



Theoretical Foundations for Assessing Climate Change Adaptation Curricula in Kenyan Primary Schools: Impacts on Academic Performance and Knowledge Acquisition

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Abstract

Climate change poses significant challenges to educational systems globally, including in Kenya's primary schools. Existing curricula often lack comprehensive coverage of climate adaptation strategies, which are essential for preparing students to address environmental issues. A systematic review of existing literature, expert consultations, and participatory research methods will underpin the theoretical framework. This approach ensures a comprehensive understanding of climate change adaptation concepts and pedagogical strategies suitable for primary school settings. This theoretical framework provides educators, policymakers, and researchers with the necessary tools to design effective climate change adaptation curricula that not only enhance academic performance but also foster environmental awareness among primary school students in Kenya. Based on this framework, it is recommended that schools prioritise integrating climate change adaptation into their existing curricula, particularly focusing on subjects like biology and geography. Additionally, professional development programmes should be provided for teachers to ensure they are adequately prepared to teach these topics effectively.

Keywords: Kenyan, Geography, Adaptation, Sustainability, GIS, Empirical, Framework

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