



REPUBLIC OF KENYA

**Sessional Paper No. 11 of 2014
On
National Education for Sustainable
Development Policy**

**MINISTRY OF ENVIRONMENT WATER AND NATURAL RESOURCES
OCTOBER 2014**



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Ministry of Environment, Water and Natural Resources

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ACRONYMS AND ABBREVIATIONS

ASAL	Arid and Semi-Arid Lands
EFA	Education for All
EMCA	Environmental Management and Coordination Act
ESD	Education for Sustainable Development
GoK	Government of Kenya
GDP	Gross Domestic Product
JKUAT	Jomo Kenyatta University of Agriculture and Technology
KESSP	Kenya Education Sector Support Programme
KICD	Kenya Institute of Curriculum Development
MDGs	Millennium Development Goals
MEWNR	Ministry of Environment, Water and Natural
NEMA	National Environment Management Authority
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDESD	United Nation Decade of Education for Sustainable Development
UNLD	United Nations Literacy Decade
WSSD	World Summit for Sustainable Development
RCE	Regional Centre of Expertise
MEST	Ministry of Education, Science and Technology

FOREWORD

Environment and natural resources in Kenya are valuable national assets that must be sustainably managed for present and future generations. They offer a range of benefits and opportunities for local and national economic development and improved livelihoods as well as provision of environmental goods and services.

There are many environmental issues and challenges facing the country. The drivers of environmental degradation are high rates of population growth, use of inappropriate technologies, unsustainable consumption and production patterns as well as poverty. This has led to changes in the relationship between people and ecosystems. If this trend is left to continue it will lead to further serious environmental degradation that will perpetuate deprivation and poverty. Emerging global environmental concerns such as climate change, stratospheric ozone depletion and loss of biodiversity aggravate the situation.

Education for Sustainable Development is one of the tools for attaining sustainable development in Kenya through appropriate learning, capacity building programmes and development of skills in sustainable use of resources at all levels. This will inculcate environmental values among the citizenry aimed at influencing informed decisions on various aspects. In turn, this will improve the quality of learning through better understanding of natural, social and economic processes.

The United Nations Conference on Environment and Development (UNCED) held in Rio de Janeiro in 1992 recognized education as an important tool for enhancing the attainment of sustainable development. Chapter 36 of Agenda 21 emphasized the role of education in supporting sound decision-making and hence the need to re-orient education towards sustainable development. In December 2002, the United Nations General Assembly adopted the resolution 57/254 that designated the period from 2005-2014 as United Nations Decade of Education for Sustainable Development (DESD). During this period, governments are expected to promote education across sectors on sustainable development using formal and non-formal approaches. In addition, the UN mandated the United Nations Educational, Scientific and Cultural Organization

(UNESCO) to spearhead the implementation of the Decade by governments, and to develop an International Implementation Scheme. In response to this international commitment, the National Environment Management Authority (NEMA) has spearheaded the development of the Education for Sustainable Development (ESD) Implementation Strategy for Kenya.

ESD provides a dynamic concept that addresses public awareness, education and training to enhance the understanding of sustainable development. It also enables the development of knowledge, skills, perspectives and values which empower citizens to assume responsibility for creating and enjoying a sustainable future. The role of education and public awareness in achieving sustainability is critical in mobilizing all sectors to embrace a holistic approach to addressing sustainability challenges.

The ESD policy takes cognizance of the challenges facing sustainable development in Kenya and proposes appropriate interventions to address them. The policy recommends for integration of ESD across all sectors to enhance the attainment of sustainable development guided by the following policy objectives;

- Improve quality of education at all levels for sustainable development;
- Re-orient education at all levels for sustainable development;
- Enhance public understanding and awareness of sustainable development; and
- Build capacity for sustainable development

Vision 2030 is Kenya's roadmap to realization of sustainable development and it is anticipated that ESD would make a significant contribution to addressing the cross-cutting development issues in all sectors. It is my hope that all sectors will embrace the ESD policy as a tool towards safeguarding the environment by appreciating the need for protection, conservation and preservation of natural resources and hence contribute to attainment of sustainable development in Kenya post the UNDESD.

The ESD policy provides recommendations for engaging all stakeholders in embracing sustainable development through activities across the three sustainable development pillars namely; environment, economy and society. The ESD Policy demands for involvement of all stakeholders.

The development and implementation of the ESD policy is a major step towards attaining sustainable development in Kenya through appropriate learning, capacity building programmes and development of skills to steer the country towards wise use of resources. It will also contribute to inculcating of sustainable development values among the citizenry aimed at influencing informed decisions on various aspects. This is expected to contribute in improving the quality of learning through better understanding of natural, social and economic processes. ESD will offer life-long options to livelihoods, enhancing equity and better quality of life for all.

This policy proposes a broad range of measures and actions responding to key educational issues and challenges. It seeks to re-orient education to ensure that the citizenry attain life-long learning principles towards sustainable development. The policy has a provision for a system-wide monitoring and evaluation framework that proposes a multi-stakeholder monitoring team, annual review and a comprehensive evaluation after a five years cycle to measure progress and facilitate informed decision making.



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PREFACE

Research has shown that Kenya experiences numerous sustainable development challenges. The Government of Kenya (GoK) as a member of the global community is a signatory to many international agreements and conventions and is keen and aware of its responsibilities to implement measures that promote sustainable development through different modes of education. The government has shown its commitment by domesticating the global conventions and protocols into the Kenya Constitution 2010 and other national legislation.

The government recognizes ESD as an opportunity to build its citizen's capacity towards sustainable utilization of the country's resources to lead productive livelihoods and improve quality of life. The ESD Policy for Kenya is a response to the United Nations Decade of Education for Sustainable Development (DESD)(2005-2014) and demands of Medium Term Plan II (MTP2) of Vision 2030. It marks an important milestone in sustainable development concerns in Kenya including adoption of Agenda 21, development and implementation of the first NEAP in 1994, enactment of EMCA (1999) among others. The Policy provides an opportunity for re-orienting education in Kenya towards sustainable development as well as enlisting the contribution of various stakeholders.

The National Environment Management Authority (NEMA) spearheaded this activity in collaboration with key stakeholders. The Policy provides an overall framework to implement ESD through adoption of a holistic approach to sustainable development by engaging all sectors and stakeholders. The Policy will complement other national initiatives aimed at addressing environmental deterioration at all levels.

The ESD Policy will influence peoples' views and attitudes towards sustainable development. The strategic objectives of the document and the policy statements will guide specific sectoral activities towards enhancing the implementation of ESD. It also emphasizes the need for partnerships and concerted efforts by all stakeholders.

The need to educate and train all the Kenyan people is crucial to build capacity,

create awareness and help change their attitudes towards the environment and sustainable development in general.

The development of the ESD Policy was through a participatory process involving key stakeholders, including government agencies, the private sector, civil society organizations (CSOs) and the media. Hence the ESD Policy has received high acceptability and ownership, which is a good indicator for a successful integration of ESD across all sectors.

It is expected that the ESD Policy will contribute to outcomes that spearheads protection and conservation of natural resources in the country. Given that the Kenyan economy is driven by agriculture and natural resources, the sustainable use of resources is therefore very important to ensure economic growth and development that is sensitive to the environment.

The ESD Policy provides a very crucial nexus between the Ministry of Environment, Water and Natural Resources and the Ministry of Education, Science and Technology who will jointly spearhead its implementation. The Ministry of Environment, Water and Natural Resources, therefore, welcomes the ESD Policy as it will improve education through formal, informal and non-formal learning to enhance implementation of sustained development across sectors. It is expected that the ESD Policy will steer a major re-orientation of education in the country and greatly enrich the current education policy. I urge all stakeholders to develop and implement their specific sector ESD strategies in order to pull together towards enhancing sustainable development for Kenya.



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CHAPTER 1: INTRODUCTION.

1.1 Background

Kenya faces a myriad of challenges in sustainable development. The Kenyan economy is driven by its natural resources base. It is therefore imperative that national resources are utilized sustainably. During the United Nations Conference on Environment and Development (UNCED) in Rio de Janeiro in 1992, Kenya endorsed and adopted Agenda 21, which provided the world with potential practical solutions to the ever-pressing problems of the environment and development. Kenya adheres to international efforts that continually address the need to reclaim the earth and has ratified most of the international agreements, treaties, conventions and protocols resulting from the first Rio conference that are considered to be in harmony with the country's plans for sustainable development. Kenya as a signatory of many international agreements and conventions including the Millennium Development Goals (MDGs) and the United Nations Decade of Education for sustainable Development (UNDESD) 2005 – 2014, has actively participated in international meetings convened by these conventions.

Since 1963, Kenya has pursued development that has focused on eradicating hunger, illiteracy and diseases. The Sessional paper No. 1 of 1965 on “Poverty Reduction Strategies” marked the stepping-stone for Kenya's attempts at sustainable development. Other relevant strategies that have been put in place include The Poverty Reduction Strategy Paper (PRSP) in 1999; The Economic Recovery Strategy for Wealth and Employment Creation (ERS); and Kenya's development blueprint Vision 2030. The Kenya Constitution 2010 reinforces the policy and legal basis of sustainable development in Kenya. The three pillars of sustainable development are embedded in the fundamental rights guaranteed by the Constitution, which lay down the framework for social justice in Kenya.

Kenya's development agenda is now anchored on the Kenya Vision 2030, which aims at creating “*a globally competitive and prosperous country with a high quality of life by 2030*”. It aims to transform Kenya into “*a newly industrialized, middle-income country providing a high quality of life to all its citizens in a clean and secure environment*”. Simultaneously, the Vision aspires to meet

the Millennium Development Goals (MDGs) for Kenyans by 2015. The key goal for Vision 2030 is the attainment of a ‘nation living in a clean, secure and sustainable environment’ driven by the principles of sustainable development. It is based on the three pillars of political, social and economic advancement and it aims to transform the economy and achieve sustainable growth.

In 2005 the United Nations launched the Decade of Education for Sustainable Development. This was the result of a long process of international deliberation on the sustainability of development models which began in 1972 at the United Nations Conference on Human Development held in Stockholm, Sweden. Twenty years later, in 1992, the international community affirmed the important role of education, training and public awareness in achieving the goals of sustainable development in Chapter 36 of Agenda 21 at the United Nations Conference on Environment and Development held in Rio de Janeiro. Agenda 21 indicated that all levels of education and training would need to be re-oriented towards a more sustainable model of development that meets the needs of the present generation without compromising or jeopardizing the capacity of future generations to meet their needs. By emphasizing on education, training and public awareness, Agenda 21 indicated that all sectors of society should be involved in a life-long learning process oriented towards sustainable development.

The Johannesburg Implementation Plan produced at the World Summit on Sustainable Development in 2002 confirmed the importance of Education for Sustainable Development in achieving the interrelated and intergenerational social, economic and environmental goals of sustainable development. The Plan recommended the declaration of a UN Decade on Education for Sustainable Development, which was adopted by the UN General Assembly through resolution 57/254 with UNESCO designated as the lead agency. In 2005 UNESCO released an International Implementation Scheme for the UN Decade of Education for Sustainable Development (UNESCO, 2005), which has led to implementation processes across the world at regional, sub-regional and national levels.

In March 2006 African Ministers of Education made a commitment to implement the UN Decade of Education for Sustainable Development (UNDESD) in the context of the Second Decade on Education in Africa. Their statement of commitment emphasizes the need to situate UNDESD activities within key policy initiatives such as the MDGs, the United Nations Declaration on the New Partnership for African Development (NEPAD), the African Union's Second Decade on Education Plan of Action, and the Dakar Framework for Action aimed at achieving the Education for All (EFA) goals.

The Bonn Declaration (UNESCO, 2009) called for the development and adjustment of ESD policies and frameworks in order to guide the implementation of ESD in all educational sectors. Drawing upon the recommendations from this authoritative document, the UNESCO Strategy for the Second Half of the DESD (UNESCO, 2010) called for creating spaces to discuss a common vision towards sustainable development and emphasized the need to create ESD strategic documents which are context-based and address the specific challenges that individuals, communities and nations are facing in different parts of the world.

The UNDESD requires member states to integrate ESD into their education plans at all levels and across all sectors of education. In this regard education is seen as a primary means of social mobility, national cohesion and socio-economic development through which Education for Sustainable Development (ESD) could be transmitted. Education therefore becomes an indispensable element for achieving sustainable development.

As a member state, Kenya has been implementing the ESD strategy developed in 2008 which examines the Decade's vision, mission and objectives to improve quality of education at all levels, re-orient education, enhance public awareness and understanding and build capacity for sustainable development.

1.2 The Legal and Policy Framework

Kenya is a signatory to several international commitments and conventions related to education such as Education For All (EFA), Dakar Framework of

Action, MDGs, United Nations Literacy Decade (UNLD) and the Convention on the Rights of the Child (CRC). The Government has also prepared and implemented several pieces of legislation and policies on education. These include Sessional Paper No. 10 of 1965, Board of Adult Education Act; Education Act (1968) and Sessional Paper No. 6 of 1988 on Education and Manpower Training for the Next Decade and Beyond, among others. These have guided the philosophy and provision of education in the country since independence. The Children's Act (2001) highlights the right of every child to free compulsory basic education.

The most recent policy step is the passing of the Sessional Paper No. 1 of 2005, a Policy Framework for Education, Training and Research. This policy paper recognizes the integral role of education and training in promoting national development and re-affirms the government's commitment to the provision of quality education and training for national development. The Sessional Paper upholds the need to address global issues such as environmental concerns, technology, gender disparities, among others, through education.

Kenya's Vision 2030 blueprint is aimed at making Kenya a globally competitive and prosperous nation where every citizen enjoys a high quality of life. The Medium Term Expenditure Plan (MTP) I of Vision 2030 directed that an ESD policy be developed and curricula at all levels re-oriented to cater for ESD. The Vision 2030 MTP II plans to have the curricula changed to mainstream the constitution. The Sessional Paper No. 1 of 2005 revised the Vision and Mission of the Ministry of Education, Science and Technology paying more emphasis on outcomes related to sustainable development leading to the Sector Wide Approach to Planning (SWAP).

The education sector mission is *“to provide, promote and co-ordinate lifelong education, training and research for Kenya's sustainable development.*

The Sessional Paper No. 14 of 2012 – ‘Reforming Education and Training Sectors in Kenya’ has rationalized delivery of education in Kenya including passage of relevant Acts by Parliament.

The Environmental Management and Coordination Act, No. 8 of 1999 is a framework law that provides for effective coordination and regulation of all actions directed at or likely to have influence on the environment. Environmental issues are well articulated in EMCA(1999) where sustainable development is defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

The Kenyan Constitution promulgated in August 2010 advances this further and makes environmental protection an obligation of the government and the citizens. Article 10 (2) d entrenches sustainable development as a national value and principle of governance to be espoused by Kenyans. Article 42 on the Bill of Rights elaborates the right of every person to a clean and healthy environment. Article 53 entitles every child with a right to free and compulsory education.

Article 69 of the constitution emphasizes the need for sustainable exploitation, utilization, management and conservation of the environment and natural resources. It obligates the state and every person to ensure the sustainable exploitation, utilization, management and conservation of the environment and natural resources and ensure equitable sharing of the accruing benefits. The constitution thus takes an ecological perspective to sustainable development; a perspective geared towards the protection of the environment for ecological reasons as well as for satisfaction of human needs, thus advancing Agenda 21 and the Brundtland Commission report.

Section 5 of the Basic Education Act establishes the National Education Board (NEB) as an advisory body for the Cabinet Secretary on Education matters. The Basic Education Act Section 42 (d) *further stipulates that the Cabinet Secretary shall upon advice of the National Education Board advise the government on the promotion of environmental protection education for sustainable development.*

These provisions give education a bigger opportunity to focus on sustainable development. Any new reforms in education are anchored on the Kenya Constitution 2010.

1.3 Education for Sustainable Development Strategy for Kenya

Kenya developed an ESD implementation strategy in 2008 to guide all ESD interventions and provide an enabling environment and capacity for all sectors and stakeholders to effectively contribute towards the achievement of sustainable development.

The strategy was aimed at;

- Enhancing the role of education and learning for equitable, efficient and sustainable utilisation of the country's resources;
- Promoting quality education through diverse learning and public awareness for improved quality of life and productive livelihoods; and
- Promote teaching and learning that inculcates appropriate values, behaviour and lifestyles for good governance and sustainability.

The implementation and coordination of ESD activities in Kenya have been carried out in line with the implementation strategy through eight interlinked strategies namely:

1. Advocacy and vision building;
2. Consultation and ownership,
3. Partnership and networks;
4. Capacity building and training;
5. Research and innovation;
6. Use of ICT;
7. Monitoring and evaluation and;
8. Regional Centres of Expertise.

A national steering committee drawn from a broad representation ranging from government, civil society organizations (CSOs) and the private sector has been spearheading the process of ESD implementation in Kenya. Sectoral ESD committees have also been established in order to address specific key sustainable development issues.

1.4 Status of Implementation of the Strategy

The government, CSOs and the private sector have made notable ESD-related responses in relation to society, environment and economic spheres of sustainable development. A wide range of ESD activities in relation to society, environment and economic spheres of sustainable development have been taking place in Kenya and are being led by the government, CSOs, the private sector as well as communities. These include policy formulation, advocacy and public awareness, resource material development, research and innovations, capacity building, networking, partnerships and vision building. These activities aim at raising awareness, providing skills and empowering people and communities to create more sustainable futures. However, synergies among these initiatives, as well as greater support from the business sector, are still challenges that need to be addressed.

The aim of the National ESD Policy, therefore, is to provide a framework for mainstreaming education which inculcates sustainable development as a life-long learning practice in all levels of education in Kenya in line with the regional and international ESD frameworks.

1.5 Rationale and Justification for the ESD Policy

The need for a comprehensive National ESD Policy arises from the understanding that while Kenya has made a lot of steps in development of education which focuses on the dynamics of the physical/biological and socio-economic environment as well as on human development, there are still gaps and constraints which hinder realization of its full potential. There are also new social, environmental and economic challenges which have emerged and need a harmonized approach in provision of sustainable development to attain vision 2030.

The government has made strides in ensuring that there is provision for quality of education as enshrined in the diverse acts governing the education sector and several Sessional papers. The current state however indicates that there is need to improve the quality of education at all levels if Kenya is to achieve sustainable development. The re-orientation of education at all levels is also fundamental to achieving sustainable development.

Whereas a few institutions have started reviewing their curricula, there is need to ensure that re-orientation happens at all levels. Sustainable development will be achieved if all citizens in Kenya inculcate values that uphold sustainable development concerns. A lot of efforts have been made to create awareness through ESD. These efforts however need some coordination and coherence in information which is being disseminated. Having people with knowledge on ESD issues is a pre-requisite to achieving sustainable development. Capacity building is therefore an important avenue to attain sustainable development. NEMA through the Regional Centres of Expertise (RCEs) and tertiary institutions have embarked on this task. However, there is need for deliberate action to train more people especially at the regional and county levels.

In particular there is need to;

- Provide clear policy direction for effective implementation of education for sustainable development in Kenya.
- Raise public awareness on environmental issues and enhance partnerships and stakeholder involvement.
- Realign to the provisions of the Kenya Constitution 2010.

1.6 The Policy formulation process

In developing this National ESD Policy, the Ministry of Environment, Water and Natural Resources pursued a consultative approach to achieve the following;

- Build consensus among stakeholders to enlist public confidence in the formulation process and enhance subsequent policy implementation;
- Establish synergies and areas of complementarity with relevant sectoral policies; and

- Identify relevant regional and international policies as well as legal instruments to inform the National ESD Policy

The process was guided by the National ESD Taskforce and supported by an Environment Policy Development Secretariat (EPDS) and NEMA through the following consultative activities:

- (a) Multi-sectoral and multidisciplinary stakeholders meetings held within the country;
- (b) Sectoral policy formulation workshops for various ministries and Departments.
- (c) Review of other policies and drafts.
- (d) Approval by the National ESD Taskforce
- (e) Validation at regional and one national workshop
- (f) Adopted by the National Environment Council (NEC)

CHAPTER 2: CHALLENGES AND OPPORTUNITIES

2.1 Sustainable Development Challenges in Kenya

Sustainable development issues in Kenya are complex and interlinked. The issues can be classified as societal, economic and environmental.

Societal issues encompass 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 abuses, all forms of violence and increased insecurity, degraded lifestyles and behaviour, drug and substance abuse, and erosion of cultural values and morals, among others.

The economic issues revolve around systems of production, consumption, investments and service delivery towards an enhanced gross domestic product (GDP). However, several challenges such as high levels of poverty and related issues impede optimal performance of the economy. The current projections indicate that 56 per cent of the Kenyan population lives below the poverty line earning less than US\$1.00 per day. Further, the gap between the rich and the poor has continued to widen with a per capita income of about KES1,239 per month in the rural areas and KES2,648 in urban areas. As such there are predominantly more poor members of society.

The other challenges affecting economic growth and performance include inadequate investment infrastructure leading to rising levels of unemployment, rural/urban migration, corporate irresponsibility and lack of accountability and corruption. The inefficient and wasteful production systems lead to unsustainable utilisation of natural resources resulting in their degradation. Further, the poor enforcement of policies and regulations governing production and marketing hinder economic growth and the attainment of its optimal performance.

The environment sector has a number of challenges too. These include frequent droughts, natural disasters, acute water shortages, climate change and variability, loss of biodiversity and poor waste management systems. This has

resulted in land degradation and loss of forest cover which currently stands at a mere 1.7 per cent of the total territorial surface area falling far below the globally recommended 10 per cent minimum cover. Moreover, about 88 per cent of the country's total surface area is comprised of Arid and Semi Arid Lands (ASALs) while desertification is on the rise as a result of fragility of the ecosystems.

Negative impacts on the environment have been as a result of the robust industrial development experienced in the country over the last four decades. This has resulted in increased waste generation leading to unsustainable waste management practices.

The Vision 2030 has, as a key goal, the attainment of status of a 'nation living in a clean, secure and sustainable environment' driven by the principles of sustainable development. To realize this, the focus will be on four strategic thrusts namely conservation of natural resources, pollution and waste management, ASALs and high-risk disaster zones and environmental planning and governance.

2.2 ESD Opportunities in Kenya

The ESD provides an opportunity for Kenya to develop and implement an education system and programme which develops values that promote viable and alternative approaches to sustainable development. Its conceptual basis, socio-economic implications, environmental and cultural connections make it an enterprise which potentially touches on every aspect of life. This translates into objectives of the UN ESD Decade to;

- Improve quality of education at all levels for sustainable development;
- Re-orient education at all levels for sustainable development;
- Enhance public understanding and awareness of sustainable development;
- Build capacity for sustainable development

Kenya has developed an ESD strategy to provide an enabling environment and capacity for all sectors and stakeholders to effectively contribute towards the achievement of sustainable development. The strategy is aimed at;

- Enhancing the role of education and learning for equitable, efficient and sustainable utilisation of the country's resources;
- Promoting quality education through diverse learning and public awareness for improved quality of life and productive livelihoods; and
- Promoting teaching and learning that inculcates appropriate values, behaviour and lifestyles for good governance and sustainability.

Education, training and research are factors that influence national development. These factors are seen as tools to address local challenges and provide possible practical solutions and options. An efficient and effective education system provides the necessary modalities and infrastructure to facilitate learning, training and research that take cognizance of local issues. It is on this basis that appropriate policies have been developed to guide education, training and research in the country.

Over time, the education system has infused aspects of environmental education (EE) in most subjects as a response to teaching about environmental sustainability. However, this has been inadequate as EE is a subset of ESD as it does not adequately address issues on society and economy.

CHAPTER 3: GOAL, OBJECTIVES AND GUIDING PRINCIPLES

3.1 Goal

Education that enhances sustainable development in Kenya

3.2 Objectives

The following strategic objectives are guided by the four thrusts of ESD

- To enhance the role of education and learning for equitable, efficient and sustainable utilisation of the country's resources;
- To promote quality education through diverse learning and public awareness for improved quality of life and productive livelihoods; and
- To promote teaching and learning that inculcates appropriate values, behaviour and lifestyles for good governance and sustainability.
- Strengthen the legal and institutional framework for effective coordination and management of ESD in Kenya.
- Ensure sustainable management of the environment and natural resources for national economic growth and improved people's livelihood and well-being.

3.3 Guiding Principles

The following guiding principles will underpin this Policy

- Interdisciplinary and holistic learning embedded in the whole curriculum;
- Sharing of values and principles underpinning sustainable development;
- Critical thinking and problem-solving;
- Different pedagogies;
- Learner-centered environment;
- Addressing local as well as global issues.

- Ensuring a citizenry that understands;
 - Interdependence - Understanding that what people, including themselves, do affects themselves, the places they live, other people, and plants and animals.
 - Citizenship and stewardship - Knowing how to care for themselves and others and how to care for their home, school and local environments.
 - Needs and rights of current and future generations - Being able to distinguish between actions and products that are wasteful or more sustainable.
 - Diversity - Understanding the importance of cultural diversity and biodiversity in local and global contexts and the importance of maintaining cultural diversity and biodiversity at local and global levels.
 - Quality of life - Understanding the basic difference between needs and wants and that basic needs are universal.
 - Sustainable change - Understanding the idea of finite resources.
 - Values and perceptions -Respecting others, their property, culture and way of life and beliefs. Recognizing the need to treat everyone fairly and equally.
 - Conflict Resolution - Showing care and consideration for others and being sensitive towards their feelings. Understanding the importance of promoting peace and harmony.

3.4 ESD Stakeholders

The policy will be implemented by a number of stakeholders. In this policy, the definition of stakeholders entails any individual, organization and groups of individuals involved or want to be involved in ESD activities. The primary stakeholders include government agencies, CSOs, private sector, media and development partners.

CHAPTER 4: POLICY STATEMENTS

Both the UN ESD and the Kenya ESD Strategy provide an opportunity for Kenya to develop and implement education systems and programmes which develop values that promote viable, alternative approaches to sustainable development. The aim of this policy is therefore to enhance the role of education and learning for equitable, efficient and sustainable utilization of the country's resources. These policy statements are therefore guided by the four objectives of UN ESD;

- Improve quality of education at all levels for sustainable development;
- Re-orient education at all levels for sustainable development;
- Enhance public understanding and awareness of sustainable development; and
- Build capacity for sustainable development

4.1 Quality of Education

4.1.1 Objective

To improve quality of education at all levels for sustainable development

4.1.2 Policy statement

The Government and stakeholders shall mainstream ESD in all teaching and learning processes

4.1.3 Strategy:

1. Strengthening and realigning the ESD coordinating institutions.
2. Improve methods of teaching and learning
3. Promote acquisition of innovative and creative skills
4. Integrate positive indigenous knowledge and practices that promote achievement of ESD

5. Promote acquisition of relevant competencies for national and global citizenship
6. Develop and operationalise appropriate local training programmes
7. Encourage linkages and exchange programmes with best practices among stakeholders.
8. Recognize, document and disseminate local innovations

4.2 Re-orientation of education

4.2.1 Objective

To re-orient education at all levels for sustainable development

4.2.2 Policy statement

The Government and stakeholders shall review and implement curricula to address ESD concerns.

4.2.3 Strategy:

1. Review existing curricula to address ESD concerns
2. Ensure curriculum content allows for local relevance and cultural appropriateness
3. Promote flexible curriculum frameworks to facilitate entry, exit and continuous learning
4. Promote practical (hands on) teaching.

4.3 Enhance public understanding and awareness of ESD

4.3.1 Objective

To enhance public understanding and awareness of sustainable development

4.3.2 Policy statement

The Government and stakeholders shall promote public understanding and awareness of education for sustainable development.

4.3.3 Strategy:

1. Sensitize the public at all levels on education for sustainable development.
2. Establish and strengthen Regional Centers of Expertise
3. Promote public participation in activities relevant to ESD
4. Mainstream ESD activities in all exhibitions and trade fairs
5. Promote production of relevant public education and awareness materials on ESD
6. Integrate in all awareness programmes, positive indigenous knowledge, skills, attitudes and practices that promote social development and economic empowerment

4.4 Build capacity

4.4.1 Objective

To build capacity within the country for sustainable development

4.4.2 Policy statement

The Government and stakeholders shall promote life-long learning within all contexts

4.4.3 Strategy:

1. Establish regional centers of expertise for training and capacity building
2. Strengthen ESD implementing institutions
3. Promote research in ESD and outreach
4. Mobilize resources to support ESD capacity building at all levels
5. Establish and utilize ICT platforms for capacity building
6. Promote and share ESD best practices

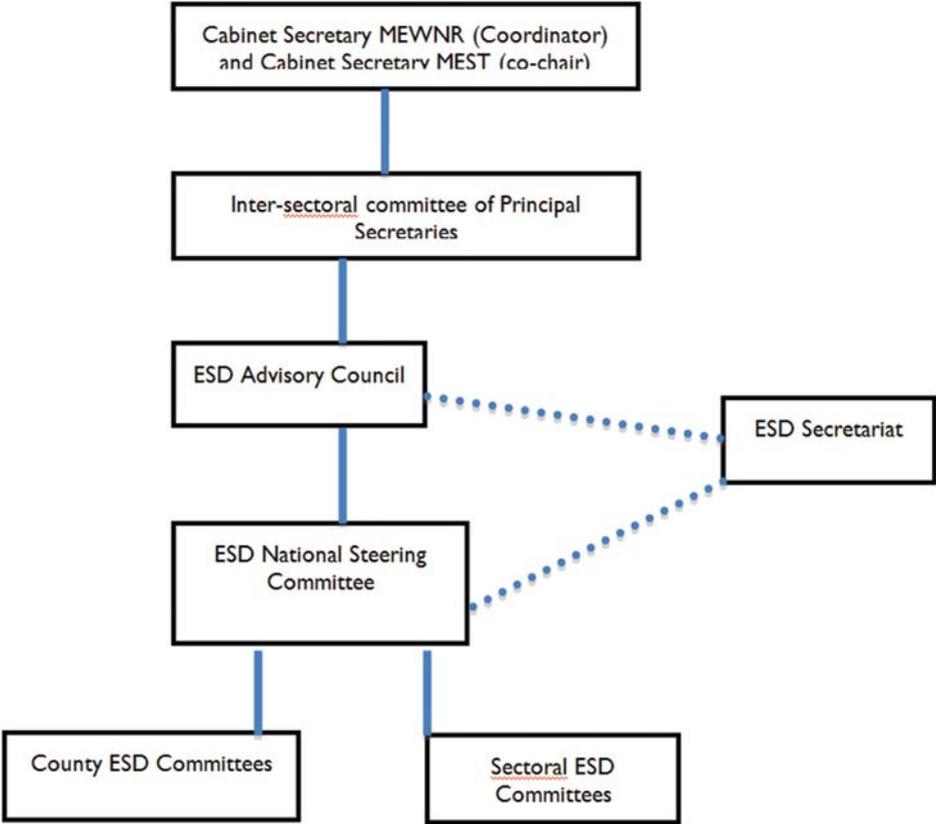
CHAPTER 5: ESD POLICY IMPLEMENTATION FRAMEWORK

The Government is fully committed to the implementation of this policy. The implementation process will be as follows;

- 1) The approval of Sessional Paper on ESD.
- 2) The enactment by Parliament of the new ESD Law.
- 3) The ESD Strategy will provide the strategic guidelines for implementation while the existing legislations will provide the legal framework

The ESD Policy will be implemented by the Ministry of Environment, Water and Natural Resources in collaboration with the Ministry of Education, Science and Technology and NEMA. Funding for the implementation will be as specified in the National ESD strategy and the existing legislations. The policy will undergo a comprehensive review after five years and may also undergo minor amendments during its lifespan.

ESD will be coordinated by the Cabinet Secretary in Charge of Environment, Water and Natural Resources. The Cabinet Secretary in charge of Education, Science and Technology will be a co-chair (see Figure below). An inter-sectoral committee of Principal Secretaries will steer the ESD process. An advisory council will be constituted with membership drawn from NEC members and other co-opted individuals and institutions to oversee the implementation of ESD. A National Steering Committee with representation from government sector, civil society and private sector will spearhead the process of ESD implementation. Sectoral ESD committees will be established to address specific key sustainable development issues. County ESD coordinators will coordinate ESD activities at the grassroots level. A secretariat will be formed to coordinate the ESD activities.



5.1 ESD Policy Implementation Matrix

Policy Statement	Strategies	Indicators	Key Actors	Time Frame
<i>The Government and stakeholders shall mainstream ESD in all teaching and learning processes.</i>	<ol style="list-style-type: none"> 1. Strengthening and realigning the ESD coordinating institutions. 2. Improve methods of teaching and learning 3. Promote acquisition of innovative and creative skills 4. Integrate positive indigenous knowledge and practices that promote achievement of ESD 5. Promote acquisition of relevant competencies for national and global citizenship 6. Develop and operationalise appropriate local training programmes 7. Encourage linkages and exchange programmes with best practices among stakeholders. 8. Recognize, document and disseminate local innovations 	<ul style="list-style-type: none"> • No of ESD programmes developed • No of linkages and exchange programmes conducted • No of innovations awarded, documented and disseminated • No of persons trained and using creative and innovative methodology • No of institutions which have mainstreamed ESD into existing and new curricula 	<ul style="list-style-type: none"> • MOEST • NEMA • MEWNR • CSOs • Private sectors • Media 	2014-2018
<i>The Government and stakeholders shall review and implement curricula to address ESD concerns</i>	<ol style="list-style-type: none"> 1. Review existing curricula to address ESD concerns 2. Ensure curriculum content allows for local relevance and cultural appropriateness 3. Promote flexible curriculum frameworks to facilitate entry, exit and continuous learning 4. Promote practical (hands on) teaching and ensure it is assessed. 	<ul style="list-style-type: none"> • No of institutions reviewed curricula to address ESD concerns. • Curricula with the desired ESD values in place in all institutions of learning 	<ul style="list-style-type: none"> • All institutions of learning • MOEST • MEWNR • NEMA • KICD 	2014-2018
<i>The Government and stakeholders shall promote public understanding and awareness of education for sustainable development</i>	<ol style="list-style-type: none"> 1. Sensitize the public at all levels on education for sustainable development. 2. Establish and strengthen Regional Centers of Expertise 3. Promote public participation in activities relevant to ESD 4. Mainstream ESD activities in all exhibitions and trade fairs 5. Promote production of relevant public education and awareness materials on ESD. 6. Integrate in all awareness programmes, positive indigenous knowledge, skills, attitudes and practices that promote social development and economic empowerment 	<ul style="list-style-type: none"> • No of partnerships established • No of exhibitions per year • Utilisation of IK on research and implementation of ESD programmes • No and type of ESD materials produced and distributed. 	<ul style="list-style-type: none"> • NGOS • Development Partners • Bilateral partners • MEWNR • MOEST • NEMA • RCEs • Universities 	2014-2018
<i>The Government and stakeholders shall promote life-long learning within all contexts</i>	<ol style="list-style-type: none"> 1. Establish regional centers of expertise for training and capacity building 2. Strengthen ESD implementing institutions 3. Promote research in ESD and outreach 4. Mobilize resources to support ESD capacity building at all levels 5. Establish and utilize ICT platforms for capacity building 6. Promote and share ESD best practices 	<ul style="list-style-type: none"> • ICT training materials for ESD developed and platforms established for information exchange • No. of functional RCE and green schools 	<ul style="list-style-type: none"> • NGOS • MEWNR • MOEST • NEMA • Media 	2014-2018

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