

Education for Social Transformation: The Role of History and Government in Secondary School Curriculum in Kenya

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Abstract:

The development of any nation is peaked upon the type of education offered and its relevance to the needs and aspirations of the people it serves. It should not only bring up individual development, but also the desired change, while preserving the culture and values of the society. The history curriculum is well placed to contribute to societal transformation because it deals with a whole range of human and global issues. The subject is relevant in Kenya which is beset with many problems ranging from governance, health, high inflation, environmental degradation and poverty among others. This is a disturbing scenario given that history has been a subject in the secondary school curriculum since the establishment of colonial rule. This paper contends that, if the right historical knowledge is transmitted to the majority of the youth, history will not only transform the Kenyan society but the entire African continent. Its importance lies in cementing the society, giving one a sense of identity and preparation for citizenship and membership, while training in democratic principles and morality. It is recommended that certain aspects of history should be compulsory at secondary and university levels because of the subject's uniqueness and concerns with the reconstruction of the past.

Keywords: History, transformation, education, democracy, development, society, Kenya