



Republic of Kenya
Ministry of Education

Education for Sustainable Development Policy for the Education Sector



4 QUALITY
EDUCATION





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for Eastern Africa**

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Foreword

Kenya faces numerous sustainable development challenges that range from climate change, loss of biodiversity, food insecurity, and high levels of poverty among others. The Government of Kenya has developed a Green Economy Strategy and Implementation Plan (GESIP 2016) to address some of these challenges to achieve its long-term development goals as defined in Vision 2030. Addressing sustainable development challenges requires provision of quality education that offers values, knowledge, skills and competencies for sustainable living and participation in society. As an integral part of life-long learning, Education for Sustainable Development (ESD) is central to the delivery of quality education and necessary for building capacity of the Kenyan society for a green economy.

Through Sustainable Development Goal 4 (SDG4), ESD provides a cross cutting mechanism for the achievement of all the SDGs in Kenya. This is in line with Agenda 2063 of the African Union, which calls for action on catalysing education and a skills revolution to build knowledge, human capital, capabilities and skills to drive innovations on the continent. This policy will enable the implementation of ESD across the education sector to enhance the attainment of SDGs by improving quality of education, building capacity at all levels, and enhancing public understanding and awareness of the sustainable development agenda. The 17 SDGs provide the wider context for further up-scaling and mainstreaming ESD efforts in the country.

This policy is based on 23 county stakeholder consultations and complements the National ESD Strategy of 2008 and Sessional Paper No. 11 of 2014 on National Education for Sustainable Development Policy that also calls for nation-wide stakeholder engagement. The Sessional Paper No. 4 of 2012 on Reforming Education and Training in Kenya has recommended curriculum reform that is expected to foster quality education and enhance the integration of ESD at all levels of education.

The Ministry of Education in collaboration with the National and County Governments and in partnership with the private sector, NGOs, International and local development partners will mobilise resources to implement the policy. Through the implementation of this policy, the Ministry shall contribute to the integration of ESD into education and sustainable development policies and strategies of learning environments in training and learning institutions, integration of ESD into teacher training programmes, and the establishment of ESD youth-led and other local initiatives. The Ministry of Education shall provide guidelines to facilitate the implementation of the policy.

A handwritten signature in black ink, appearing to read 'Fred Matiang'i'.

Fred Matiang'i, PhD, EGH
Cabinet Secretary
Ministry of Education

Preface



Education is an essential tool for achieving sustainability. Education for Sustainable Development (ESD) allows every person to acquire the knowledge, skills, attitudes and values that are necessary to shape a sustainable future and requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and enhance competencies for sustainable development.

This ESD Policy provides for the incorporation of key themes of sustainable development such as poverty alleviation, human rights, innovation, health and environmental protection and climate change into the Kenyan education system. It promotes competencies such as critical thinking, creativity and making decisions in a collaborative way.

The Government of Kenya is committed to promoting ESD as a key element of enabling sustainable development and delivery of quality education. Based on Kenya's performance in the last ESD Decade, the overall objective of this policy is to reorient education and learning so that everyone can acquire the knowledge, skills, values and attitudes necessary for contributing to sustainable development. This will be realized through integrating sustainable development into education and integrating education into sustainable development.

The Ministry has prioritized to focus on emerging gaps in the sector. These include, advancing ESD policy, transforming teaching, learning and training environments, building capacities of educators and trainers and accelerating youth empowerment and ESD solutions at local level. This is in line with aspirations of Kenya's Vision 2030, the Global Action Programme (GAP) on ESD and SDGs.

The Sector Policy on ESD shall be applicable to the two levels of Government and shall include programmes and activities at all levels of education. Its implementation will address key education result areas that include basic education, higher education, teacher and technical & vocational training institutions and workplace, lifelong learning and non-formal education, and capacity building, networking and social learning. The policy strategies herein become part of the daily tasks and responsibilities of actors within the education sector.

We wish to call upon all actors to ensure that activities and programmes within their mandate embrace provisions of this policy.

Dr. Belio R. Kipsang, CBS.
Principal Secretary
State Department for
Education

Prof Collette Suda, PhD, FKNAS, CBS.
Principal Secretary
State Department for University
Education

Dr. Dinah J. C. Mwinzi, CBS.
Principal Secretary
State Department for Basic
Vocational and Technical Training



Acknowledgement

The development of the Education for Sustainable Development policy for the Education Sector is a culmination of concerted efforts of a diverse group of stakeholders comprising of National and County Governments, Civil society, Private sector and development partners.

The Ministry is highly indebted to UNESCO headquarters for considering Kenya to become a member of the “Priority Action Area 1: Advancing Policy” Partner Network of the Global Action Programme (GAP) on Education for Sustainable Development, the follow-up to the United Nations Decade of ESD (2005-2014). The policy guidance and exposure of Kenya to the World cannot be underestimated. The UNESCO support has been immense and continues to help Kenya to scale up ESD actions at all levels and in areas of education and learning to accelerate progress of agenda 2030 for sustainable development.

I wish to recognise UNESCO Regional Office for Eastern Africa for provision of technical and financial support, and implementation of ESD activities by the Ministry. The continued support under the leadership of Ms. Ann Therese Ndong–Jatta, is greatly appreciated.

The Ministry also appreciates the support of the state of Israel through the MASHAV, for support on ESD programme including capacity building of teachers and education officers both in Kenya and in Israel. The leadership of the Director Policy and EAC Affairs Mr. Darius Mogaka and Marina Patrier, UNESCO for their guidance and support together with the coordination efforts of Dr Saba Bokhari, UNESCO and Martina Muoki, MoE at the helm of the TWG which has enabled the Ministry to achieve this target is appreciated.

The ESD Technical Working Group appointment was a representation of the Ministry’s various Directorates, Semi-Autonomous Government Agencies (SAGAs), Teachers Service Commission (TSC), the Kenya National Commission for UNESCO (KNATCOM), National Commission for Science, Technology and Innovation (NACOSTI), the National Environment Management Authority (NEMA) and Non-Governmental Organisations such as the Kenya Organisation for Environmental Education (KOE) and World Wide Fund for Nature (WWF) Kenya. The Technical Working Group’s priceless efforts, input and collaboration which led to the fruition of this policy is highly appreciated.

Finally, I wish to acknowledge the role played by various stakeholders (whom I may not have mentioned here) for the brilliant ideas given during national and county consultations and validation meetings. Special mention goes to Development Partners in the Education Sector (UNEP, UNICEF, JICA, UNDP, USAID, World-Vision, WFP and UNISDR) who participated in the stakeholders’ workshop.

I appeal to all concerned stakeholders to ensure full implementation of this Policy.

A handwritten signature in black ink, appearing to read 'Leah K. Rotich'.

Leah K. Rotich (MRS), MBS.
Director General

Table of Contents

Foreword	iii
Preface	iv
Acknowledgement	v
List of Acronyms	viii
Definition of Terms	xi
Chapter 1: Introduction	2
1.1 Background.....	2
1.2 Understanding ESD.....	2
1.3 Policy frameworks for ESD.....	3
1.4 Status of ESD in Kenya	5
1.5 Challenges in ESD Implementation	7
1.6 Rationale and Justification for the ESD Policy	8
1.7 Methodology	9
Chapter 2: Vision, Mission, Goal, Objectives, Scope and Guiding Principles	12
2.1 Vision.....	12
2.2 Mission.....	12
2.3 Goal	12
2.4 Objectives.....	12
2.5 Scope of the Policy.....	13
2.6 Guiding Principles.....	13
Chapter 3: Advancing Policy.....	16
3.1 Policy Statement	16
3.2 Policy Statement	17
3.3 Policy Statement	17
3.4 Policy Statement	17
Chapter 4: Transforming Learning and Training Environments	20
4.1 Policy Statement	20
4.2 Policy Statement	21
4.3 Policy Statement	21
4.4 Policy Statement	21

4.5	Policy Statement	22
4.6	Policy Statement	22
4.7	Policy Statement	22
4.8	Policy Statement	22
Chapter 5: Building Capacities of Educators and Trainers		24
5.1	Policy Statement	24
5.2	Policy Statement	25
5.3	Policy Statement	25
5.4	Policy Statement	25
Chapter 6: Empowering and Mobilizing the Youth		28
6.1	Policy Statement	28
6.2	Policy Statement	28
6.3	Policy Statement	29
Chapter 7: Accelerating Sustainable Solutions at Local Level		31
7.1	Policy Statement	31
7.2	Policy Statement	32
Chapter 8: Monitoring and Evaluation		34
8.1	Policy Statement	34
Chapter 9: Governance and Coordination		37
9.1	Implementation Framework.....	37
9.2	The National Government	38
9.3	County Governments	38
9.4	Institutional level	38
9.5	Multi-stakeholder Partnerships and Collaboration	39
References.....		40
Annexes		42
	Annex I.....	42
	Annex II.....	43

List of Acronyms

ACE	Adult and Continuing Education
AEETAP	African Environmental Education and Training Action Plan
AGEP	African Green Economy Partnership
AIEASD	Africa Integrated Environmental Assessment for Sustainable Development
AMCEN	African Ministerial Conference on the Environment
APSED	African Programme on Sustainable Energy Development
ASPNet	Associated Schools Project Network
CBD	Convention on Biological Diversity
CBO	Community Based Organization
CEMASTE	Centre for Mathematics, Science and Technology Education in Africa
CFS	Child Friendly Schools
CSOs	County Staffing Officers
CSR	Corporate Social Responsibility
CUE	Commission of University Education
DAAD	The German Academic Exchange Service
DRR	Disaster Risk Reduction
ECDE	Early Childhood Development and Education
EE	Environmental Education
EFA	Education for All
ESD	Education for Sustainable Development
ESP	Education Sector Plan
ESQAOs	Education Standards and Quality Assurance Council
FBOs	Faith Based Organizations
FDE	Free Day Secondary Education

FPE	Free Primary Education
GAP	Global Action Programme
GCED	Global Citizenship Education
GESIP	Green Economy Strategy and Implementation Plan
GUPES	Global Universities Partnership on Environment for Sustainability
ICT	Information and Communication Technology
INSET	In-Service Training
JICA	Japan International Cooperation Agency
KEMI	Kenya Education Management Institute
KENIA	Kenya National Innovation Agency
KGUN	Kenya Green University Network
LDBE	Sustainable land management, Desertification, Biodiversity and Ecosystems based adaptation to climate change
MASHAV	Israel’s Agency for International Development
MDGs	Millennium Development Goals
MESA	Mainstreaming Environment and Sustainability in African Universities
MoE	Ministry of Education
MoEST	Ministry of Education, Science & Technology
NACOSTI	National Commission for Science, Technology and Innovation
NEMA	National Environment Management Authority
NESP	National Education Sector Plan
NRF	National Research Fund
ODL	Open and Distance Learning
PSCP	Partnership for Sustainable Consumption and Production in Africa
RCEs	Regional Centres of Expertise
RFP	Flagship Programmes

SAGA	Semi-Autonomous Government Agencies
SCP	Sustainable Consumption and Production
SDGs	Sustainable Development Goals
TSC	Teachers Service Commission
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
UN	United Nations
UNCCD	United Nations Convention on Combating Desertification
UNCED	United Nations Conference on Environment and Development
UNCSD	United Nations Conference on Sustainable Development
UNDP	United Nations Development Programme
UNEP	United Nations Environmental Programme
UNFPA	United Nations Population Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFCCC	United Nations Framework Convention on Climate Change
UNICEF	United Nations Children’s Fund
UNISDR	United Nations International Strategy for Disaster Reduction
USAID	United States Agency for International Development
WFP	World Food Programme

Definition of Terms

Blue Economy	Marine-based economic development that leads to improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities.
Education for Sustainable Development	A broad and evolving concept that can be broadly interpreted as holistic and transformational education that addresses learning content and outcomes, pedagogy and the learning environment to achieve societal transformation. It incorporates key sustainable development issues such as – climate change, disaster risk reduction, gender equality, biodiversity, poverty reduction, and sustainable consumption – into teaching and learning.
Formal education	Learning activities carried out in school, college and university systems based on an established curriculum and on approved teaching and assessment methods.
Global citizenship	Typically defines a person who places their identity with a ‘global community’ above their identity as a citizen of a particular nation or place.
Global Citizenship Education	A form of civic learning that aims to empower learners to assume active roles to resolve interconnected global challenges and become proactive contributors to a more peaceful, tolerant, inclusive and secure world.
Green Economy	Refers to a shift towards a development path that promotes resource efficiency and sustainable management of natural resources, social inclusion, resilience, and sustainable infrastructure development.
Green jobs	Green jobs are decent jobs that contribute to preserve or restore the environment, be they in traditional sectors such as manufacturing and construction, or in new, emerging green sectors such as renewable energy and energy efficiency.
Informal education	Results from daily life activities related to work, family or leisure, and is provided within families, religious organizations, community groups and traditional culture, as well as by news organizations, social media and various forms of entertainment.
Non-formal education	Refers to any organized educational activity taking place outside the framework of the formal education system and targets specific groups/categories of persons with life skills, values and attitudes for personal and community development.

Sustainable development Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Whole-school approach A whole-school approach to ESD means that a school shall incorporate teaching and learning for sustainable development not only through aspects of the curriculum, but also through sustainable school operation such as integrated governance, stakeholder and community involvement, long-term planning, and sustainability monitoring and evaluation.



Introduction

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Chapter 1: Introduction

1.1 Background

Kenya is a nation of multi-cultural diversity founded on national values and principles that include sustainable development. The country is committed to integrating the principles and practices of sustainable development into all aspects of education and learning to promote knowledge, values and attitudes with a view to creating a more sustainable and just society for all. This has been achieved through mobilization of the country's potential and resources to increase access to quality education. Efforts are being made to achieve economic growth without compromising the environmental and natural resource integrity of the country.

The Kenya Constitution 2010 prioritizes Sustainable Development as a National Goal. The Government of Kenya has therefore, an obligation to lead all citizens towards attaining this goal. The Government is committed to promoting ESD as a key factor in enabling sustainable development and quality education by implementing the Rio Conventions, UNESCO Global Action Programme (GAP) and the 2030 Agenda for Sustainable Development. The country has also ratified most of the international agreements, treaties, conventions and protocols including the Sustainable Development Goals (SDGs).

To achieve SDGs, the Government has developed a Green Economy Strategy and Implementation Plan (GESIP) to support de-

velopment efforts towards addressing key challenges such as poverty, unemployment, inequality, environmental degradation, climate change and variability, infrastructure gaps and food security among others. Kenya's Vision 2030 is the government's principal document guiding socio-economic and political development. Vision 2030 and GESIP have identified ESD as an effective strategy for building capacities to undertake a transition to a green economy in Kenya.

The Ministry of Education and affiliated institutions are responsible for promoting, coordinating and providing quality education, training, research and innovation in the country. Legal and regulatory reforms aimed at aligning the education sector to the Constitution and international commitments

such as UNESCO's Global Action Programme of ESD are being undertaken to enhance the implementation of ESD in line with the National ESD policy (Sessional Paper No. 11 of 2014 on National Education for Sustainable Development Policy).

1.2 Understanding ESD

ESD is a broad and evolving concept that can be broadly interpreted as holistic and transformational education that addresses learning content and outcomes, pedagogy and the learning environment to achieve societal transformation (UNESCO, 2014). Learning

content involves integrating critical issues, such as climate change, poverty reduction, gender equality, biodiversity, disaster risk reduction (DRR), and sustainable consumption and production (SCP), into the curriculum. Learning outcomes encompass promoting core competencies such as critical and systemic thinking, collaborative decision-making, and taking responsibility for present and future generations.

Pedagogy and learning environments require designing teaching and learning in an interactive, learner-centred way that enables exploratory, action-oriented and transformative learning. This includes reorganising learning environments – physical as well as virtual and online – to inspire learners to act for sustainability. Achieving societal transformation calls for empowering learners of any age, in any education setting, to transform themselves and the society they live in. This involves enabling a transition to greener economies and societies as well as empowering people to become ‘global citizens’ who engage and assume active roles, both locally and globally to create a more just, peaceful, tolerant, inclusive, secure and sustainable world.

ESD relates to a whole range of other educations that touch upon sustainable development. Such sustainable development oriented types of education include: climate change education, environmental education, global citizenship education (GCED), human rights education, health education, multi-cultural education, peace education, HIV & AIDS education, biodiversity education, gender education, inclusive education, education for disaster risk reduction and values education. ESD provides a broad framework for developing the knowledge, skills, values and attitudes learners need to secure more just, peaceful, tolerant, resilient and inclusive societies.

1.3 Policy frameworks for ESD

The Government of Kenya is committed to providing quality education for sustainable development in line with various global and regional frameworks. The country endorsed and adopted Agenda 21 that emerged from the United Nations Conference on Environment and Development (UNCED) in Rio de Janeiro in 1992 (UN, 1992). Chapter 36 of Agenda 21 elaborated the need for ESD. The Johannesburg World Summit on Sustainable Development (2002) re-affirmed the educational objectives of the Millennium Development Goals (MDGs) and the Dakar Framework for Action on Education for All (EFA). The Summit proposed the Decade of Education for Sustainable Development (2005-2014) to provide impetus towards promoting sustainable development through education globally. The UN Decade of ESD for which UNESCO was the lead agency, provided the overall framework for implementation of ESD activities. DESD ended in 2014 and the Global Action Programme is a continuation of that effort.

In 2012, the World Community met for the UN Conference on Sustainable Development (Rio+20). In the outcome document, *The Future We Want*, the Government of Kenya made a commitment to promote education for sustainable development and to integrate sustainable development more actively into education beyond the UN Decade of ESD.

In 2015, the global community adopted Sustainable Development Goals. Education for Sustainable Development is embraced in SDG-4, which aspires to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. SDG-4 target 4.7 states that “by 2030 ensure all learners acquire the knowledge and skills

needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development".

Kenya has made similar commitments to implement the Universal Declaration on Human Rights (1948), the United Nations Framework Convention on Climate Change (UNFCCC), Convention on Biological Diversity (CBD), the Sendai Framework for Disaster Risk Reduction (2015-2030), Sustainable Lifestyles and Education Programme of the 10-Year Framework of Programmes on Sustainable Consumption and Production (2012-2021).

In 2012 the Africa Ministerial Conference on Environment (AMCEN) produced the Arusha Declaration that has led to the development of an African Environmental Education and Training Action Plan (AEETAP). Agenda 2063 of the African Union of which Kenya is a member calls for action on catalysing the education and skills revolution to build knowledge, human capital, capabilities and skills to drive innovations on the continent (African Union Commission, 2015).

The country has domesticated global frameworks and conventions that support ESD into its Constitution and other legislation. Article 10 of the Constitution describes sustainable development as a national value. Further, Article 42 and 69 makes it an obligation for the government and the citizens to protect the environment. In addition, Article 53 entitles every child with a right to free and compulsory education.

The Environmental Management and Co-ordination Act, Cap 387 is a framework law that provides for effective coordination and regulation of all actions that have a direct influence on the environment. Section 42 (4) of the Basic Education Act stipulates that 'the Cabinet Secretary of Education shall upon advice of the National Education Board advise the government on the promotion of environmental protection education for sustainable development'. The County Government Act (No. 70) of 2012 gives the counties powers to manage pre-primary, youth polytechnics and child care services as assigned in the Fourth Schedule of the Constitution.

Kenya's Vision 2030 document aspires to revitalize the country's economic growth through harnessing of its natural resources. Education is identified as a key driver under the social pillar. The inspiration was to have an ESD policy developed and all education interventions reoriented to address ESD.

The 2013-2018 National Education Sector Plan (NESP) provides a strategy for education and training to promote ESD with reference to the Global Action Programme. Sessional Paper No. 4 of 2012 on Reforming Education and Training in Kenya envisages a curriculum that is competence-based to foster quality education in the country (Republic of Kenya, 2015a). Through this policy, the Ministry of Education is committed to promoting ESD as a key element to enable sustainable development and quality education.

ESD activities in Kenya have been implemented within an overall framework of the UN Decade of ESD (2005-2014) and the Kenya ESD Implementation Strategy (2008). The ESD Implementation Strategy has guided ESD interventions through eight interlinked strategies of advocacy and vision building, consultation and ownership, partnership and networks, capacity building and training,

research and innovation, use of ICT, monitoring and evaluation, and Regional Centres of Expertise (Republic of Kenya, 2008). Further, the country has developed a national ESD policy (Sessional Paper No. 11 of 2014 on National Education for Sustainable Development Policy) spearheaded by the Ministry of Environment and Natural Resources. The policy provides mechanisms for engaging all stakeholders in addressing sustainable development challenges through education.

1.4 Status of ESD in Kenya

The Ministry of Education (MoE) established a national ESD coordination desk in 2012 and collaborates with the Ministry of Environment and Natural Resources and the National Environment Management Authority (NEMA) to promote ESD activities. A national steering committee comprising of representatives from government, civil society organizations and the private sector has been spearheading the process of ESD implementation. ESD has also been entrenched in the 2013-2018 National Education Sector Plan (NESP). MoE has established partnerships and networks with other organizations such as the Ministry of Health, Ministry of Environment and Natural Resources, UNESCO, UNEP, WFP, UNICEF and MASHAV for effective implementation. The Ministry has an MoU with MASHAV that has been implemented for the last 5 years on ESD.

Broadly, the following achievements have been realised with regard to the status of ESD in Kenya:

- Stakeholders for sustainable development are increasingly taking up education, public awareness and training to advance sustainable development.

- The Government has incorporated education strategies, tools and targets into national sustainable development strategies, climate change plans and related economic frameworks such as the Green Economy.
- Partnerships, collaborations and networks, for example, Regional Centres of Expertise (RCEs) have been formed to enhance the implementation of ESD.
- ESD facilitates interactive, learner-driven pedagogies that equip learners with knowledge, values and skills for sustainability.
- Several teachers and education officials have been trained and a number of schools are practising ESD.

The implementation of ESD across all other sectors to enhance the attainment of sustainable development has been guided by four thrusts of ESD as highlighted below.

1.4.1 Improving quality of education

Quality education is about what and how people learn, its relevance to today's world and global challenges, and its influence on people's choices. The effectiveness of whole-institution approaches such as eco-schools and Green Campus are effective in mainstreaming sustainability into all aspects of the learning environment. This includes embedding sustainability issues into the curriculum and learning processes, facilities and operations, interaction with the surrounding community, governance and capacity-building. The education sector has been implementing whole-school approaches to ESD through initiatives such as Eco-Schools and Child Friendly Schools. The eco-school strat-

egy focuses on environmental action learning and embeds transformative thinking into everyday school life and communities. The Child Friendly Schools (CFS) initiative addresses ESD through the rights of every child to quality education. CFS also addresses the learning needs of every child regardless of their vulnerabilities.

Information and Communication Technologies (ICT) is being integrated in teaching and learning across all levels of basic education towards quality in education through the digital literacy programme. ICT literacy and other 21st century learning skills such as critical thinking, creativity, communication, collaboration and innovation skills for core ESD competencies are being promoted in schools.

1.4.2 Reorienting education towards sustainable development

ESD calls for a reorientation of educational approaches – curriculum and content, pedagogy and assessments to address sustainable development. As a form of transformative processes, this reorientation is being implemented in the education sector to address learning skills, perspectives and values that guide and motivate learners to seek sustainable livelihoods, participate in a democratic society, and live in a sustainable manner.

Since the curriculum review of 2002, the education sector has been addressing contemporary and emerging issues as part of reorientation of educational processes. These include industrial transformation, environmental education, health and gender issues, human rights, children rights, moral values and social responsibility. Reorientation of curriculum and content within the

sector has offered opportunities for developing action-oriented competencies, as well as competencies such as critical thinking, futures thinking, problem solving and creative thinking. This is essential for building collective competence amongst learners who can contribute to societal transformation.

ESD is being implemented in schools through non-formal learning activities that include general clubs such as 4 K (Young Farmers Club), wildlife, scouts, girl guides, environmental, music, drama, journalism, and bakers clubs among many others. Schools have also established subject-based clubs (for example, Mathematics, life skills, games, Science) that are useful in addressing emerging and contemporary issues as part of ESD implementation. UNESCO Clubs, Associated Schools Project Network (ASPNet) and ESD model schools are major sites for environmental learning in the country.

There has been mainstreaming of sustainability issues across higher education curricula and integration of ESD into institutional policies towards implementing whole-institution approaches. The Kenya Green University Network (KGUN) has been launched in collaboration with NEMA and Commission for University Education (CUE). KGUN comprises five key areas – performance contracting, green campus, green curriculum, community engagement and student engagement – that provide the basis for KGUN activities in the country.

1.4.3 Building capacities of educators and trainers

Educators and trainers are powerful agents of change for implementing ESD (UNESCO, 2014). The education sector has increased financial support for capacity development activities and strengthened the Kenya Edu-

cation Management Institute (KEMI), the agency for building capacities of education managers. The Centre for Mathematics, Science and Technology Education in Africa (CEMASTE) has been offering pedagogical leadership training to support teachers in implementing effective and innovative classroom practices. CEMASTE has also been sensitising education and quality assurance officers and County Education Directors on effective management of sustainable and institutionalised in-service education and training of teachers (INSET). Development partners have continued to complement government efforts towards capacity enhancement of education managers.

Regional Centres of Expertise (RCEs) in Kenya have provided useful platforms for capacity building in the sector. As networks of formal, non-formal and informal education organisations, RCEs are catalysing and supporting the reorientation of education and training systems in their regions. The Education Sector is represented in each of the eight Regional Centres of Expertise (RCEs) that are operating in Kenya.

1.4.4 Enhancing public understanding and awareness

In collaboration with the private sector and civil society organisations, the education sector has been involved in raising public awareness and understanding of sustainable development through use of various media. ESD sensitization materials that include ESD tool kits, periodic ESD newsletters, posters, brochures and factsheets have been produced and distributed to learners, teachers and other education-relevant stakeholders. Public awareness creation has been mainly through national and International days. Civ-

il society organisations have also sensitized the public, mainly through workshops and seminars.

Non-formal ESD initiatives and resources targeting the youth have been important in raising awareness of sustainable development issues. Non-formal learning opportunities in natural environments are provided by national parks, environmental education centres and museums to provide learners first-hand experience or exposure to nature. Non-formal educational institutions such as museums and national parks have either initiated new programmes or reoriented their programmes to include ESD components to deepen understanding and develop a sense of place for school children.

1.5 Challenges in ESD Implementation

During the County consultations that informed the development of this policy, stakeholders identified several challenges that face the implementation of ESD in Kenya. These include:

- The concept of ESD is not fully understood.
- Lack of clearly articulated ESD strategies and policies.
- Lack of ESD educator competencies.
- Inadequate Capacity-building and Training Skills on ESD.
- Limited research, innovation and disconnect between ESD research and the needs of industry.
- Inadequate partnerships amongst ESD Stakeholders.

- Limited resources for ESD implementation.
- Use of ICTs to enhance ESD is minimal.
- Monitoring and evaluation tools in ESD not well developed.
- Fragmented legal frameworks.
- Limited involvement of the media in ESD programmes.
- Inadequate ESD learning materials especially at informal and non-formal levels.
- Current curriculum is exam oriented and over loaded to allow integration of ESD.
- Non-inclusion of ESD in the teacher pre-service and in-service training programmes.

1.6 Rationale and Justification for the ESD Policy

The need for this policy arises from the understanding that while much has been achieved in implementing ESD over the last Decade, a lot remains to be done to ensure policy coherence between the education sector and other sectors for sustainable development. Kenya has developed a National ESD Policy, but lacks an education specific ESD policy.

During the 2014 UNESCO World Conference on ESD in Aichi-Nagoya, Japan, the Government of Kenya made a commitment to develop an ESD policy for the education sector which would guide its engagement with the Global Action Programme (GAP) for ESD. The

country's ESD priorities are in harmony with the GAP priority action areas which form the basis for policy statements and strategies to advance the ESD agenda in the education sector. The priority action areas are on:

- Advancing policy.
- Transforming learning and training environments.
- Building capacities of educators and trainers.
- Empowering and mobilizing the youth.
- Accelerating sustainable solutions at local level.

The GAP also provides an opportunity for the education sector to further re-orient learning and scale up the integration of ESD into the Sector to address sustainable development challenges in the country. The challenges Kenya faces can be classified as environmental, economic and societal. Those related to the environment include unsustainable utilization of natural resources, loss of biodiversity, climate change and variability, pollution, natural disasters among many others. The economic challenges revolve around systems of production, consumption, investments and service delivery towards an enhanced gross domestic product (GDP). However, several challenges impede optimal performance of the economy. The current projections indicate that 56 per cent of the Kenyan population live below the poverty line and earn less than US\$1.00 per day.

The other challenges affecting economic growth and performance include inadequate investment in infrastructure leading to rising levels of unemployment, rural/urban migration, corporate irresponsibility and lack of accountability and corruption. Societal chal-

Challenges include poor governance, corruption, bigotry towards cultural diversity, ethnic animosity, gender inequality, HIV/AIDS, malaria, tuberculosis (TB) and other communicable and non-communicable diseases, human rights abuse, all forms of violence and increased insecurity, degraded lifestyles and behaviour, drug and substance abuse, and erosion of cultural values and morals, among others. This policy provides an opportunity for the education sector to address these challenges through ESD. It is the responsibility of the Ministry of Education to create an enabling policy environment essential for ESD implementation in the sector.

The current focus on Green Economy and the SDGs calls for an education that allows citizens to acquire the knowledge, skills, values and attitudes needed for contributing to sustainable development. This entails securing sustainable livelihoods and leading sustainable lifestyles, understanding the world around us, being aware of the interconnected nature of global challenges and contributing to a just, and more sustainable Kenyan society. The provision of ESD within the education sector requires a harmonised and coordinated approach and sufficient resources.

The development of this policy shall strengthen partnerships within and between MoE with other sectors of the government and the community. It provides an opportunity for the education sector to review the purposes of education, the values that underpin education, and the extent to which the current education is achieving ESD objectives.

Stakeholder consultations that informed the development of this policy expressed the need for:

- Capacity building for trainers, educators, curriculum developers and policy makers.

- Re-orienting education to improve its quality to respond to societal needs.
- Reorienting Technical and Vocational Education and Training to support sustainability change.
- Enhancing private sector ESD and media training programmes and participation in sustainability innovations.
- Building stakeholders and partnerships to enhance frameworks and resources for implementing ESD.
- More political will and further strengthening the relationship between sustainable development and educational policies.
- Promoting action-oriented and competency based learning that will equip learners with creativity, skills knowledge and values for sustainable career paths and lifestyles.
- Institutionalisation of ESD into the education sector and provision for its adequate funding.
- More expansive and systematic forms of monitoring and evaluation research for Quality Assurance and Standards.

1.7 Methodology

In developing this ESD policy, the Ministry of Education in collaboration with the UNESCO Regional Office for Eastern Africa adopted a consultative approach to identify an enabling policy environment for ESD implementation. The Technical Working Group through the following consultative activities guided the process:

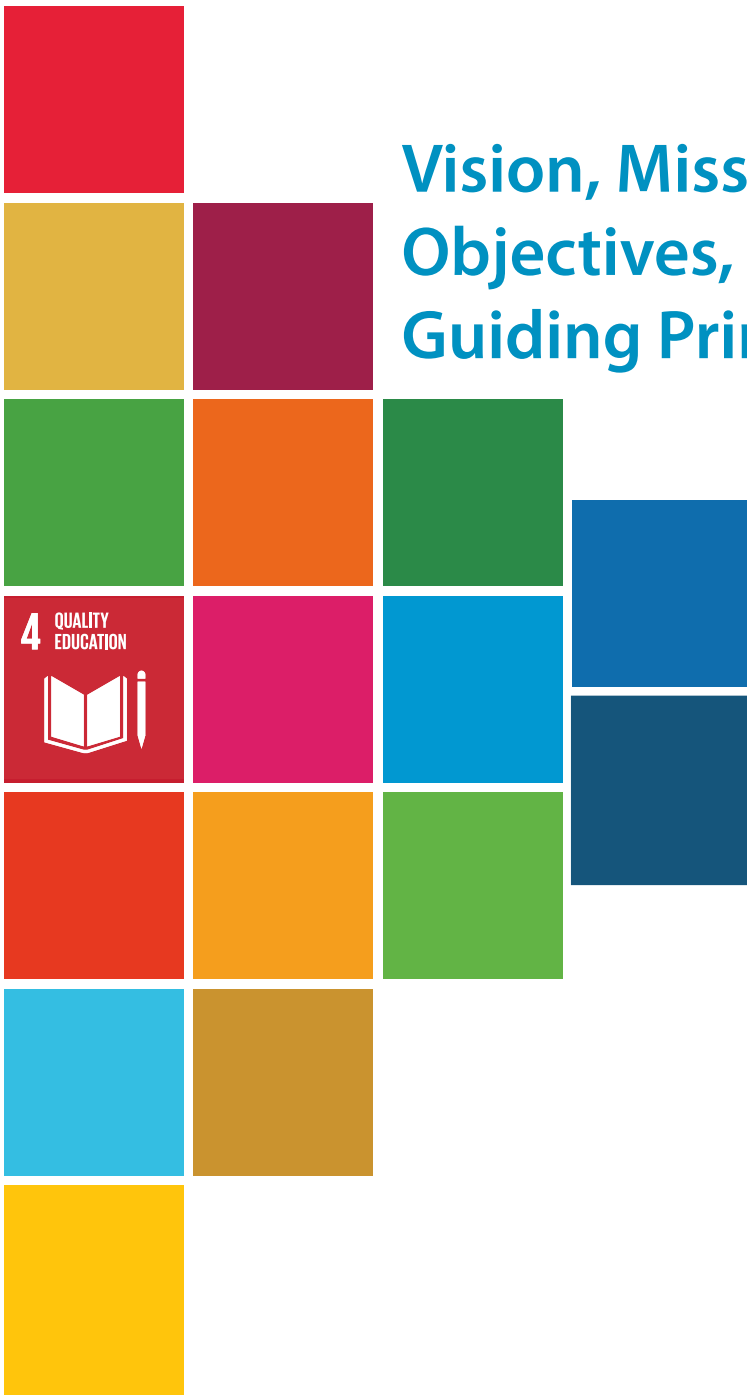
- National Stakeholders' validation consultations meeting
- National stakeholders' consultation meeting.
- County consultation meetings.
- Several interviews with key informants.
- Review of other policies and ESD literature.
- Senior Management Validation meeting
- Technical Working Group meetings.

Constructive and productive county consultative processes were facilitated using appreciative inquiry as a methodological guide. The processes focused on the positive experiences of various stakeholders and the strengths of the education sector in respond-

ing to existing and emerging sustainable development challenges in various counties. During county consultations participants:

- Appreciated and built on existing strengths and capacities of the education sector in delivering ESD and sustainable development goals.
- Generated new knowledge and information by analysing why particular ESD and sustainable development strategies have worked well.
- Developed strategies and guidelines for ESD implementation in the education sector.
- Suggested criteria for successful implementation and evaluation of the ESD policy

Vision, Mission, Goal, Objectives, Scope and Guiding Principles



Chapter 2: Vision, Mission, Goal, Objectives, Scope and Guiding Principles

Kenya recognises ESD as an integral element of quality education and a key enabler for sustainable development. The vision, mission, goal, objectives, scope and guiding principles are anchored in the National ESD Policy that recognizes the education sector as a lead agency in the implementation of ESD.

2.1 Vision

A globally competitive transformative education, training, research and innovation for Kenya's sustainable development.

2.2 Mission

To provide, promote and co-ordinate quality lifelong education, training, research and innovation for Kenya's sustainable development.

2.3 Goal

A transformed society where education and learning accelerates progress towards sustainable development.

2.4 Objectives

The general objective of the Education Sector Policy on ESD is to re-orient education and learning towards sustainable development. Specifically, the policy aims to:

- Strengthen policy development and integration of ESD at all levels of education and government.
- Transform learning and training environments in formal, non-formal and informal education and learning settings for sustainable development.
- Strengthen the capacity of educators, trainers and other change agents to become learning facilitators for ESD.
- Recognize the role and capacity of youth as change agents towards a better society.
- Integrate ESD programmes and perspectives into the planning and decision-making processes of the local community.
- To monitor and evaluate progress in implementing ESD within the education sector and beyond.

These specific objectives are aligned to the five-priority action areas for the Global Action Programme on ESD. The priority action areas are key leverage points to advance the ESD agenda in Kenya. They were chosen as an appropriate framework for policy statements through ESD consultation processes that informed the development of this policy.

2.5 Scope of the Policy

The ESD policy shall be applicable to all levels of education and training. It shall include all programmes and activities in teaching, learning, training, research and innovation at all levels of education:

- Basic education: early childhood education, primary, secondary, special needs education, and alternative approaches to basic education and training.
- Higher education, teacher education, research and innovation.
- Technical, Vocational Education and Training (TVET) and workplace training.
- Lifelong learning and non-formal education that encompasses adult learning, women and youth empowerment, Non-Governmental Organisations (NGOs), Community Based Organisations (CBOs) and Faith Based Organisations (FBOs) programmes including minority and marginalised groups.
- Capacity building, networking and social learning that includes use of media, social learning and mentorship.

2.6 Guiding Principles

The principles that guide this policy are:

Human rights-based approach to learning – ESD is founded on a rights-based approach to education, it is concerned with the provision of quality education and learning that is relevant today.

Lifelong learning – The policy supports lifelong learning from early childhood to old age within formal, non-formal and informal education settings.

Empowerment – Every person has the right to acquire knowledge, skills, values and attitudes that enable them to contribute to sustainable development.

Equity and social justice – The policy promotes, intergenerational equity, fair distribution of resources and community participation that underlie sustainable development.

Critical thinking and reflection – ESD values the capacity of individuals and groups to reflect on personal experiences and world-views and to challenge ways of interpreting and engaging with the world.

Transformative education, research and innovation – Ensuring a reorientation of education systems and structures as well as a reframing of teaching and learning to enable change towards sustainable development.

Interdisciplinary – ESD supports interdisciplinary and holistic learning that equips learners with an understanding of the connection between the environmental, social and economic dimensions of sustainable development.

Diverse pedagogies – Use of diverse and innovative pedagogical techniques to foster active and participatory learning.

Embrace diversity – Understanding the importance of maintaining cultural diversity and biodiversity in local and global contexts.

Context specific – The need to address content while taking into account context, global issues and local priorities.

Good governance – Recognising participation as critical for addressing sustainability issues. Active democratic citizenship and inclusion as well as accountability as a means of empowering the individual and the community.

Partnerships and collaboration – To nurture networks and relationships, that strengthen ESD.



Advancing Policy

4 QUALITY EDUCATION



Chapter 3: Advancing Policy

Advancing policy involves effective mainstreaming of ESD into education systems to create an enabling environment for ESD and to bring about good governance and sustainability. This is crucial for mobilizing education and learning for sustainable development and the scaling up of ESD action at all levels and in all areas of education. The alignment of education and sustainable development policy is central to achieving ESD in Kenya. Policy coherence is vital for bringing about systemic change towards sustainable development. However, major work remains to be done to ensure full policy coherence between the country's national development objectives, to be achieved through the education sector and through inclusion of all relevant sectors for sustainable development. There is insufficient coordinated integration of ESD into national development policies and sectoral plans. There is also inadequate inter-ministerial and inter-sectoral coordination, which have resulted in poor implementation of ESD across the education sector. The Ministry of Education has an important responsibility to ensure that the education sector is responsive to the existing and emerging sustainability challenges in Kenya. Policy instruments such as funding, infrastructure development and capacity support are necessary to strengthen the education sector in support of sustainable development.

3.1 Policy Statement

The Ministry of Education in collaboration with other stakeholders shall provide an enabling environment for developing and implementing policies on ESD based on cross-sector and multi-stakeholder approaches.

Strategies

1. Integrate ESD into education programmes, policies and plans in the education sector.
2. Promote participation of formal, non-formal and informal education organisations, private sector, civil society, local community and the scientific community in the development and implementation of policies and plans.
3. Initiate a collaborative approach to integrate ESD into policies relevant to key sustainable development challenges in all development sectors at national and county levels.
4. Enhance public-private partnerships to promote development and implementation of ESD through formal and non-formal education.

5. Enforce policies and regulatory frameworks in training and learning institutions to prioritise and implement ESD.
6. Integrate ESD in curricula and in national quality standards and indicator frameworks that establish standards for learning outcomes.

3.2 Policy Statement

The Ministry of Education shall strengthen the education sector coordination focal point to implement the ESD Action Plan.

Strategies

1. Establish an inclusive and participatory process for the formulation of an Education Sector Action Plan for ESD that shall be decentralized to and within each county and educational institutions.
2. Allocate adequate resources for the functioning and coordination of the ESD Action Plan at the national, county and sub-county levels.
3. Establish partnerships with development partners at local, regional and international levels to mobilise resources for ESD implementation.

3.3 Policy Statement

The Ministry of Education in collaboration with line ministries and other stakeholders shall coordinate the development of institution-based ESD policies.

Strategies

1. Promote information sharing through advocacy and publicity of ESD initiatives.
2. Strengthen special needs education at all levels of basic education.
3. Strengthen gender in education at all levels of learning.
4. Reorient learning assessment to include ESD competencies.
5. Initiate an inclusive process for the development of a common vision for ESD to serve as a platform for engagement and commitment for stakeholders.
6. Develop policies for empowering and mobilizing youth to address sustainable development challenges through ESD.

3.4 Policy Statement

The Ministry of Education in partnership with line ministries and other stakeholders shall strengthen the capacity of policy-makers at all levels and in all sectors.

Strategies

1. Promote innovative and all-inclusive leadership for ESD at the national and county levels.
2. Integrate ESD in e-learning, curriculum, transformative learning, assessment and materials development and training programmes.

3. Strengthen capacity of policy and decision makers, leaders including youth to participate in global, national and county sustainable action planning.
4. Enhance the development of strategies, policy guidelines and budget frameworks for supporting ESD implementation.

Transforming Learning and Training Environments



Chapter 4: Transforming Learning and Training Environments

Transforming learning and training environments concerns not only managing physical facilities more sustainably, but also promoting whole-institution approaches to ESD in schools and all other learning and training settings. Whole-institution approaches encompass mainstreaming sustainability into all aspects of the learning environment. This includes embedding sustainability in curriculum and learning processes, facilities and operations, interaction with the surrounding community, governance and capacity-building. It also includes providing relevant good practice examples, training for leadership and administration, developing guidelines, as well as associated research. Sustainable learning environments, such as eco-schools or green campuses, allow educators and learners alike to integrate sustainability principles into their daily practice.

Within the education sector little progress has been made to promote whole-institution approaches to ESD at all levels and in all settings. There is insufficient research, documentation and sharing of experience to strengthen whole-institutional approaches to ESD. Furthermore, schools, TVET and higher education institutions are yet to move beyond the provision of individual courses and specialist training to offer more ESD-relevant content and learning practices. There are relatively few concrete examples in which the

whole-school approach to ESD have been systematically implemented. A more common trend appears to be partial implementation of a few aspects of ESD as curriculum ‘add-ons’ or experiential learning units.

4.1 Policy Statement

The Ministry of Education and stakeholders shall promote whole-institution approaches to ESD at all levels and in all settings.

Strategies

1. Establish an institution-wide process that enables all stakeholders – learners, teachers, parents and administrators – to jointly develop a vision and plan to implement ESD in an entire institution.
2. Mobilize and enhance existing relevant inter-institutional networks to facilitate mutual support such as peer-to-peer learning, and to increase the visibility of the whole-institution approach.
3. Promote research, documentation and sharing of experience to strengthen whole-institutional approaches to ESD.

4.2 Policy Statement

The Ministry of Education in collaboration with County Governments shall integrate the principles of sustainable development in early childhood education.

Strategies

1. Reorient basic education and learning to improve the quality of early childhood education.
2. Collaborate with County Governments and partners to increase support and funding in early childhood education for sustainable development.
3. Raise awareness about the importance of early childhood education in realising a sustainable society.

4.3 Policy Statement

The Ministry of Education in collaboration with Teachers Service Commission and other stakeholders shall integrate ESD principles into primary and secondary schooling to develop competencies necessary for sustainable development.

Strategies

1. Improve school learning environments and infrastructure and provide adequate instructional materials.
2. Enhance positive interaction and peaceful coexistence between schools, parents and communities with links to, current and future possible livelihoods.

3. Improve coordination, networking and communication in ESD.
4. Mobilize resources to facilitate the design and development of ESD learning materials.
5. Nurture talent, enhance life skills and career development.

4.4 Policy Statement

The Ministry of Education, research institutions and other stakeholders shall mainstream sustainability into higher education curricula, research and community engagement activities.

Strategies

1. Develop sustainability leadership programmes for higher education learning institutions.
2. Promote green economy development opportunities, practices and technology.
3. Establish higher education networks to foster student innovations and acquisition of relevant skills in ESD.
4. Strengthen higher education institutions by building competence to address 21st century science, technology and sustainable development challenges.
5. Strengthen linkages between higher education and training institutions with communities and industry.
6. Develop online courses and networking platforms for exchange of ideas amongst students.

4.5 Policy Statement

The Ministry of Education in collaboration with National Commission for Science, Technology and Innovation, National Research Fund, Kenya National Innovation Agency and other stakeholders shall facilitate ESD research and innovation at all levels of education.

Strategies

1. Promote research, science, technology and innovation based on sustainable development principles.
2. Document innovations, technologies and best research practices on sustainable development.
3. Develop approaches that support the nurturing of talents and intensification of innovations for economic growth.

4.6 Policy Statement

The Ministry of Education in collaboration with Technical and Vocational Education and Training Authority and other stakeholders shall mainstream ESD and Green Economy principles and practices into TVET systems.

Strategies

1. Mainstream ESD relevant programmes in TVET.
2. Encourage TVET fairs and exhibitions with relevance to ESD.
3. Introduce incubators in TVET to encourage entrepreneurship for the youth.

4. Integrate Green Economy principles and practices into TVET systems and the workplace.

4.7 Policy Statement

The Ministry of Education in collaboration with other stakeholders shall design sensitization programmes that support sustainability at the workplace.

Strategies

1. Develop sustainability skills and knowledge base in small-, micro- and medium- sized enterprises at the local level.
2. Incorporate sustainability into workplace programmes and activities.

4.8 Policy Statement

The Ministry of Education in collaboration with the National Museums of Kenya, National Commission for Science, Technology and Innovation and other stakeholders shall promote indigenous knowledge and learning for sustainable development.

Strategies

1. Integrate indigenous knowledge into all levels of learning.
2. Research and document relevant indigenous knowledge to inform ESD practices in the country.
3. Establish linkages between indigenous knowledge and other forms of scientific knowledge.



Building Capacities of Educators and Trainers

4 QUALITY
EDUCATION



Chapter 5: Building Capacities of Educators and Trainers

Educators are important agents to foster educational change and to facilitate ESD. Although the education sector has made some progress in developing capacities of educators and trainers to implement ESD, more work remains to be done. There is need for the sector to build the capacity of educators, trainers and other change agents on issues related to sustainable development and appropriate teaching and learning methodologies. This shall involve integrating ESD into pre-service and in-service of teachers for early childhood, primary and secondary school teachers. Integrating ESD into faculty training in higher education institutions is required to enhance capacity in teaching sustainability issues and inform policy-making on ESD and sustainable development. In all areas of education, it is necessary to develop capacities of educators to incorporate ESD into teaching and learning activities. Mechanisms to support knowledge-sharing among educators and trainers at all levels have not been fully developed within the sector.

5.1 Policy Statement

The Ministry of Education in collaboration with the Teachers Service Commission and other stakeholders shall integrate ESD into teacher education and professional development.

Strategies

1. Conduct a baseline assessment on the extent to which ESD is addressed in teacher education programmes.
2. Ensure system wide training and professional development of teachers and educators responsible for mainstreaming ESD in various sub-sectors.
3. Enhance ESD in pre-service and in-service education and training for early childhood, primary and secondary school teachers and TVET instructors and trainers.
4. Equip teachers with competencies required to address increasingly complex and contextual sustainable development challenges.
5. Promote and integrate Open and Distance Learning (ODL) and Information and Communication Technology (ICT) at all levels of education and training.
6. Make ESD compulsory in teacher training colleges.
7. Develop in-service training on ESD guidelines and inclusive learning support materials at all levels of education.

5.2 Policy Statement

The Ministry of Education in collaboration with Teachers Service Commission and other stakeholders shall develop sector-wide training and professional development programmes.

Strategies

1. Mainstream ESD in training programmes for educators, administrators, policy makers, managers, curriculum developers and school managers.
2. Enhance the professional capacity of trainers, lecturers, social learning facilitators and environmental educators.
3. Enhance mentorship in learning institutions on ESD.
4. Mainstream environment and sustainability concerns into higher education institutions.
5. Allocate adequate support materials for all areas of special needs.
6. Providing in-service training to teachers on appropriate teaching approaches to meet special needs in inclusive classes.
7. Enhance ESD capacities of education institutions in the private sector.
8. Provide grants and scholarship programme for ESD research.
9. Initiate multi-disciplinary capacity for responding to sustainable development challenges in TVET institutions.

5.3 Policy Statement

The Ministry of Education in collaboration with TSC and other stakeholders shall strengthen lifelong and non-formal education opportunities in ESD.

Strategies

1. Integrate ICT in adult learning and education.
2. Benchmark with best international ESD practices on Adult and Continuing Education (ACE).
3. Allocate adequate resources for quality and inclusive ACE.
4. Initiate and promote ESD programmes through the local media targeting ACE learners.
5. Provide rigorous content and quality standards for the training programmes in the private sector.
6. Strengthen research, monitoring and evaluation of ESD in Adult and Continuing Education programmes.
7. Involve local communities in the curriculum development process.
8. Engage adults and the youth in ESD-based community-based projects.
9. Set up sustainability villages.
10. Carry out baseline assessment on how NGOs, CBOs and FBOs are working with the education sector to implement ESD.

11. Develop a framework and guidelines on how NGOs, CBOs and FBOs can strengthen partnerships with the education sector to upscale ESD actions.
12. Establish a suitable e-learning platform for sharing experiences and best practices on lifelong learning.
13. Establish partnerships and networks with development partners, NGOs, CBOs and FBOs in the provision of lifelong learning.

5.4 Policy Statement

The Ministry of Education in collaboration with others stakeholders shall strengthen capacity on social learning and networking in ESD.

Strategies

1. Establish the extent to which social media, e-learning and social learning approaches are currently used in the Education Sector.
2. Develop a capacity-building programme on use of e-learning and technology enhanced learning approaches to ESD.
3. Establish partnerships with organisations that have examples of innovative ways of working with e-learning, media, social learning technologies for ESD.
4. Expand and strengthen RCE networks for building capacity in social learning and networking.
5. Support and build new ESD networks.



Empowering and Mobilizing the Youth

4 QUALITY
EDUCATION



Chapter 6: Empowering and Mobilizing the Youth

Empowering and mobilizing youth towards sustainable development requires providing them with information on the impacts of their daily actions, while tapping into their creativity and determination to find workable and innovative solutions. Policies for empowering and mobilizing youth in Kenya are spread out in several government sectors, such as trade and industrialization, education and training, sports and culture. However, fewer programmes that recognise youth as agents of change and stakeholders are being advanced in the education sector. Supporting youth in their role as change agents through ESD necessitates enhancing learner-centred non-formal and informal learning opportunities. This includes developing and enhancing e-learning and mobile learning opportunities for ESD. There is need for MoE to put in place coordination mechanisms to harmonize efforts of the different sectors to engage youth in sustainable development as change agents, leaders, entrepreneurs and trainers.

6.1 Policy Statement

The Ministry of Education in collaboration with line ministries and other stakeholders shall enhance and utilize the innovative capacity and momentum of the youth.

Strategies

1. Mobilise and motivate young people to realize their potential as agents of change in addressing sustainable development challenges through ESD.
2. Ensure that youth have a voice in policy and decision making from formulation to implementation to improve governance and leadership across all sectors and all levels.
3. Enhance livelihoods by increasing employability and entrepreneurship based on sustainable development and green economy principles.
4. Empower youth by facilitating an enabling environment that fosters innovation, learning and knowledge building for sustainable development.
5. Mobilize youth through established ESD networks such as Regional Centres of Expertise.

6.2 Policy Statement

The Ministry of Education in collaboration with line ministries and other stakeholders shall engage youth as stakeholders of the present and change agents for a sustainable future.

Strategies

1. Create structures for intergenerational and cross-sectoral dialogue, collaboration and learning towards sustainable futures.
2. Create structures to empower youth to understand the value of embracing diversity in creating more resilient, inclusive, and collaborative communities and organizations.
3. Invest in facilities, programmes and public-private-partnerships that promote youth participation in sustainable development.
4. Sensitize youth on reproductive health services and preventive, curative and rehabilitation services for drug and substance abuse through ESD.
5. Mobilize youth energy and enthusiasm for sustainable environmental, social and economic productivity.
6. Develop and enhance e-learning and mobile learning ESD opportunities for the youth.

6.3 Policy Statement

The Ministry of Education in collaboration with other stakeholders shall establish a framework of youth learning for sustainability.

Strategies

1. Utilize the social networking skills and habits of youth to promote a cross-sector/broadened sector approach to addressing sustainability issues.
2. Motivate the private sector towards green economy options while preparing young people to build careers and play a productive role to ensure sustainability in all the sectors.
3. Develop formal and non-formal programmes that equip youth with participatory skills to empower them to act as change agents in global, national and local sustainability processes.

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Accelerating Sustainable Solutions at Local Level

4 QUALITY EDUCATION



Chapter 7: Accelerating Sustainable Solutions at Local Level

Local communities, both in rural and urban areas are one of the critical drivers for sustainable development. ESD stakeholder consultations established that local and urban communities in the country face several sustainable development challenges. The challenges are linked to social, economic and environmental pillars of sustainable development with culture as an underlying dimension. They include – retrogressive cultural practices such as early marriages, drugs and substance abuse, corruption, insecurity, land conflicts, high levels of poverty, high rates of unemployment, child labour, inadequate infrastructure, climate change, deforestation, inadequate water, natural disasters, pollution and waste management. Effective and innovative solutions to these challenges are best developed at the local level. This is because ESD is grounded in local experience and actions. However, little efforts have been made in the country to integrate ESD programmes and perspectives into the planning and decision-making processes of the local municipalities and communities. The education sector has not developed adequate measures and mechanisms to address sustainable challenges facing local and urban communities. This policy provides an opportunity to integrate ESD in urban and local communities and to address local implementation of the SDGs through ESD.

Increased engagement between the education sector and sustainable development organizations that focus specifically on local

level sustainable development planning and action – local NGOs, networks of cities and municipalities, rural development networks, RCEs and other similar groups – shall provide additional leverage for accelerating sustainable solutions at the local level. County governments and local leaders are expected to increase and strengthen learning opportunities for local communities through formal, non-formal and informal settings.

7.1 Policy Statement

The Ministry of Education in collaboration with County Governments and other stakeholders shall enhance and mainstream ESD at local level.

Strategies

1. Sensitize and train local leaders and communities on the importance of finding sustainable local solutions.
2. Provide competency-based education and training to provide employability skills and opportunities for career growth.
3. Train and involve local media in mobilizing communities and disseminating information and knowledge on local sustainable solutions.

4. Engage the private sector in developing locally based sustainable enterprises.
5. Develop, operationalize and strengthen local networks such as RCEs to facilitate multi-stakeholder learning and cooperation at local level.
6. Strengthen multi-stakeholder learning and community engagement to accelerate sustainable solutions at local level.
7. Integrate ESD in corporate social responsibility activities.
8. Enhance the role of national and county governments to provide learning opportunities for urban and local communities.
9. Promote gender equity at all levels of ESD implementation.
10. Disseminate policies and action plans and engage the local community for ownership and implementation.
11. Develop and implement local level programmes for sustainable development.
12. Strengthen sustainable conflict resolution strategies for sustainable community development.
13. Enhance ICT connectivity at local level for access to all types of learning.

7.2 Policy Statement

The Ministry of Education in collaboration with National Commission for Science, Technology and Innovation, National Research Fund, Kenya National Innovation Agency and other stakeholders shall integrate ESD in research, technology and innovation to accelerate sustainable solutions at local level.

Strategies

1. Establish a funding mechanism for ESD research and platform for innovative solutions.
2. Promote social entrepreneurship skills for employment and wealth creation in urban and local communities.
3. Accelerate community action research and innovation to enhance the sustainable development of local solutions.
4. Engage local learning institutions in research and ESD programmes to find local solutions.
5. Strengthen community-based engaged research and participation in multi-stakeholder networks.



Monitoring and Evaluation

4 QUALITY EDUCATION



Chapter 8: Monitoring and Evaluation

Monitoring and evaluation is a key strategy in the implementation of ESD. MoE will put in place a monitoring and evaluation mechanism to ensure efficient feedback on the implementation of this policy. The three Principal Secretaries within MoE in their respective State departments will be responsible for the overall implementation of the policy and its monitoring and evaluation. The Directorate of Policy, Partnership and EAC Affairs will offer leadership in the evaluation.

Multi-level ESD monitoring and evaluation approaches will include large-scale assessments for learning outcomes as well as national assessments on the extent to which the policy objectives and strategies will be realized. Contextualized school and institutional assessments will be used to improve ESD implementation and delivery. Formative assessment practices will be carried out to empower teachers to assess the efficiency and impact of specific pedagogical practices in classrooms.

In developing the national and county targets and indicators for each of the five priority action areas, emphasis shall be on the increase in the number of:

- Counties that have integrated ESD into education and sustainable development policies and strategies (Chapter 3).
- Training and education institutions that have adopted the whole-institution approach (Chapter 4).
- Training and education institutions for teachers and trainers that have integrated ESD into their programmes (Chapter 5).
- Youth-led initiatives on ESD (Chapter 6).
- Local ESD initiatives (Chapter 7).

8.1 Policy Statement

The Ministry of Education shall in collaboration with stakeholders review this policy every five years and/or when the need arises to incorporate emerging issues and trends within ESD and the education sector.

Strategies

1. Develop and implement monitoring and evaluation frameworks for sustainable development in the education sector.
2. Integrate ESD issues into the monitoring and evaluation mechanisms of the education sector including Performance Contracting.

3. Set ESD targets, indicators and benchmarks for monitoring and reporting progress in implementing ESD in the education sector.
4. Encourage ESD focal points to report their findings on ESD implementation through the County Education offices for inclusion in the annual National State of Education Report.
5. Align education sector target-setting processes with national and global targets.
6. Strengthen the capacity and capability of the Education Standards and Quality Assurance, Technical, Vocational Education Training Authority (TVETA) and Commission for University Education (CUE) to monitor and evaluate the implementation of ESD.



Governance and Coordination

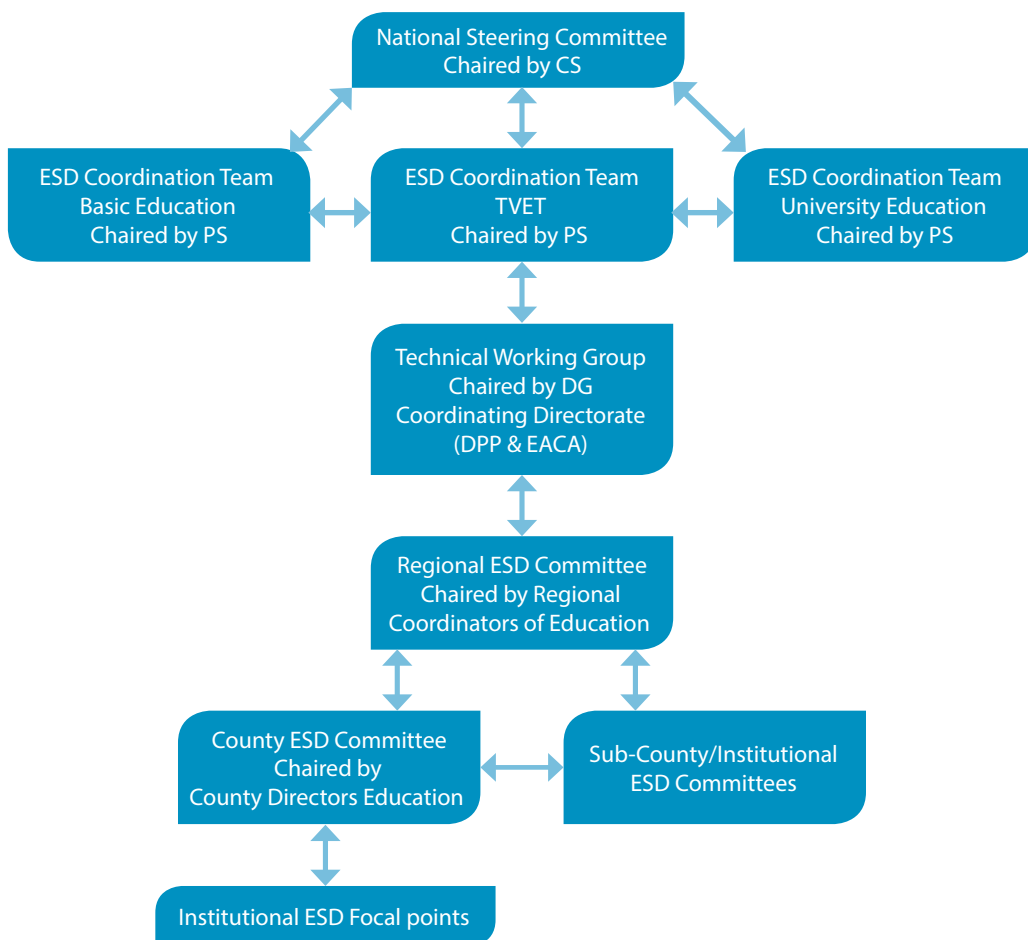


Chapter 9: Governance and Coordination

9.1 Implementation Framework

The Education for Sustainable Development Policy for the Education Sector shall be implemented within the existing governance and coordination structures of the

Ministry of Education. The MoE shall provide an enabling environment for implementing ESD through a multi-sectoral approach within the sector and beyond. Clear coordination mechanisms shall be established to ensure smooth implementation of ESD activities as highlighted in the structure below.



Implementation of this policy requires a multi-sectoral approach involving various education sub-sectors, line ministries and agencies responsible for facilitation, coordination, funding and capacity building in ESD. Development partners, civil society and the private sector are expected to complement MoE efforts in financing as well as provide partnerships in ESD implementation. The Cabinet Secretary shall ensure that all stakeholders adopt the policy. The MoE Principal Secretaries (State Department of Basic Education, Technical, Vocational and Training and University Education) will manage budgetary allocation, provide leadership in facilitating the implementation and the review of the policy in collaboration with other stakeholders. The Director General shall oversee the implementation of this policy. The Director Policy, Partnerships and EAC Affairs shall coordinate ESD initiatives in liaison with other Directorates, SAGAs and stakeholders. The specific roles of different stakeholders in facilitating, synergizing and supporting the integration of ESD in the sector shall be defined and nurtured.

9.2 The National Government

The National government shall:

1. Ensure adoption and implementation of the policy at various levels.
2. Facilitate budgetary allocation.
3. Coordinate review of the policy in collaboration with other stakeholders.
4. Facilitate the development of MoUs (Memorandum of Understanding) with development partners, NGOs, CBOs, FBOs and other stakeholders.

5. Monitor and evaluate the implementation of the policy.

9.3 County Governments

The County Governments shall:

1. Establish an ESD implementation structure.
2. Coordinate stakeholders involved in ESD implementation at the county level.
3. Coordinate and facilitate capacity building in ESD at the county level.
4. Mobilize resources for ESD implementation.
5. Ensure efficient utilisation of ESD resources.
6. Monitor and evaluate ESD implementation at the county level.
7. Report on the status of implementation of ESD at the county level.

9.4 Institutional level

The institutions shall:

1. Ensure ESD policy customization and implementation at institutional level.
2. Facilitate learners to acquire skills and competencies in ESD.
3. Foster relationship with communities in ESD implementation.

4. Enhance institutional awareness on ESD issues.

9.5 Multi-stakeholder Partnerships and Collaboration

The MoE shall work with the public sector to convene actors and deploy instruments such as agendas and guidelines, financial resource allocation, training and capacity building, as well as knowledge acquisition and sharing that will support ESD programmes. At the intergovernmental level, MoE shall continue to work with UNESCO, as the designated lead Agency for ESD, and various other agencies with similar mandates such as UNDP, UNEP, UNFPA, UNICEF, UNFCCC, UNISDR, UNU, UN-EVOC, WFP and ILO among others for the implementation of this policy. The MoE shall work with other line ministries and departments at the national, and county levels, to create an enabling environment and to find resources needed to implement ESD.

The private sector will play an important role in advancing ESD. As part of Corporate Social Responsibility (CSR) commitments, the private sector will provide support in ESD implementation through technical and financial assistance for research and innovation. This includes supporting demonstration projects in learning institutions as well as development of curriculum support materials. Civil society organizations have been instrumental in undertaking a wide range of strategies and activities in support of ESD. The MoE shall also collaborate with civil society organizations in undertaking various ESD activities that include carrying out research related to sustainable development, development of curriculum support materials and demonstration projects in learning institutions, capacity-building programmes for educators, and strengthening networking and advocacy in ESD.

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Annexes

Annex I

List of Policy and Legal Documents

Education and Training Sector Gender Policy 2015

Policy Framework for Nomadic Education in Kenya of 2010

National Adult and Continuing Education Policy of 2010

National Special Needs Education Policy Framework of 2009

Policy for Alternative Provision of Basic Education and Training (APBET) of 2009.

The School Health and Nutrition Policy of 2011

Education Sector Policy on HIV and AIDs of 2013

National ICT Strategy for Education and Training 2006

Education Sector Policy on Peace Education

Policy for Alternative Provision of Basic Education and Training

The Kenya Institute of Curriculum Development Act of 2013

University Education Act 2013

Kenya National Commission for UNESCO Act 2013

Technical, Vocational, Education and Training Act of 2013

Annex II

List of Technical Working Group members on Education for Sustainable Development

S/No	Name	Organisation
1	Darius Ogutu Mogaka	MoE - Director, Policy, Partnersips & EAC Affairs
2	Marina Patrier	UNESCO Regional Office for Eastern Africa
3	Dr. Evangeline Njoka	Secretary General, UNESCO National Commission (KNATCOM)
Coordinators		
4	Martina N. Muoki	MoE - Policy, Partnersips & EAC Affairs
5	Dr. Saba Bokhari	UNESCO Regional Office for Eastern Africa
6	Virginia Ntheketha	UNESCO Regional Office for Eastern Africa
Members		
7	Dr Ayub Macharia	NEMA
8	Dr Dorcas Otieno	KOEE, Kenyatta University
9	Zipporah Webora	World Wide Fund for Nature
10	Jacqueline Onyango	KICD
11	Michael Muriuki	KICD
12	Richard Otini	MoE - Policy, Partnerships & EAC Affairs
13	Dan Odanga	MoE-Vocational and Technical Training
14	Gwiyo Komora	MoE - Quality Assurance and Standards
15	Julius Mwangi	NACOSTI
16	Bartholomew Lumbasi	MoE - Higher Education
17	Evelyne Odongo	MoE - DACE
18	Dorothy Ogega	MoE - DBE
19	Stephen Mboguah	MoE - DSTE
20	Abednego Kamandi	MoE - Policy, Partnerships & EAC Affairs
21	John Ongosi	MoE - Policy, Partnerships & EAC Affairs
22	Shadrack Mwili	TSC
23	Benjamin Kilonzo	CEMASTEAM
24	Abel B. Atiti	Consultant/UNESCO

Through Sustainable Development Goal 4 (SDG4), Education for Sustainable Development (ESD) provides a cross cutting mechanism for the achievement of all the SDGs in Kenya. This is in line with Agenda 2063 of the African Union, which calls for action on catalyzing education, and a skills revolution to build knowledge, human capital, capabilities and skills to drive innovations on the continent. This policy will enable the implementation of ESD across the education sector to enhance the attainment of SDGs by improving the quality of education, building capacity at all levels, and enhancing public understanding and awareness of the sustainable development agenda. The 17 SDGs provide the wider context for further up-scaling and mainstreaming ESD efforts in the country.

Fred Matiang'i,
Cabinet Secretary
Ministry of Education

