

Fashion Meets Global Citizenship Education in Marginalized

Communities in Kenya



Program Overview

Mtree's Fashion Meets Global Citizenship Education is a collaborative program which aims to empower children and youth in Kenya with skills, values, and attitudes for peaceful relationships at the intrapersonal and interpersonal levels and facilitate collective action.

The program recognizes that many children and young people in the Mukuru informal settlement face significant challenges, including poverty, violence, and social exclusion, and seeks to provide a safe and supportive environment where they can learn and grow.

The curriculum is grounded in the belief that fashion, arts and GCED education can be powerful tool for social change. Through art, children and young people can express themselves, explore their identities, and develop critical thinking skills. Art education can also foster empathy, compassion, and understanding, essential qualities for building peaceful relationships.

The program is designed to be participatory and collaborative, focusing on collective action and sustainability utilizing the local teaching workforce in Mukuru, Kenya. Children and youth are encouraged to work together to create art projects that address issues that are important to them. By working together, they can develop a sense of belonging and ownership, which can help to build community cohesion. In addition, the program will provide hands-on training to teachers in multiple schools in Mukuru areas through the train-the-training model to sustain the curricula and programs through capacity building of the teaching workforce on GCED topics.

PREPARED BY
MTREE

BIG WORLD, BIG ME! ? SENSE OF SELF

FASHION & ART ARE TOOLS USED TO REALISE GCED VALUES & COMPETENCIES.

THESE VALUES CAN BE PRACTICED BY FIRST UNDERSTANDING THE SELF, OTHERS & THEN, THE COMMUNITY.

G.C.E. VALUES

EMPATHY SENSE OF GLOBAL CONNECTION

WHAT VALUES DO WE WANT TO LIVE BY?
WHAT VALUES ARE IMPORTANT?

HONESTY GENEROSITY INTEGRITY
KINDNESS & RESPECT LOVE & TOLERANCE

Values

USE OF CREATIVITY & FASHION SCRAPS TO CREATE OUR OWN FASHION OUTFITS.

Fashion Outfit

FACE Caring Empathy EQUITY

OBEDIENCE

tree unesco **ISP**

MUKURU PROJECT 14TH - 15TH AUGUST 2023

SENSE OF OTHERS & FLEXIBILITY

CREATIVE COLOUR MIXING & UNDERSTANDING & ACCEPTING & PEACE-BUILDING IS IMPORTANT

HOW CAN WE BE PEACEBUILDERS?

ACCOMMODATE EACH OTHER BE FLEXIBLE

STEP OUT OF YOUR COMFORT ZONE

MIXED

A STORY OF COLOURS BUT ALSO ABOUT ACCEPTANCE & TOLERANCE

IF YOU COULD BUILD AN IMAGINARY COMMUNITY TOGETHER WHAT WOULD IT LOOK LIKE? WHAT VALUES DOES IT HAVE?

COMMUNITY MURAL & TREE

HOW WOULD YOU TACKLE THE PROBLEMS YOU SEE IN YOUR COMMUNITY?

Each of us can make artful changes in local & global communities

It is a language we speak as global citizens

KEEKE ART



Organization Profiles



Mtree is a nonprofit organization operating in Kenya and the U.S., dedicated to fostering positive change in children, youth, and communities through arts and design. Since 2012, they've impacted over 1,500 young individuals with the help of 250 artist volunteers. Their core values nurture a sense of self, sense of others and community, collaboration, and global citizenship.

One of their flagship programs, Fashion for All Meets Global Citizenship Education (GCED), integrates fashion design education with lessons on global environmental issues. Through this program, students learn about sustainability, empathy, and interconnectedness, fostering a sense of responsibility towards local and global challenges and encouraging collaboration across different individuals and communities.



KNATCOM, the Kenya National Commission for UNESCO, is a state corporation founded in 2013 to advance UNESCO's goals in education, natural sciences, culture, and communication. Their initiatives target various demographics, aiming to foster peace, social cohesion, and sustainable development. Guided by core values like integrity and teamwork, KNATCOM's Global Citizenship Education (GCED) program focuses on promoting peace and harmony through education. Aligned with national priorities and SDG4.7, it emphasizes capacity building for educators, community projects led by children and youth, and advocacy for child safety, particularly in vulnerable areas like informal settlements and ASAL regions.



Lifeskills Promoters (LISP) is a nonprofit organization established in 1999, dedicated to empowering young people through life skills. They collaborate with the Kenya Institute of Curriculum Development (KICD) and the Ministry of Education to integrate life skills programs into the education curriculum. By focusing on strengths and incorporating social asset-building strategies, LISP enhances outcomes for individuals and families across Kenya.

Week 1 Informal settlement teachers and UNESCO Youth Advocate Training Workshop



Week 2 Program Implementation at Informal Settlement School and Mtree Visit



Program and Curriculum Outline

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The project was divided into two weeks. Week 1 was the the teacher and youth advocate training workshop and Week 2 was the implementation of the curriculum within the informal districts. Mtree visited each school site to monitor, evaluate, and interview the teachers. Lastly, upon our team's departure, the trained teachers independently disseminated the curriculum for an extended 6 week after school program within their schools and was supported and monitored by KNATCOM.

Theme and Agenda

**Sense of Self,
Sense of Others,
Sense of Community**

1 Lecture, 1 interactive Global
Citizenship Education activity with
discussions

1 Design making activity, reflections
(journal writing, interview, discussions)

One final group project for presentation
and celebration

Location Highlight

**Kenya, Nairobi
Mukuru informal settlement**

Mukuru is a collection of informal
settlements in the city of Nairobi, south
of the central business district. It is one
of the largest slums in line with other
major slums in Nairobi such: Korogocho,
Kibera and Mathare.

Our program took place specifically in
the Mukuru kwa Njenga and Reuben
villages, with 8 informal district schools.

Overall Program Framework and Timeline



1. Partner identification



2. Co-design and plan with community characteristics study

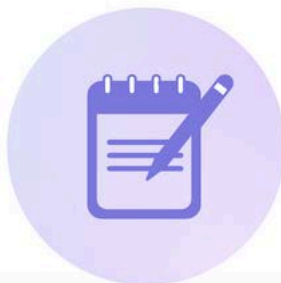


3. 5 day teacher training
(20 teachers, 8 volunteers)



4. 5 day program implementation and real time monitoring
(8 schools, 160 students)

**5-day curriculum, monitoring matrix:
journal pre and post test, interviews**



5. Reflection



8

MUKURU,
INFORMAL
DISTRICT
SCHOOLS

20

TEACHERS

8

UNESCO VOLUNTEERS

160

STUDENTS

**Total Participation
and Reach**

Fashion Meets GCED Curriculum Outline

Curriculum is designed with 6 sessions, with a total of 1.5-2 hours per session, and can be adapted to a 6 week after school or extra curricular program.

Session 1. Sense of Self Part A

GCED Lecture. Big World, Big Me
GCE Activity 1. What values do you live by?
Fashion Activity 1. Create Your Own Fashion Outfit”
Each day will have a wrap-up session

Session 2. Sense of Self Part B

GCE Lecture. Building a healthy sense of me, Pre-Survey
GCE Activity. Affirmation Activity
Fashion Activity 1 & 2.
Learn Basic Sewing, Affirmation Pillow Making

Session 3. Sense of Others Part A

GCE Lecture. Curiosity and Flexibility
GCE Activity. Read the story “Mixed”
Activity 1. Color Mixing and Exchange

Session 4. Sense of Others Part B

GCE Lecture. Interdependence
GCE Activity. Clay Tower Building
Fashion Activity 1. Friendship bracelet

Session 5. Sense of Community Part A

GCE Lecture. Empathy, Global Connection:
Looking into other informal settlements
GCE & Art Activity. Imagination Community Mural

Session 6. Sense of Community Part B

Final Presentation of Imagination City
Post-Survey

Global Competencies

Global competence is the capacity to understand and appreciate the perspectives of others, to engage in open, appropriate and effective interactions with people, and to act for collective well-being and sustainable development (OECD, 2018).

Curiosity

“Global citizens have a genuine desire to learn about and experience the world. They ask questions and seek answers. They want to know what’s happening beyond their own backyard (Participate Learning).”

Flexibility

“Global citizens adapt to new situations and change course based on new information. They are comfortable with the unknown (Participate Learning).”

Empathy

“Global citizens are able to see things from other people’s perspectives. They withhold judgment and try to understand what leads people to act, feel or think certain ways (Participate Learning).”

Global Connection

“Global citizens feel a deep connection to the world. They celebrate the interconnectedness of all people and cultures and take responsibility for making the world a better place, working together for a better tomorrow.”



28 teachers and UNESCO youth advocates and volunteers met for a one week intensive workshop that thoroughly modeled the Fashion for all GCED curriculum from start to finish. 160 informal settlement students later joined for a Week 2 implementation of Fashion and Global Citizenship Education program.

Attendees learned how to sew, color, paint, work together as a group, and connect with each other as teachers within a vulnerable community of informal settlement schools. Each participant interacted in the workshop which included one lecture based on a concept of sense of self, sense of others, and sense of community and a GCED value of curiosity, flexibility, empathy, and interconnectedness.

The GCED lecture connected back to art and fashion integrated activities which included understanding the values that shape the self and a creative scrap fabric models of themselves. And by sewing together a self affirmation pillow, each attendee was affirmed as a group and reminded of words or phrases that keep us grounded to ourselves. We practiced curiosity and flexibility by reading a story book on how different colors can peacefully exist together and later made our own colors that make our community colorful.

Through the clay tower building activity, each member learned what it meant to be interconnected to each other and how each connection is crucial to build a sustainable community.

And the final project “Build your own imagination community,” required groups to collaborate and incorporate the learnings and values from the previous sessions to build a healthy, strong, and supportive community.



Fashion Meets GCED in Action



Fashion Activity. Self Values and Create Your Own Fashion Outfit



Basic Sewing, Sense of Self Affirmation Pillow Making



GCE Activity. Interconnectedness Clay Tower Building



Curiosity and Flexibility Color Mixing and Color Exchange



GCE & Art Activity. Global Connection and Imagination Community Mural

Monitoring and Evaluations

Our project aims to enhance teachers' competence in implementing Fashion for All and GCED program in their local context and to broaden students' perspectives and knowledge on fashion and GCED topics.

The main research questions are 'To what extent does Mtree's training workshop improve the knowledge and skills of fashion education and GCED topics among teachers in the Mukuru community?' and 'To what extent does Mtree's Fashion for All and GCED program build a sense of self and community among students as global citizens?' To answer these questions, we designed a mixed-methods research.

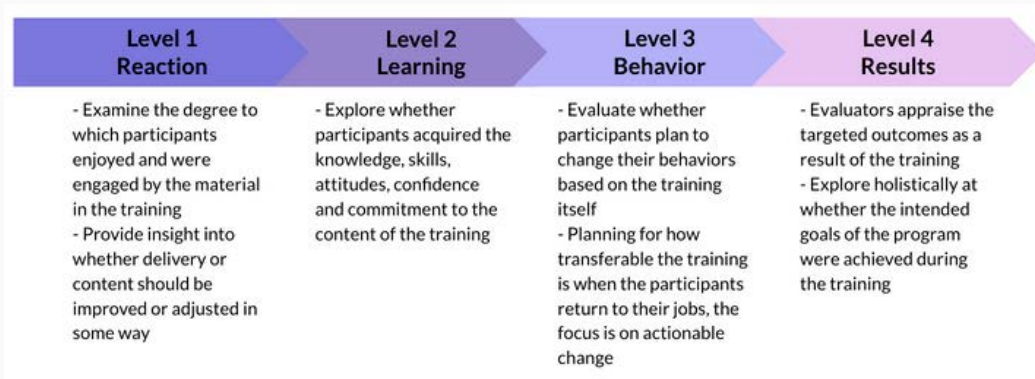
We conducted teacher and student surveys at two periods, the beginning (Pre) and the end of the program (Post) for quantitative research, and we collected qualitative data through teachers' focus group discussion at the end of the program and students' daily reflective journals. The Kirkpatrick Model's level 1 (Reaction) and level 2 (Learning) were used as a theoretical framework to evaluate the effectiveness of the training workshop for teachers, and Mtree's design-centered GCED learning matrix assessed the program's effectiveness for students focusing on a sense of self and community building.

20 teachers and 8 youth advocates participated in the training workshop and 160 students from 8 schools participated in a one-week Fashion for All and GCED program.

Content Analysis

Theoretical Framework: Kirkpatrick Model

Teacher Survey: Based on each question, Teachers are asked to evaluate their personal reactions to the training (Level 1) and their knowledge and skills of Fashion and GCED Topics (Level 2) on a 7-point likert scale (1 = Strongly Disagree to 7 = Strongly Agree). Level 3 and Level 4 will be measured after phase 3.



Mtree’s Design-centered GCED Learning Matrix

Student Survey: Based on each question, students are asked to evaluate their fashion skills and global competencies on a 3-point likert scale (1 = Strongly Disagree to 3 = Strongly Agree) with a smiley face.

Sense of Self : Expressing individual and cultural identities			Sense of Others / Sense of Community / Sense of Global Connection : Appreciation of diversity and the meaning of collaboration for the common good			Skills : Having basic fashion skills
Expression	Identity	Creativity	Diversity	Interconnectedness	Interdependence /Sustainability	Basic Fashion Skills

Ways Forward

We hope to replicate this project in other informal settlement schools and underserved communities in different parts of the world and further explore ways to improve the curriculum and expand partnership and participation.

- ✉ manager@mtree.org
- mtree.org
- [instagram.com/mtreeorg](https://www.instagram.com/mtreeorg)