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## Reimagining the Implicit Curriculum in Kenyan Social Work Education

Njeri Kagotho<sup>1</sup> and Euphracia Owuor<sup>2</sup>

<sup>1</sup>University of Ohio, USA; [kagotho.1@osu.edu](mailto:kagotho.1@osu.edu)

<sup>2</sup>Nairobi Womens Hospital; [euphieadhiambo@gmail.com](mailto:euphieadhiambo@gmail.com)

### Abstract

The tripartite social work curriculum is comprised of the explicit curriculum, field practice, and the implicit curriculum (IC). Kenya's social work literature has focused on the explicit curriculum and remains conspicuously silent on the IC. The paucity of indigenous models to inform the development and formalization of the IC is especially alarming given that social work pedagogy is dependent on institutional culture, classroom ambience, and interpersonal relationships that influence professionalization. We argue that social works' continuing curriculum renewal must include a critical review and assessment of the IC to determine how best to create an environment that prepares students for practice.

**Keywords:** implicit curriculum, social work education, Kenya

