



CURRICULUM

FOR

CIVIC EDUCATION

FOR

CONSTITUTIONAL REVIEW PROCESS IN KENYA

CODE OF CONDUCT

CURRICULUM

**CONSTITUTION OF KENYA REVIEW
COMMISSION**

CURRICULUM FOR CIVIC EDUCATION

SEPTEMBER 2001

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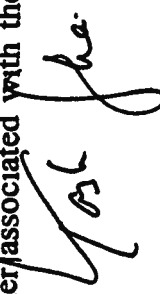
Foreword

The Constitution of Kenya Review Commission is pleased to present its curriculum for civic education for the review of the Constitution. The Constitution of Kenya Review Act, under which the Commission and other organs of review operate, provides for the fullest participation of the people in the review. In order to facilitate this participation, the Act places on the Commission the responsibility to conduct, promote and facilitate civic education. The aim of civic education is to enable Kenyans to understand the nature and role of constitutions in democratic societies, become familiar with Kenya's constitutional history, the present constitution, and the objects and purposes of the review. In order to discharge these aims, civic education should introduce the public to key constitutional concepts such as constitutionalism, governance, the rule of law, human rights, systems of government and the accountability of public authorities. These concepts should be placed in the context of Kenya's history and present circumstances.

The curriculum covers the issues mentioned above and provides guidance on instruction to the teachers who will provide civic education. In establishing the curriculum the Commission has fulfilled one of its responsibilities for the facilitation of civic education. It has also produced materials, which can be used in the teaching of civic education. In addition to the materials that it has produced, the Commission is recommending the use of the source book and the trainer's manual, in the series, *Making Informed Choices*, produced jointly by the Civic Education for Marginalised Communities, Constitution and Reform Education Consortium, Ecumenical Civic Education Programme and the Gender Consortium. Copies of these materials and the materials produced by the Commission are available from the Commission.

The Commission has adopted a Code of Conduct, which will bind all organisations and teachers providing civic education for constitutional review. One of its purposes is to ensure that civic education is provided in a fair and objective way, not as advocacy, so that Kenyans are enabled to make up their own mind regarding constitutional reforms. There are several sanctions for the breach of the Code. The Commission trusts that all civic education providers will observe the Code strictly. The Code of Conduct is reprinted in this document.

The Commission is grateful to all the organisations, whether associated with the Commission or not, who have undertaken to provide civic education.



Yash Ghai
CHAIRMAN

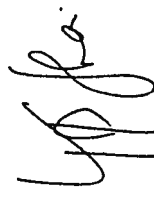
ACKNOWLEDGEMENTS

The Commission thanks the members of the Civic Education Publicity and Information Committee (CEPIC), who have spent many hours in preparing the curriculum. The members of the Committee are: Prof. A. Idha. Salim, Mr. A. Zein. Abubakar, Ms Kavetsa Adagala, Mr. Paul Musili Wambua, Dr. Charles Maranga, Dr. K. Mosonik and Ms. Salome W. Muigai

I would like to make special mention of Dr. Charles Maranga for his contribution to the finalisation of the curriculum.

The Commission is also grateful to Mr. Fred Omwoyo of Kenya Institute of Education, who worked tirelessly to develop the curriculum.

Many thanks also go to all those who were consulted, and cooperated, during the development of this document.



Yash Ghai
CHAIRMAN

CODE OF CONDUCT FOR ASSOCIATE CIVIC EDUCATION PROVIDERS

The Constitution of Kenya Review Commission (the Commission) is mandated under the Constitution of Kenya Review Act Cap 3A to conduct, facilitate and promote civic education for constitutional review throughout the entire review process in order to stimulate public discussion and awareness of constitutional issues.

The Commission will contact or co-operate with agencies or organisations with the capacity and commitment to provide civic education in all constituencies in Kenya. The agencies and organisations providing civic education will be expected to provide such service strictly in accordance with guidelines set by the Commission. They shall not be motivated by profit or gain beyond legitimate expenses they may incur or other justifiable claims they make to the Commission in respect of duties undertaken on behalf of or in collaboration with the Commission. They are expected to facilitate the execution of the Commission's mandate in accordance with the principles stated in the Code of Conduct set out below:-

- 1) All associated civic education providers for constitutional review (CERC) shall abide by the Third Schedule of the Act.
- 2) The Constitution of Kenya Review Commission expects any CECR provider to conduct civic education in accordance with the curriculum prepared or approved by the CKRC.
- 3) The CKRC requires that civic education be conducted without partiality, advocacy or influence from any person or group.
- 4) Every CECR provider shall refrain from engaging in or supporting any activity that would discredit the work or image of the Commission.
- 5) Every CECR provider shall not in any way actively subvert the attainment of the Commission's statutory mandate and the conduct of the entire review process.
- 6) Every CECR provider shall refuse any gift, favour, hospitality or any inducement that would influence or appear to influence the discharge of their duties.
- 7) No provider shall act in a manner that prejudices or puts the process of the constitutional review in disrepute.
- 8) Every CECR provider shall ensure that all Kenyans are accorded the opportunity to participate freely and effectively in civic education without intimidation, coercion, threat, duress or undue influence.
- 10) Every CECR provider shall be sensitive, when providing civic education, to the needs of the people with disabilities, women, youth and marginalised groups.

- 11) Every CECR provider shall give due consideration to special and appropriate circumstances as regards accessibility, language and methodology in the provision of civic education.
- 12) Every CECR provider is expected to employ and make relevant use of human and material resources found within the local area in which it is engaged to provide civic education, subject to the provisions of the Code, contractual or any other arrangement under which they are engaged by the Commission.
- 13) Every CECR provider shall avoid actual or apparent conflicts of interest in the provision of CECR and shall in the event of any such conflict forthwith notify the CKRC.
- 14) Every CECR provider shall refrain from disclosing any confidential information acquired in the course of their work unless otherwise authorised by CKRC, or use any such information for personal gain or the gain of a third party.
- 15) Every CECR provider shall perform its duty in accordance with such other rules, regulations, and standards as may be set from time to time by the Commission.
- 16) Any CECR provider who violates or contravenes any of the above rules shall be liable to such penalty or action as the Commission may deem fit, including and not limited to revocation of the right to conduct CECR.

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INTRODUCTION

GOAL: The main aim of the Civic Education Curriculum is to create public awareness of constitutional issues, so as to stimulate public discussion and participation in the constitution review process.

OBJECTIVES: The objectives of the Civic Education Curriculum are:

1. To provide a conceptual framework for civic education for the constitution review process.
2. To enable the people of Kenya to understand the objects of and procedures for the review.
3. To provide the people of Kenya with an understanding of Kenya's constitutional history.
4. To enable the people of Kenya to understand the existing Constitution of Kenya.
5. To provide information on the meaning and models of constitutions, the procedures and processes of constitution making, and popular participation in the processes.
6. To provide a practical understanding of the primary ideals of constitutionalism, including rule of law, separation of powers and respect for fundamental rights and freedoms.
7. To provide the people of Kenya with information that will enable them to establish a foundation for appreciating, nurturing and implementing the ideals and practices of democracy and good governance.
8. To enable the people of Kenya to appreciate the impact of the Constitution on their day to day lives, hence the importance of their participation in the constitutional review process.
9. To facilitate the people of Kenya to understand and appreciate the structure and functions of the Government of Kenya, and demonstrate ability and willingness to participate in its operations.
10. To empower the people of Kenya to contribute to the progressive evolution, development and reform of the principal structures and institutions of government.
11. To enable the people of Kenya to understand their civic responsibilities and discharge them without fear or favour, to make Kenya a better and safer place for all to live in.

CURRICULUM FOR CIVIC EDUCATION

UNIT	SUB-UNIT	CONTENT	SPECIFIC OBJECTIVES	RESOURCE MATERIALS	SUGGESTED TIME
I. CONSTITUTIONS	i) Definition of a constitution	Meaning of constitution	By the end of this unit, the learner/participant should be able to: Define a constitution	- Dictionary - The Constitution of Kenya - Constitution of any organization or country e.g. Uganda, South Africa	
	ii) Models and types of constitutions	- Constitutions of organizations - National Constitutions - Written Constitutions - Unwritten constitutions	- State different types of constitutions - Describe different types of Constitutions	Different types of constitutions	2 Hours
	iii) Role and functions of a National Constitution	- Identity to citizens - Types and systems of government - Formation of a government	- State functions of National constitutions - Demonstrate an understanding of the constitution of Kenya	- The Constitution of Kenya - Different types of constitutions eg. Uganda, South Africa.	

			• a government • Organization of the branches of government • Relationship between the branches of the government • Rights and obligations of citizens • National resources and procedures of distribution • Citizenship • Making, amending and reviewing of a constitution			6 Hours
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	iv) Importance of a constitution	• Separation of powers • Checks and balances • The rule of law • Protection of Human Rights	• Explain the importance of a constitution • Appreciate the importance of a constitution • Appreciate the importance of the rule of law	• The Constitution of Kenya • Acts of Parliament • Relevant resource persons • Source books on civic education	2 Hours
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2. CONSTITUTION MAKING PROCESS IN KENYA	i) Pre-colonial constitutional context	• Systems of governance among traditional societies	By the end of this unit, the learner/participant should be able to: • Appreciate traditional forms of government • Describe Kenya's constitutional history	• The Constitution of Kenya • History and Government books	2 Hours
	ii) Colonial Constitutions	• Kenya as a British protectorate • Kenya as a British colony • The Lyttleton	• Identify short comings in the colonial constitution		2 Hours

		constitution • The Lancaster Dayd constitution • The Ian Mcleod constitution • The Lancaster House conferences			
iii) The Independence Constitution		• Adoption • Implementation • Formation of government • Structure of government	• Describe the features of Independence Constitution	The 1963 Constitution • The Constitution of Kenya • Source books on civic Education	2 Hours
iv) Constitutional Amendments since Independence 1963		• 1964 –Kenya becomes a Republic • 1964 – Dissolution of opposition parties and regional authorities (Majimbo) • 1966 – The Senate and House of Representatives merging • 1966- Resignation of members of parliament to seek fresh mandate from constituency	• Describe the stages of Constitution Review process • Discuss the need for constitutional amendment and review • Identify the major constitutional amendments carried out in Kenya since independence	• The Constitution of Kenya • Relevant resource persons • Newspaper/magazine cuttings • Hansard • Source books on civic education	3 Hours

		1969 – Consolidation of previous amendments 1974 – Reduction of voting age from 21 to 18 years 1974 – Kiswahili made official language in Parliament. 1977 – Creation of Court of Appeal 1982 – KANU to be the only political party (section 2A) 1991 – Repeal of section 2A 1997 – Repeal of Chief Authority Act and the Public Order Act 1997 – Kenya Review Commission Act	Explain the effects of constitutional amendments	
v) Reasons for Constitutional Review	- Constitution is dynamic - Responding to new situations, ideas and events	Discuss the need for regular constitutional amendment and review	- The Constitution of Kenya - CKRC Act - The Constitution of Kenya Review Act - CKRC brochure - Strategic plan of CKRC - Civic education policy	2 Hours
vi) Functions of the Constitution of Kenya Review	- Facilitating and promoting civic Education - Collecting and collating views from the public	State the functions of the constitution of Kenya Review		

	Commission	on constitution review	Commission	document	2 Hours
		- Review the Constitution of Kenya and make recommendations to the National Constitutional Conference - Organization of the national conference - Organization of the referendum	Demonstrate the understanding of the functions of the Commission.	- CKRC brochure - The Constitution of Kenya Review Act - CKRC documentation centers	
	vii) People's participation in the Constitution Review process	- Presenting their views to the Commission - Importance of taking part in the review process - Empowerment of the public through civic education - The public's reactions to the Commissions' recommendations - The public's participation in the Constituency Constitutional Forums - Voting in case of a referendum - Dialogue with members of Parliament	Explain the importance of people participating in the Constitution Review process	- The Constitution of Kenya Review Act. - CKRC brochure - Strategic plan of CKRC	2 Hours
	viii) Organs of the Review	The Constitution Review Commission	Describe the organs of the	The Constitution of	

Review	• The Constituency Constitutional Forum • National Constitutional Conference • The Referendum • The National Assembly	• constitution review process • Demonstrate an understanding of the Organs of the Review • Discuss the role of the Organs in the Review process • Discuss that people's participation can make a difference in constitutional review	• Kenya Review Act • CKRC brochure • Strategic plan of CKRC	2 Hours
ix) Guiding Principles of the Review	• Accountable to the people of Kenya • Accommodation of the diversity of the Kenyan people • Provision of opportunities for Kenyans to contribute to the constitutional review process • Conducting business in the open • Respect for human rights	• State the guiding Principles of the review process • Voice their concern if the Commission fails to adhere to the guidelines	• The Constitution of Kenya Review Act • Relevant resource persons • Newspaper/magazine cuttings • Relevant books on constitutional making/civic education	2 Hours

		The outcome to reflect the wishes of the people of Kenya			
	x) Stages of the Review process	- Receiving views from the public in all constituencies - Recording views from the Constituency Constitutional Forum - Recording views from the National Constitutional Conference - Recording decision of the referendum - Drafting of a Bill - Presentation to the National Assembly	- Identify the stages of Constitution Review - Discuss the efforts being made at each stage of Constitution Review - Demonstrate willingness to take part in the stages/process of constitution review - Discuss the importance of constitution review	- The Constitution of Kenya Review Act - CKRC brochure - Strategic plan of CKRC	2 Hours
3 THE CONSTITUTION OF KENYA	i) Features of the Constitution of Kenya	The main structures of the constitution	By the end of this unit, the learner/participant should be able to: Describe the structure of the Kenya	- The Constitution of Kenya - Newspaper cuttings - Relevant source books	2 Hours

			Constitution			
			Identify the main features of the Constitution of Kenya		The Constitution of Kenya	1 Hour
	ii) Supremacy of the Constitution	- Reference point for all other laws-supreme law - The rule of law - Respect for the constitution - Defence of the constitution	- Identify some features of the Constitution of Kenya that require to be reviewed - Demonstrate an understanding of the Constitution of Kenya			
	iii) The System of Government	- Centralized administration - Executive authority of the government - Multi-party democracy - Representative democracy - Formation of government	- Describe the system of government in Kenya - Discuss the structure of the government of Kenya - Discuss the role of government in society - Explain the process of forming a government	The Constitution of Kenya		2 Hours
	iv) Sovereignty	The people are above the Constitution	Discuss the fact that the	The Constitution of		2 Hours

	of the People	• In defence of the Constitution • Will of the people expressed through the Constitution	• Constitution is not above the people • Demonstrate willingness and ability to respect and uphold the constitution	• Kenya • Relevant books on Civic Education	
	v) The Presidency and the Executive	• The Office of the President • Election of the President • Term of office of the President • Duties of the President • Removal of President • The Vice-President • The Cabinet • Other members of the Executive and their duties.	• Describe the functions of the Office of the President • Explain the importance of the Presidency • Discuss the role of the Presidency and the Executive in national Development	• The Constitution of Kenya	2 Hours
	vi) Parliament and the Legislature	• Composition of National Assembly • Election of Members • Qualifications for election	• Describe the composition of the National Assembly • Explain the election of	• The Constitution of Kenya • Relevant source books on civic education	3 Hours

		- Disqualification from election - Vacation of seat in National Assembly - Functions of the Electoral Commission of Kenya - Qualifications and disqualifications for registration as a voter - Officers of the National Assembly - The Law Making Process - Summoning, Prorogation and Dissolution of Parliament - Political parties – their manifestoes and functions	- Members of Parliament - State qualification for a person to be elected as a Member of Parliament - Describe the composition and functions of the Electoral Commission of Kenya - Describe the law making process in Kenya - Name the Officers of the National Assembly - Explain the process of national elections - State ways of participating in government and civic life - Discuss the importance of taking part in elections	- Resource persons - Newspaper/magazine cuttings	
vii)The Judiciary	The Court System - Court of Appeal	Describe the court system in Kenya	The Constitution of	2 Hours	

		- High Court - Magistrates' Courts - Kadhi's Court • Appointment of Judges • The Rule of Law • Independence of the Judiciary	• Appreciate the need for the rule of law • Describe the trial process and the rights of suspects and prisoners	• Kenya • Source books on civic education	
	viii) Rights and freedoms of the individual	i) Classification of Human Rights • Right to life • Right to personal liberty • Right to Education • Right to own property anywhere in Kenya • Freedom of speech • Freedom of movement • Freedom of assembly and association • Freedom of conscience ii) Importance of Human Rights iii) Abuse of Human Rights iv) Rights not protected in the Constitution	• State the types of Human Rights • Demonstrate respect for Human Rights • Explain the importance of Human Rights • Identify how Human Rights are abused in society • Explain the impact of abuse of Human Rights to individuals	• The Constitution of Kenya • Relevant books on Human Rights • Relevant resource person • Newspaper/magazine cuttings • Human Rights: A Compilation of International Instruments - UN	3 Hours
	ix) Citizenship	• Requirements for one to become a Kenya Citizen • Responsibilities and obligations of citizens • Elements of good citizenship	• State the requirements a person has to fulfill in order to be registered a Kenya citizen	• The Constitution of Kenya • Relevant source books on civic education	2 Hours

		citizenship • Deprivation of citizenship • Dual citizenship	• Demonstrate knowledge of the elements of good citizenship • Demonstrate traits of a good citizen • Explain how a person may be deprived of citizenship • Explain how a person may have dual citizenship • Identify duties and responsibilities of citizens	• Resource persons • Newspaper/magazine cuttings	
x) Constitutional Offices		• The Attorney General • Controller and Auditor General • Chief Justice • Public Service Commission • Judicial Service Commission • Electoral Commission of Kenya • Governor of Central Bank	• Name constitutional offices in Kenya • Discuss the need to have constitutional offices	• The Constitution of Kenya • Newspaper/Magazine cuttings • Source books on civic education	2 Hours
xi) National Resources		• Trust Land • Uses of Trust Land	• Explain what Trust Land is	• The Constitution of	2 Hours

	and their distribution	• Registration of individuals to Trust Land • Private Land • Acquisition and registration of Private Land • Inheritance of family land • Public land	• Identify the custodians of Trust Land • State the use of Trust Land • Explain the process of acquiring and registering Private Land • Discuss that all members of a family can inherit family land.	• Kenya Resource persons • Relevant Source books	3 Hours
xii) Public Finance	• Consolidated Fund • Authorization of expenditure from Consolidated Fund • Authorization of expenditure in Advance of Appropriation • Public debt • Public Accounts Committee • Controller and Auditor General • Public Investments Committee	• State sources of government revenue • Demonstrate an understanding of how the government spends public funds • Explain how the government is in debt • Explain the impact of government debtiness on the life of the public • Explain how government	• The Constitution of Kenya • Relevant resource [persons • The Hansard • Relevant source books		

			expenditure is controlled		
	xiii) Public Service	• Composition of the Public Service Commission • Appointment of Officers • Dismissal of Officers • Functions of the Public Service Commission • Independence of Civil/Public Service • Allegiance of civil servants • Relationship between civil servants and the constitution.	• Describe the composition of the Public Service Commission • Explain the appointment and dismissal of officers • State the functions of the civil service • Analyse the Independence of the civil service • Appreciate the role of civil servants in upholding the Constitution	• The Constitution of Kenya • Civil Servants code of ethics and regulations	3 Hours

UNIT	SUB-UNIT	CONTENT	SPECIFIC OBJECTIVES	RESOURCE MATERIALS	SUGGESTED TIME
4. EMERGING CONSTITUTIONAL ISSUES	i) Gender	• Social-cultural stereotypes • Access to and control of resources • Participation in public life • Equity and Equality • Succession and Inheritance	By the end of this unit the learner/participant should be able to: • State stereotypes in society that affect gender equity • Demonstrate willingness to appreciate the contribution of both gender in development • Suggest ways and means of bridging gender disparities • Appreciate that both gender can inherit family property	• The Constitution of Kenya • Source books on civic education • Newspaper/magazine cuttings • Relevant resource persons • Beijing Platform of Action • Convention on the Elimination of All Forms of Discrimination against women	2 Hours

	ii) Disabilities	• People with disabilities • Needs of people with disabilities • Assistance to people with disabilities	• Identify in the society people with disabilities • State the needs of people with disabilities • Suggest how people with disabilities should be supported in society • Demonstrate fairness and humility to people with disabilities	• The Constitution of Kenya • Source books on civic education • Newspaper/magazine cuttings • Relevant resource person • Declaration on the Rights of Disabled Persons	2 Hours
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	iii) Marginalised Communities	• Communities that are marginalized in Kenya • Forms of marginalisation • Bridging the gaps of marginalisation	• Identify communities that are marginalized in Kenya • Explain how the communities are marginalized • Explain the impact of communities being marginalised • Suggest ways of minimizing marginalisation	• The Constitution of Kenya • Newspaper/Magazine cuttings. • Resource Persons • Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities	2 Hours
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	iv) Children's Rights	• Definition of a child • The UN Convention on the Rights of the Child - right to education - right to life - right to health services - freedom of thought - freedom of expression - freedom of association - freedom from labour - freedom from abuse - freedom from sexual exploitation • Ways in which children are abused in society • Enforcement of Child Rights	• Explain who a child is • State the Rights of a Child • Demonstrate an understanding of the Rights of a Child • Explain how children are abused in society • Explain the impact child abuse has on the individual. • Suggest ways and means of providing protection to children • Identify the steps one can take in the event where a child is abused	• The Constitution of Kenya • The Convention on the Rights of the Child • Newspaper/magazine cuttings • Relevant resource persons • Source books on civic education • Human Rights: A compilation of International Instruments – UN	2 Hours
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UNIT	SUB- UNIT	CONTENT	SPECIFIC OBJECTIVES	RESOURCE MATERIALS	SUGGESTED TIME
		• Ways of providing child protection • Steps to take in an event of child abuse			
	v) Minorities	• Minority groups • Rights of minority groups • Forms of discrimination • Ways of bridging/ameliorating the disparities	• Name minority groups in Kenya • Identify the needs and rights of minority groups • Explain how minority groups are discriminated against • Suggest ways and means of ending the disparities	• The Constitution of Kenya • Newspaper/magazine cuttings • Resource persons	2 Hours
	vi) Cultural and Civilisational Rights	• Cultural Rights • Social- cultural stereotypes • Mainstreaming cultural rights in the constitution • Conflict and convergence of cultures	• State cultural rights of Individual and communities • Identify social-cultural stereotypes that are repugnant to national unity • Suggest ways of mainstreaming cultural rights in the constitution • Discuss other people's culture	• The Constitution of Kenya • Relevant resource persons	2 Hours

	vii) Social Justice, Ethics and Moral values	• Meaning of social justice • The tenets of social justice • Benefits of fairness to all in society • Impact of social injustice • Moral values viz. humility, prudence, obedience, fortitude, tolerance, patience, honesty • Desirable social habits • Advantages of good behaviour	• Explain the meaning of social justice • List tenets of social justice • State benefits of fairness in society • State impacts of social injustice • Explain the importance of human virtues and moral values • Suggest ways and means of acquiring virtues • Discuss and apply human virtues in their daily lives • Explain advantages of good behaviour • Discuss the need to respect other people • Avoid undesirable social habits	• The Constitution of Kenya • Source books on civic education • Newspaper/magazine cuttings • Resource persons	2 Hours
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	viii) Basic Needs	- Basic human/family needs – Food, shelter, clothing, health services, education, security - Challenges faced in meeting basic/family needs - Solutions to the challenges	- List the basic needs - Identify the challenges people face in meeting their basic needs - Suggest ways and means to meet the basic needs	- Source books on civic education - The Constitution of Kenya - Resource persons	2 Hours
	ix) Poverty reduction	- Meaning of poverty - Causes of poverty - Characteristics of poverty - Strategies of poverty reduction	- Explain the meaning of poverty - Identify causes of poverty - Describe characteristics of poor people - Suggest strategies of reducing poverty in our society	- Poverty Reduction Strategy Paper (PRSP) - Source books on civic education - National Development Plans - Relevant resource persons	2 Hours
	x) Preamble to the Constitution	- Meaning of a Preamble in the constitution - The messages of the Preamble - The importance of a preamble in a Constitution	- Define the preamble of a Constitution - State the messages in the Preamble to the Constitution - Discuss the need for a preamble to the Constitution	- Dictionary - Constitutions of other countries e.g. Uganda, South Africa	1 Hour

UNIT	SUB-UNIT	CONTENT	SPECIFIC OBJECTIVES	RESOURCE MATERIALS	SUGGESTED TIME
5. STRUCTURES AND SYSTEMS OF GOVERNMENT	i) Federalism	• The meaning of Federalism • Merits of Federalism • Demerits of Federalism • Characteristics of Federalism • Conditions under which Federalism operates • Examples of countries with Federal Governments	By the end of this unit the learner/participant should be able to: • Explain the term Federalism • Describe characteristics of Federalism • State the conditions under which Federalism can flourish • Give examples of countries with federal governments • State the merits and demerits of federalism.	• Source books on civic education • Newspaper/magazine cuttings • Relevant resource persons	2 Hours
	ii) Unitary system	• Meaning of Unitary System • Merits of Unitary systems • Demerits of Unitary systems • Characteristics of a Unitary System • Conditions under which the system operates • Examples of Unitary governments	• Give the meaning of Unitary systems • State the merits and demerits of Unitary Systems of government • Describe characteristics of Unitary systems • State the conditions favouring Unitary type of governments • Name countries with Unitary governments.	• Relevant resource persons • Newspaper/magazine cuttings • Source books on civic education	2 Hours

UNIT	SUB-UNIT	CONTENT	SPECIFIC OBJECTIVES	RESOURCE MATERIALS	SUGGESTED TIME
	iii) Presidential System of Government	• Meaning of presidential system • Merits and demerits of presidential systems of government • Characteristics of Presidential Systems • Examples of Presidential Systems of Government	• State the merits and demerits of Presidential system of government • Describe characteristics of presidential systems of governments • Give examples of presidential systems of government	• Source books on civic education • Newspaper/magazine cuttings • The Constitution of Kenya	1 Hour
	iv) Parliamentary System	• Characteristics of Parliamentary system of government • Examples of parliamentary systems of government • Merits and demerits of parliamentary systems of government • Merits and demerits of governments that have both parliamentary and presidential systems	• Describe characteristics of Parliamentary systems of government • Give examples of parliamentary systems • Give merits and demerits of Parliamentary systems of government • Give merits and demerits of governments that have both Parliamentary and Presidential systems	• Relevant resource persons • Newspaper/magazine cuttings • The Constitution of Kenya	2 Hours

UNIT	SUB-UNIT	CONTENT	SPECIFIC OBJECTIVES	RESOURCE MATERIALS	SUGGESTED TIME
	v) Democracy	- Meaning of democracy - Merits of democracy - Demerits of democracy - Types of democracy - Characteristics of democracy - Conditions necessary for a democracy - Examples of democratic governments	- Explain the meaning of democracy - Identify the merits and demerits of democracy - State types of democracy - Describe characteristics of democracy - State the conditions necessary for a democracy - Give examples of democratic governments - Suggest ways of enhancing democracy in Kenya	- The Constitution of Kenya - Source books on civic education - Newspaper/magazine cuttings - Relevant resource persons	2 Hours
	vi) Power sharing (Coalition government)	- Meaning of coalition government - Conditions necessary for a coalition government - Characteristics of coalition governments - Examples of coalition government - Merits and demerits of coalition governments	- Explain the term coalition government - State the conditions necessary for a coalition government - Describe characteristics of a coalition government - Identify merits and demerits of coalition governments.	- Source books on civic education - Relevant resource persons - Newspaper/magazine cuttings	2 Hours

UNIT	SUB-UNIT	CONTENT	SPECIFIC OBJECTIVES	RESOURCE MATERIALS	SUGGESTED TIME
	vii) Dictatorship	• Meaning of dictatorship • Forms of dictatorship • Characteristics of dictatorships • Conditions that lead to dictatorships • Examples of dictatorial governments • Demerits of dictatorships	• Define dictatorship • State forms of dictatorships • Describe characteristics of dictatorships • State factors influencing dictatorships • Give examples of dictatorial governments • Discuss the demerits of dictatorship • Suggest efforts to discourage dictatorships	• Source books on civic education • Relevant resource persons	2 Hours
	viii) Local Government/ Authority	• Meaning of local government/authorities • Types of local authorities • Historical development of local government • Election of leaders • - Qualifications • - Election procedures • Dissolution of local authorities • Functions of local authorities • Sources of Revenue for	• State types of local authorities • Explain how election of local authority leaders is done • Explain why and how local authority/governments are dissolved • State functions of local authorities • State sources of revenue for local authorities	• The Constitution of Kenya • Source books on civic education • Relevant resource persons	2 Hours

UNIT	SUB-UNIT	CONTENT	SPECIFIC OBJECTIVES	RESOURCE MATERIALS	SUGGESTED TIME
6. GOVERNANCE		- Local authorities - Problems facing local authorities - Relationship between local authorities and central government - The participation of the citizenry in local government	- Discuss the relationship between the local authorities and the central government - Suggest ways in which people take part in local government.		
	i) Meaning of Governance ii) Levels of governance	- Definition of good governance - In the family - In the community - In Institutions - In the region - In the country	- Define good governance - State different levels of governance - Explain governance in different levels of human society	- Source books on civic education - Resource persons	2 Hours

	iii) Elements of good governance	• Management of public resources • Accountability to the people • Appropriation of public finances • functional arms of government • Equitable distribution of national resources • Participatory decision making • Equal opportunity to education • Equal opportunity to employment • Regular, free and fair elections • Promotion of a cohesive society • Promotion of International peace • Desirable investment policies	• State elements of good governance • Suggest ways of improving governance	• Source books on civic education • Relevant resource persons • Newspaper/magazine cuttings • The Constitution of Kenya	3 Hours
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UNIT	SUB-UNIT	CONTENT	SPECIFIC OBJECTIVES	RESOURCE MATERIALS	SUGGESTED TIME
	iv) Challenges to good governance	• Tribalism • Conflict of interest • Nepotism • Corruption • Racism • Authoritarianism • Cronyism • Bureaucracy • Mismanagement of resources • Secrecy • Decrees • Political patronage • Insecurity	• Identify challenges facing governance • Suggest ways and means of improving on the challenges to governance	• The Constitution of Kenya • Source books on civic education • Relevant resource persons • Newspaper/Magazine cuttings	3 Hours
	v) Ways of enforcing good governance	• Maintainance of democratic governance • Accountable legislature • Political good will • Performance indicators for civil servants • The citizenry to keep checks on the government	• Identify ways of enforcing good governance • Demonstrate support for good governance	• The Constitution of Kenya • Source books on civic education • Resource persons	2 Hours

UNIT	SUB-UNIT	CONTENT	SPECIFIC OBJECTIVES	RESOURCE MATERIALS	SUGGESTED TIME
	vi) Freedom of information	- Public awareness - Independent and free media - Significance of folk media - The correct information - Accessibility to public records - The voice of the public	- Discuss the role of media in governance - Participate in public debates and information sharing - Suggest ways of improving delivery of information to the public	- Source books on civic education - Newspaper/magazine cuttings	1 Hour
	vii) Functions of independent institutions	- Ombudsman - Anti-corruption bodies - Electoral Commission - Controller and Auditor General - Human Rights Commission - Central Bank - The Judiciary - Office of Public Prosecution	- State Independent Institutions necessary for good governance - State the functions of independent institutions - Discuss the role of independent institutions in governance - Suggest ways of improving the operations of the independent institutions	- The Constitution of Kenya - Source books on civic education - Newspaper/magazine cuttings - Relevant resource persons	3 Hours

UNIT	SUB - UNIT	CONTENT	SPECIFIC OBJECTIVES	RESOURCE MATERIALS	SUGGESTED TIME
	viii) People's Participation In Public Affairs	• Participation in community affairs • Attendance in public gatherings/barazas • Giving views on issues affecting them • Contribution to constitution review • Taking part in local/national elections • Supporting the administration discharge its duties • Participatory decision making • Constraints/impediments to people's participants	• State ways in which the people take part in public affairs • Identify the benefits of people participating in public affairs. • Explain conditions hindering people from taking part in public affairs • Suggest ways of improving people's participation in public affairs	• The Constitution of Kenya • Relevant resource persons • Source books on civic education • Newspaper/magazine cuttings	2 Hours
	ix) Role of Civil Society	• Complementing government efforts • Checks on governance • Alternative opportunities • Public awareness and participation	• State the role of civil society in governance • Identify factors hindering the performance of civil society • Suggest ways of enhancing the participation of civil society in governance	• The Constitution of Kenya • Source books on civic education • Relevant resource persons • Newspaper/magazine cuttings	2 Hours

