the system as an integrated learning approach. At senior school it will be a standalone learning area.

It combines classroom learning and community service, giving students the opportunity to work with community members to solve local problems. This integration of theory and practice enables learners to experience, reflect, and learn from the projects they undertake.

CSL creates rich learning experiences, and delivers benefits to the community. At a personal level, global research shows it develops learners' personal values, critical thinking, problem-solving, imagination and creativity.

A study of 1,500 students (published in the Michigan Journal of Community Learning) found CSL changed students' personal values within six months, significantly increasing entry into careers that help others, volunteer work and community leadership.

The learning approach has also been shown to increase students' belief in their ability to solve community problems and their sense of connection with the community.

Developing CSL in Kenya

The Kenyan competency-based curriculum (CBC) is being designed to develop skills and apply these in real-life situations. As KICD develops this new approach, the Ministry of Education and KICD, in partnership with Educate!, has run a pilot CSL program in 65 secondary schools across 10 counties completed in July 2019.

The new senior school learning area will be organised into six strands

1. Citizenship:

This motivates and educates young people to become thoughtful, responsible, patriotic, accountable, active citizens who participate in public life, continuously identifying community needs and solutions, and engaging to conserve the environment.

2. Life Skills:

These span learners' ability to make decisions, set goals, solve problems, and cope with stress.

They equip learners to manage interpersonal relationships with empathy, resist peer pressure, become assertive and develop leadership skills.

3. Communication:

These abilities equip learners to contribute to teams and community groups through the media of the information age.

4. Entrepreneurship:

This strand equips learners to manage small businesses that solve poverty. It spans resources, business ideas, business opportunities, market gaps and social entrepreneurship.

5. Financial Literacy:

Financial literacy helps learners raise funds and invest funds in learners' business projects. Learners will be able to join or start community groups (such as savings SACCOs), understanding methods of saving, and saving goals.

6. Research:

This enables learners to start practicing research skills while still at a young age. Learners will be able to analyse information, identify the root cause of issues, identify effective solutions, report on their findings and make recommendations.

Global research on CSL impact

Enhanced student values

Research conducted by the University of Alberta on the long term impact of CSL on learners, reported that over 60 per cent of students learnt positive skills and values from the programme, which went beyond the immediate course content to connect learning to the real world.

The students gained in critical thinking, empathy, and improved communication skills. The CSL programme also helped them with career choices, in understanding the work of non-governmental organisations and their impact on communities, and in better understanding complex social issues.



When compared to classroom-based students, CSL students reported a better understanding of vulnerable populations and social issues and improved skills.



Half (51 per cent) of CSL based students reported that the program influenced their thinking about their university program and career plan with the most common response being an increased interest in working in the not-for-profit sector.

Another study by the University of Minnesota, found that CSL:

Improved students' GPAs: 71 per cent improved grades during the programme. Of those that improved, 42 per cent gained 0.5 point or more in their GPA, 19 per cent reported that their grades stayed at the same academic level, while 11 per cent of the student grades declined.

Reduced student absence: by 62 per cent when comparing student absenteeism before and during the programme.

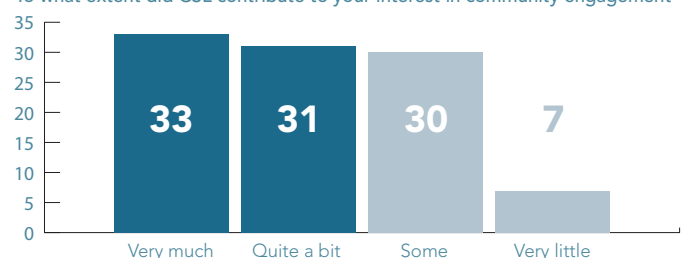
Reduced student discipline referrals: The numbers of students receiving discipline referrals before and during their service-learning programme fell by 68 per cent.

Increased school/ community partnerships: Of the 72 schools surveyed, 62 reported community partnerships formed during the project as a result of their service-learning activities.

Increased community engagement

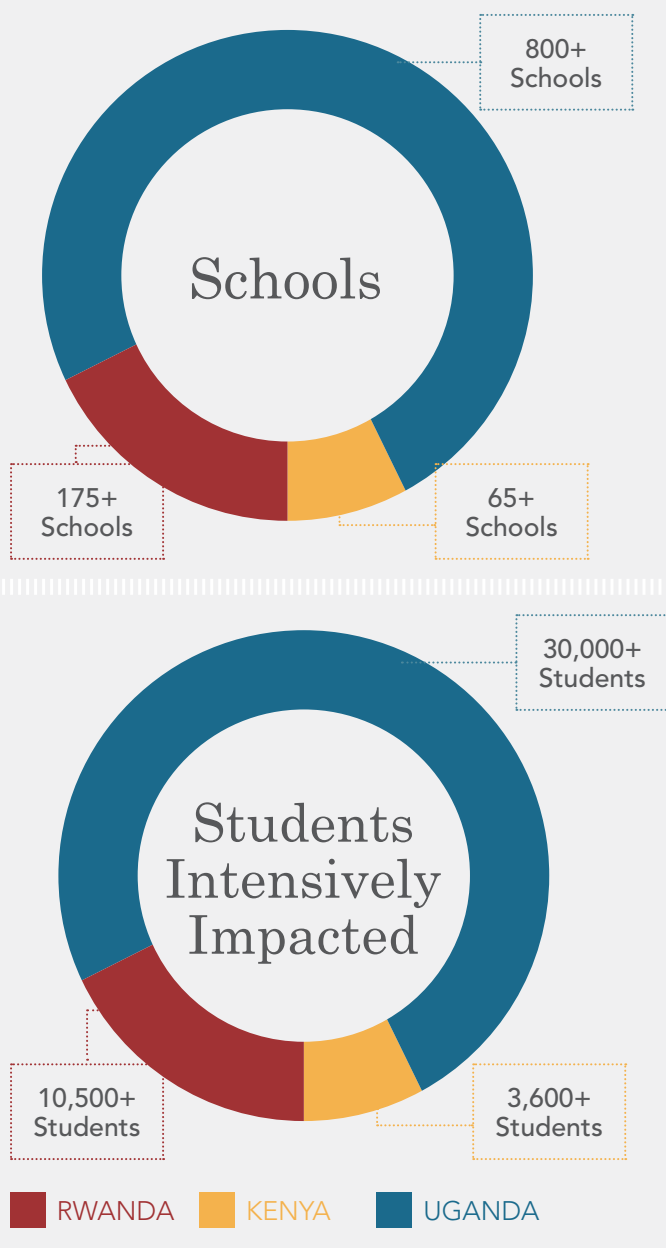
Almost two-thirds of former community-based students (64 per cent), believe that their participation in CSL increased their interest in community engagement even after the programme ended.

To what extent did CSL contribute to your interest in community engagement



Kenya findings on CSL Pilot Programme

KICD through its partner Educate! has reached over 65 schools in the country and engaged over 3,600 students in CSL initiatives.



In a 2016 report, Educate! evaluated the impact of its Educate Experience Program (EXP) which is similar to CSL and the below were the findings:

1. Scholars who undertake an EXP program earn nearly double the income of their peers towards the end of secondary school.
2. EXP scholars are 44 per cent more likely to own a business than their peers who did not undertake a EXP.

3. EXP participants are 50 per cent more likely to be employed from a base of 17 per cent in the comparison group.
4. EXP scholars earned 95 per cent —nearly 2x— more income from a base of Sh8,843 in the comparison group.
5. Girls earned 244 per cent more than peers who did not complete the EXP program and have a 91 per cent increase in business ownership.

KICD carried out research to determine the effectiveness of the CSL program across the pilot schools taking views from all stakeholders. The findings from principals and teachers were as following;

1. That CSL was a timely idea whose conceptualisation had deviated from past practices where education had concentrated on theory and not practical learning. They were of the opinion that CSL needs to be implemented since it exposed the learners to more practical learning to translate what is in their minds into hands-on skills.
2. That CSL is a positive reinforcement in the curriculum. They asserted that it does not only focus on knowledge capture but also gives students relevant skills.
3. That CSL could add value to the students as the practical component led to opportunities for development of talents.
4. That CSL had impacted on learners' motivational levels because it encourages them to take personal initiatives and plan to make the environment better.
5. That CSL was a good program for the learners who are not very endowed in academic performance. It offers them a chance to acquire and diversify skills and talents.
6. That CSL equips learners with knowledge and skills that will enable them to solve problems in the community.
7. That CSL is interesting and learner-centred and is the only hands-on subject that enables learners to apply what they have learnt in solving problems facing their communities
8. That CSL helps learners to love their own school and become more responsible and self-driven
9. That recycling of waste products had been enhanced.

Program schools Kenya map

No.	NAIROBI COUNTY
1	Kamukunji Secondary School
2	Kenya High School
3	Ruai Girls High School
4	Precious Blood Riruta Secondary School
5	Lang'ata Boys High School
6	Aga Khan High School
7	Olympic Secondary School

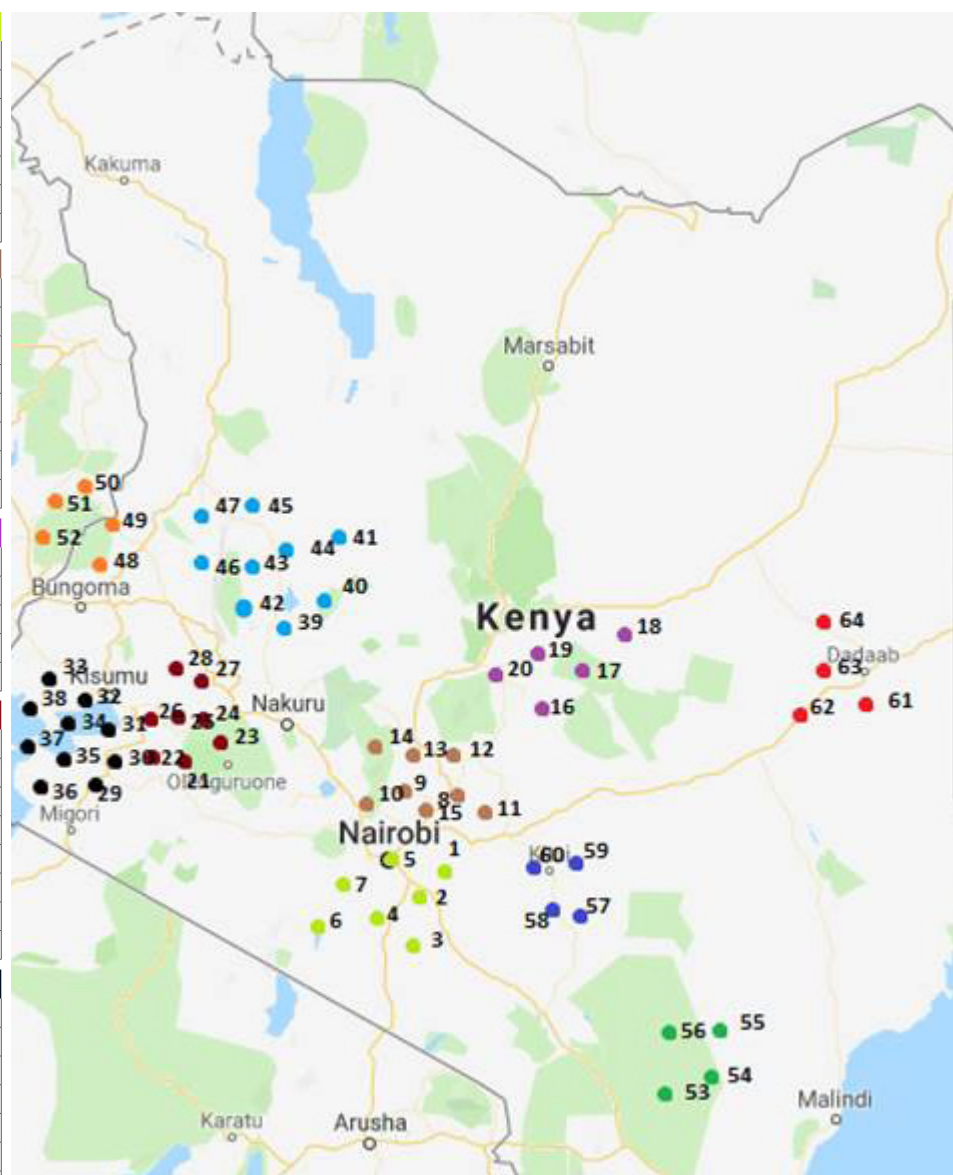
No.	KIAMBU COUNTY
8	Gathirimu Girls Secondary School
9	Thika School for the Blind
10	Mary Hill Girls School
11	Kimende High School
12	P.C.E.A Ngenda Secondary School
13	Komothai Girl's Technical School
14	Kiambu High School
15	Corner Brook Academy

No.	EMBU COUNTY
16	Kangaru Boys High school
17	Kyeni Girls High School
18	Gatunduri Secondary School
19	Nyangwa Boys Secondary School
20	Don Bosco Girls High School

No.	KISII COUNTY
21	Kisii School
22	St. John Nyamagwa High School
23	Cardinal Otunga High School
24	Nyabururu Girls High School
25	Bishop Mugendi Secondary Nyakegogi
26	St. Angela Sengeru Girls High School
27	Magena Boys Secondary School
28	Sister Michaela Girls School

No.	HOMABAY COUNTY
29	Nduru Girls School
30	Homa Bay High School
31	Asumbi Girls High School
32	Bishop Okullu Magare Girls School
33	Mbita High School
34	Adiedo Mixed Secodary School
35	St. Augustine Mirogi Boys High School
36	Agoro Sare High School
37	Dudi Girls High School
38	Ombogo Girls Secondary School

No.	UASIN GISHU COUNTY
39	Moi Girls High School, Eldoret
40	Uasin Gishu High School
41	R C E A Kuinet Secondary School
42	AIC Chebisas High School
43	Sugoi Girls Secondary School
44	Kiambaa Secondary School
45	Mother of Apostle Seminary School
46	St Anthony Moiben High School
47	University of Eldoret High School



No.	KAKAMEGA COUNTY
48	Kakamega High School
49	Mary Seat of Wisdom, Bulimbo Girls School
50	Booker Academy
51	Shitochi Secondary School
52	The Salvation Army Kwirenyi Secondary School

No.	TAITA TAVETA COUNTY
53	Kenyatta High School, Mwatate
54	Marungu Secondary School
55	SC Mwangeka Secondary School
56	Mwangea Secondary School

No.	KITUI COUNTY
57	Mbitini Girls Secondary School
58	Yumbisye Secondary School
59	Kisasi Boys' High School
60	St. Angella's Girls Sec. Sch

No.	GARISSA COUNTY
61	Garissa High School
62	NEP Girls High School
63	Khadija Mixed Secondary School
64	County High School

The CSL Pilot Program Experiences



1

Marungu Secondary School

“CSL has enabled our students acquire social values and 21st-century competencies. It has nurtured leadership skills among the students as they serve as group leaders,” said Nelly Machu, CSL Champion Teacher.

2

Kwirenyi Secondary School

“Our students have helped the community in the fight against Malaria through awareness and involving the community in clearing the bushes, in water chlorination and fumigating jiggers,” said Daniel Muchisia.



3

Yumbisye Mixed Secondary School

“Through CSL, students have come up with a solution to help residents of Kitui, a dry land, by enhancing community awareness to climate-resilient crops,” said Kioko.

4



Lang'ata Boys High School

“We have seen prominent growth in creativity and innovation among our students. CSL has empowered students to be part of the community and provide solutions to some challenges,” said Caleb Makhanu, pioneer CSL Champion Teacher at the school.

5

Moi Girls Secondary School

“Our visit to juvenile facility in Eldoret has helped change children’s morals. One of the children transformed and is now studying in our school. The facility management have requested for more visits because it has a great impact,” said Mrs Okwemba.



Community Service Learning in Kenyan Schools

Yumbisye Mixed Secondary School

Green house farming and barbershop



Yumbisye High School Students harvest kales from the greenhouse

Having been exposed to the concept of entrepreneurship through the CSL pilot program in 2018, two groups totalling 49 students from Yumbisye Mixed Secondary School ventured into greenhouse farming and opened a barber shop to acquire entrepreneurial skills, and access the ready vegetable market. The ventures saw the Form Three students clear the school fees of a candidate set to graduate this year.

“The students are very enthusiastic about giving back to the community. Before the pilot program, they could only concentrate on passing their exams to get white-collar jobs. The CSL program has enabled students to build a job creator mindset full of creativity rather than a job seeker mindset.” said Mr. Dominic Kioko, patron and teacher, Yumbisye Mixed Secondary School.

“The Form Four candidate is a straight-A student. Putting a smile on his face was the greatest achievement from the program,” he added.

Of the group, 32 students opted to grow tomatoes, spinach and sukuma wiki in a 10 by 50 metres plot of school land to supply to the community, whose diets had been changing as a result of fluctuating vegetable prices. School farming has enabled the community to access cheaper vegetables and facilitated the school feeding program by reducing the cost of providing nutritional meals to the students.

In the market, 20 leaves of sukuma wiki costs Sh50 compared to the school price of Sh20. The students also sold 60kgs of tomato to the school at Sh4,500 compared with Sh7,500 in the market.

The other 16 students started a barbershop offering shaving services to students and teachers at Sh10 per head, compared with the normal Sh50 per head, and later expanding to the outside community during the school holidays shaving at Sh30 per head. This has enabled all the students to shave their heads within the school.

The customer pools for the two ventures have been the teachers and the community. Occasionally, they receive visitors from the community who are interested in knowing how to grow a variety of vegetables and protect them from pests and diseases.

“CSL is a great curriculum that should be rolled out in all schools. These are the skills that the students need to drive growth in the nation,” Kioko said.

In addition to the greenhouse farming and the barber shop, in July 2019, students started poultry farming in a project they hope will be thriving by December 2019.

Moi Girls High School

Students at Moi Girls High School in Rift Valley, Uasin Gishu County, Eldoret East, are knitting carrier bags, making racks and table mats from waste paper, and making dresses as well as lampshades, following the launch of the school's CSL program in 2018 April.

The school which has over 1400 students and 86 teachers, is one of the best performing secondary schools in the country.

Using locally available materials, the students identified a niche market in table mats and carrier bags, which they sell to the local market. They apply paint to add value to the mats. They also make lampshades and flower vases from old plastic bottles and papers.

“One of the reasons why they chose these projects was because it was easy for the students to find the materials to make the items easily and locally and because they showed more interest in making these particular items,” said Mrs Okwemba.

“Our next big thing is farming which will be funded from the money the students make from the sales,” said Mrs Okwemba.



Moi Girls High School Eldoret display their mats and other merchandise they made under CSL program



Beadwork works by students from Moi Girls High School Eldoret

Lang'ata Boys High School

Students from Lang'ata Boys High School have improved their public speaking, raised their confidence, and ignited an entrepreneurial mindset through a range of CSL projects.

“Before the CSL program was introduced in our schools, most students were very shy and lacked confidence to express themselves, but now their public speaking skills have greatly improved,” said Caleb Makhanu, pioneer CSL champion teacher at the school.

Since March 2018, Lang'ata Boys High School in Nairobi has been implementing a CSL program that has included projects like; recycling papers, making decorative flowers from waste plastic bags and plastic spoons, and flower vases from worn tyres.

The school settled on these projects to address environmental pollution concerns as a result of plastic waste in the neighbourhood. In this, the school's efforts to clean the environment and unblock the drainage systems have resonated with Nairobi's Governor Miko Sonko, who partnered with the school to hold a monthly clean-up exercise.

The students held several community services where they educated the community on the need to dispose of waste properly rather than throwing garbage into the drainage systems. They also installed dustbins and supplied waste bags.

The student's creativity has improved significantly in the last one year while piloting the CSL program.

“The CSL is ripe with benefits and needs to be implemented as soon as possible as it synchronises classroom teaching and reality, allowing students to solve their own problems and those of the community,” said Makhanu.

The CSL program has also improved the teacher's experiences and delivery.

“I have toured many counties for the CSL pilot projects and these experiences have made me a better teacher for my students and the community, unlike before when the work ended in the classroom,” Makhanu.



Marungu Secondary School



A Marungu Secondary School CSL group at Itinyi primary school using a manual shaving machine they made.

Through its CSL program, Marungu secondary school, in Voi sub-county, Taita Taveta County, is supplying the surrounding community with Mkimbo medicine for treating hypertension, diabetes, digestion and constipation issues.

Students use seeds and leaves from the Moringa tree, also called Mkimbo, to make the medicine. There are Mukimbo plants existing in the school and the CSL club are planning to plant more.

“One of the local entrepreneurs has come up to support the students in making the medicine through the school and community collaboration,” said Nelly Machu, CSL Champion Teacher.

The CSL project involves Form Three students who have been divided into three groups. In one of the groups, a student recycled plastic and metal products to make a shaving machine now used by students and the community alike. Other projects under the CSL program include craftwork and making detergent, which they are selling to the community and the neighbouring Ictinyi primary school.



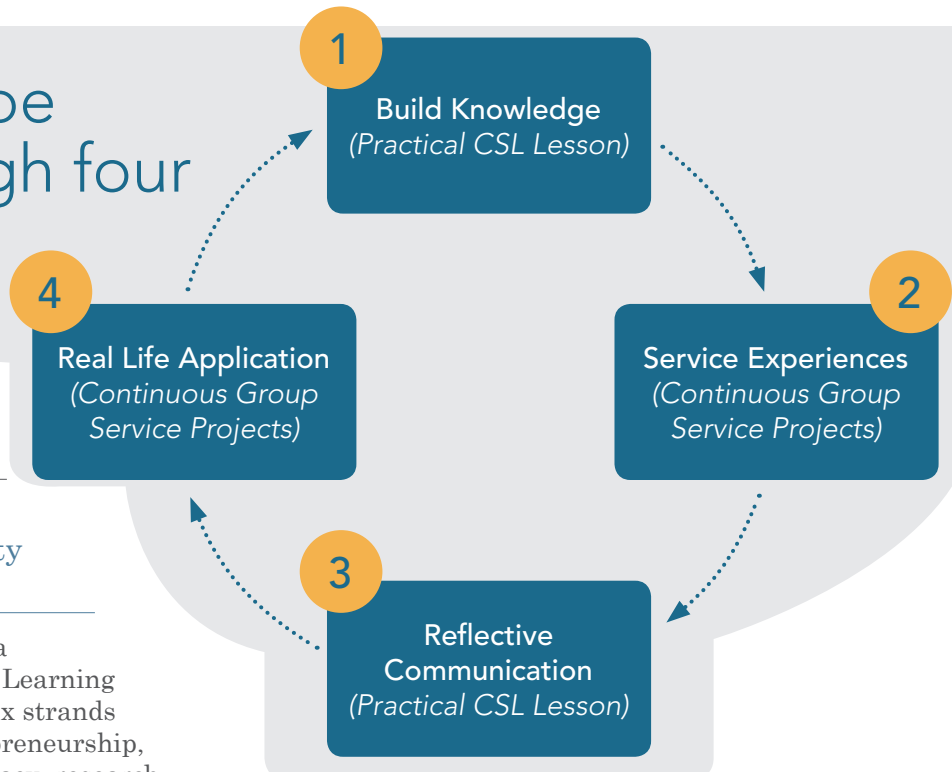
Marungu Secondary School display the Mkimbo medicine during a past CSL exhibition

“The students are excited about the CSL projects as they are able to sharpen their entrepreneurial skills and have seen that they are making money from these ventures,” said Machu.

New learning approach

CSL will be taught in an Experiential Learning Cycle led by teachers for each module, rather than as traditional lectures. All service activities to be recorded in the student's logbook

Thus, CSL will be directed through four phases:



Phase 1:

Build knowledge through teaching a practical community lesson

The introduction to the students of a practical community learning topic. Learning topics will be centered around the six strands that make up CSL, including entrepreneurship, citizenship, life skills, financial literacy, research, and communication.

For the first phase of the cycle—Build Knowledge—the teacher uses student-centered teaching methods in the form of the ‘Practical CSL Lesson’, which has three key parts:

Build: Students build knowledge through a 10-minute knowledge share;

Practice: Students put their knowledge into practice by working in groups;

Present: Students present the results of their group work for teacher and peer feedback.

Phase 2:

Service experience through ‘Continuous Group Service Projects’

Students will be organised into teams of 5 – 7 people to conceive a service project they can offer to their community. The goal is for learners to apply the new knowledge and skills taught in phase one in a real-world context.

The teacher organises the students in teams to work continuously over a term or year. The students are required to plan and analyse a continuous group project idea that they will complete for the community service hours.

Phase 3:

Reflective communication through a practical CSL lesson

Following the experience of working in the community, students deepen the connection between service and learning through reflection. Reflection is a critical part of community service learning, as it allows students to bridge to the content of the sub-strands with their personal experiences in the community. The students will express why and how they completed their project idea, as they link their actions to the content of the topic they are studying in class. Through this, the students will become aware of their values by sharing their reflections with others.

Phase 4:

Real-World Application

The final stage of the learning cycle is an opportunity for students to be practically assessed on their performance. Teachers practically assess students by looking at portfolio work, organizing exhibitions in schools, or making time for students to present their work publicly. The assessment should bring out the implications of what students have learned for the real world.



Project Based Learning in CSL

Project Based Learning is a research-backed pedagogical approach where learners solve real-world problems through planning and executing a project in partnership with the community and under the supervision of the teacher.

The approach is used throughout the course as outlined in the BECF as follows, “The learner will be required to carry out a research related project in an area of specialization and interest based on all the mentioned aspects. The projects will form part of formative evaluation and shall be carried out throughout the course.” These projects will be grounded in the learners’ community service engagements.

Community Service Learning Clubs

The CSL club stakeholders are individuals with an interest in the success of a school fulfilling its CSL goals which include; learners, school administration and board of management, club teachers, and parents or guardians.

School administration and board of management coordinate CSL implementation, monitor and evaluate the progress, engage with parents and the community, and support the clubs through providing required facilities. The club teachers oversee and assess learner’s activities, liaise with school principals on implementation of CSL, and act as advisors and mentors in club meetings.

Learners are the key participants in the clubs as they are responsible for initiating new ideas, connecting club activities to PCL lessons, participating actively in the community service week, and identifying community needs and initiating service projects to solve these problems.

The service projects involve an annual 5-hour commitment by groups during community service week which involves the entire class. Each student is responsible for participating and logging the hours in their individual service logbook.

CSL placement during holidays

During holidays, learners join individual community service learning placements to ensure that they practice the knowledge and skills learned in the pathway to solve community problems which include poverty, hunger, tribal clashes, child labor, and economic challenges.

Each year, they complete 25 hours of individual service monitored by a professional within a formal institution. The activities undertaken under each project is decided upon by the learner, and approved by the CSL teacher based on the community needs.

As part of parental engagement, teachers and administrators will reach out to parents to suggest possible placement for students. These placements spanning hospitals, textile industries, private enterprises, NGO or local governments are normally within the students’ home community, where parents are active community members.

Assessment in CSL

Practical assessment criteria

CSL uses practical assessment to measure students' learning skills in citizenship, entrepreneurship, communication, financial literacy, research and life skills.

The assessment will be progressive in that it will be carried out at the beginning of the learning process, continuously during the learning process, and at the end of the learning process.

It aims to measure to what extent the learner can:

- a) Plan, organise and undertake community service activities
- b) Demonstrate their knowledge and understanding of community service learning

- c) Communicate ideas and information
- d) Use resources in support of CSL activity
- e) Work independently and cooperatively with others.

Since students are expected to engage in CSL projects throughout the three years in senior school, the assessments will cover the project work, the 135 hours of Community Service Learning volunteer work, individual assessment or group assessment and the final term report.

Individual students, their peers, CSL teachers, and community mentors will be the key people carrying out the assessment.

The practical assessment will be carried out in four forms;



Exhibitions assessments

For instance, during the annual Community Service Week

Evidence of achievement will be presented at the exhibitions in form of a service week report and the top three projects will be awarded.

The last CSW was carried out by KICD and the Ministry of Education, as the first pilot phase of the CSL program, on 26th – 30th June and 5th – 6th July across 65 secondary schools in 10 counties.

CSL's impact was depicted in many of the Community Service Week projects presented by the students. Kwirenyi Secondary School in Kakamega County, for instance, which aimed to improve community health taught community members how to treat water and keep it safe for drinking, whilst also running a sensitization campaigns on preventing malaria and cholera.

Arrangements for community service projects and the schemes of work are made prior to the school term by the teachers.

Other student events that will be evaluated as service learning programs are CSL clubs formed in schools, school businesses and holiday placements.

Portfolios assessment

The portfolios contain a collection of learner's progressive work that includes documents related to the stages the students go through as they complete their projects and evidence related to the projects end result such as photos, videos and other materials used during the service projects.



Logbooks

These are individual community service student logbook designed by KICD which will be issued to all students. Each student will be required to log in all the number of service hours completed even though they will carry out the service activities in groups.

Members of the community overseeing the community service will also sign against the hours served by the students. Each student must document the entire 135 hours in the logbook for the three year period in school.



End of grade 12 practical exam paper

This will make up 30 per cent of the students marks and will be carried out at the end of the learning period in Grade 12. The exam will be set by the examining body.



CSL as collaboration

Successful community service learning involves the engagement of multiple stakeholders, from within the schooling system and beyond. In building CSL in Kenya the key stakeholders have been:



1

Learners - key participants in CSL - Attending CSL lessons

2

Ministry of Education – The Quality Assurance and Standards’ department nurtures and monitors quality holistic education provision in schools. It seeks to assist all individuals, irrespective of socio-economic, cultural, racial, ethnic, religious, gender and sexual status, to achieve their own full potential and reach personal fulfilment through lifelong learning, and participation in the world of work.

3

Teachers’ Service Commission (TSC) - The TSC manages the training of teachers. It is building the capacity of teachers to use the new teaching and assessment methods to cater for all types of learners. TSC is also supporting curriculum support officers to coach and mentor teachers to achieve high-quality learning. Its main role is recruit and employ registered teachers for CSL, deploy teachers to any public school, and offer continuous teacher professional development to teachers of CSL.

4

Kenya National Examinations Council (KNEC) – KNEC is leading reforms on assessment. It is developing an assessment framework that allows teachers to provide ongoing feedback to learners. These assessments will support the new curriculum to create stronger learning outcomes for learners. KNEC is developing the CSL Summative Assessment for Senior School and will be responsible for the registration of CSL learners for examinations. KNEC provides the guidelines on what is expected of the learner pursuing examinations, will ensure that the guidelines are adhered to, conduct the examinations at Senior School, and facilitate the marking of the examinations and processing of results.

5

Teacher and Vocational Education and Training (TVET) - positioned to ensure that KICD sustains its functions of promoting equity and access to quality curricula and curriculum support materials, promote appropriate utilisation of technology to enhance innovations and achievement of a knowledge-based economy, offer consultancy services in basic and tertiary education and training, incorporate national values, talent development and leadership values in curriculum development, receive, consider, develop and review curriculum proposals amongst other functions. TVET division has endeavoured to meet the demands of the wide spectrum of clients. The division has a current establishment of 17 curriculum specialists serving over 100 sector-specific subjects

6

Publishers – Publishers like Longhorn Publishers have worked closely with KICD to ensure the availability of learning materials to implement the competency-based curriculum and to ensure they meet the demand for the course materials

7

CSL Teachers/Club Patrons –they oversee the CSL activities, link learners to the school administration and the community including successful entrepreneurs and guide learners in identifying CSL projects and activities

8

Teacher educators – As teachers' colleges these lay the foundation for educators to have the requisite knowledge, skills and attitudes necessary for effective implementation of CSL.

9

Community Members - Since CSL focuses on linking the school and the community, these stakeholders play a crucial role in providing a favourable environment for learners to develop and nurture their talents and providing market for Learners' products or services

10

Parents and Guardians – They are the first educators, trainers and a source of authority to learners. They provide basic needs for learners and a conducive learning environment for CBC. They influence teachers' selection of learning experiences and actively engage in and contribute to teaching, learning and assessment processes.

11

School Administrations and Boards of Management – They perform the advisory and supervisory roles in the school, linking the CSL Club to the community and other schools and providing the CSL Club with the facilities necessary to operate, such as land or room.

They are responsible for creating a welcoming environment for parents and community partners, making sure parents know what is expected of them as partners in their children's CSL activities, providing the tools necessary to develop that capacity, and honouring the contributions that parents make. They also play a role in reaching out into the community to identify resources and programs that are seeking support, outlining student/family needs, creating partnerships and collaboration with community-based organisations, and creating an environment in which community partners feel valued and supported to contribute to the success of their children.

Its main role in the CSL programme has been to ensure that all learners receive an equitable entitlement to high-quality CSL education and establish high-quality standards that reflect BECF (Basic Education Curriculum Reform) priorities, vision, policies and strategies. It also provides clear and meaningful feedback to schools regarding the effectiveness of CSL provision and recommends priorities for future action so as to inform the schools' planning for improvement.

12

School Staff – They are the champions and leaders of the students and their CSL club

KICD's CSL partner Educate! has been recognised globally for its innovation in education

Named 2015 WISE Awards Winner

Selected by an international panel of education experts, Educate! was one of six cutting edge projects chosen for transforming communities and providing one of the most innovative and effective approaches to a pressing challenge in global education.

Al Jazeera English made a documentary about Educate!, as part of a documentary series, Rebel Education.

Selected as one of 20 innovative youth solutions for the UN's General Unlimited

Selected for inclusion in S4YE's Impact Portfolio

Case study in Results for Development secondary education study

Winner of OpenIDEO's Amplify Youth Empowerment Challenge

Recipient of Ashoka Changemaker's "Quality Education in Africa" award and recipient of Ashoka Fellowship.

Out of more than 1,400 applicants, Educate! was Selected by the Epic Foundation as one of the 20 most impactful youth organizations globally.

Featured as one of 50 game –changing projects contributing towards the achievement of the 2030 Agenda for sustainable development.

2016 Sustainia Top 100 Solutions

Recipient of Grinnell College "Young Innovator for Social Justice Prize

Co-Founder Angelica Towne won 2015 Global Good Fund Fellowship.

Angelica started Educate! with her cofounders based on the shared values of scale, sustainability, and the power of young people to change the world. She also adapted Educate!'s curriculum for use in the Uganda national curriculum and designed a new practical standardized examination, reaching 25,000 young people annually.

Brookings Institution profile and selection as case study in its Millions Learning Initiative

Featured in a foundational new report by the Brookings Institution called "millions learning: Scaling up quality education in developing countries, Educate!'s programme was noted for its strategy of designing for massive scale from the start, and rigorous monitoring and evaluation, and the high-level partnership with Ministries of Education to reform entire education systems.



The Community Service Learning we have been testing applies concepts students have learned in the classroom to real-life situations and enhances entrepreneurship, social awareness and responsibility



Dr Julius Jwan,
Director and CEO at the Kenya Institute of Curriculum Development.



ART AND DESIGN



RESEARCH!



SCIENCE!

