KENYATTA UNIVERSITY

Concept Note

The Leadership for Education for Sustainable Development (LEAD-ESD) Regional Inception Workshop

Kenyatta University
Nairobi, Kenya
16-18 June 2025

Background

Sustainability issues in the eastern Africa region, like in the rest of the world, cut across domains ranging from climate change, deforestation, air pollution, biodiversity loss, food waste, unsustainable energy through fossil fuels, ocean acidification, reduced inequalities, water scarcity and pollution, unsustainable agriculture and water management, among others. These are compounded by lack of policy and governance and coherent inter-sectoral strategy to address the challenges which present in varied in degrees across countries in the region. The Leadership for Education for Sustainable Development (LEAD-ESD) initiative is anchored on several national, regional, continental and global policies, frameworks, guidelines and goals to address sustainability issues through education.

Climate change, as defined by the IPCC[1], involves long-term changes in climate properties mainly due to human activities. Climate change results from global warming, impacting both conservation and socioeconomic aspects. In East Africa[2], the average annual surface temperature increased by 0.7°C-1.0°C between 1973 and 2013, with marine heat waves doubling along the Somalian coast from 1982-2020. The region experienced short rains (October-December) from the 1960s to 2017, while long rains (March-May) became drier between 1986 and 2007. This variability has caused intense wet spells and widespread flooding in countries like Ethiopia, Somalia, Kenya, and Tanzania. Kenya, for example, faces frequent natural hazards, with over 70% of disasters linked to extreme climatic events. Major droughts occur approximately every ten years, and moderate droughts or floods every three to four years, leading to significant economic losses, such as the $2.8 billion loss from the 1998-2000 drought[3]. Climate change also poses a risk to food security in central Africa, affecting the yields of key smallholder crops like

[1] *AR6 Climate Change 2021: The Physical Science Basis — IPCC". www.ipcc.ch*. https://www.ipcc.ch/report/ar6/wg1/
[2] Palmer, P. I., Wainwright, C. M., Dong, B., Maidment, R. I., Wheeler, K. G., Gedney, N., ... & Turner, A. G. (2023). Drivers and impacts of Eastern African rainfall variability. Nature Reviews Earth & Environment, 4(4), 254-270.
[3] Climate Risk Profile: Kenya (2021): The World Bank Group. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://climateknowledgeportal.worldbank.org/sites/default/files/2021-05/15724-WB_Kenya%20Country%20Profile-WEB.pdf

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maize and cereals. Adaptation strategies, including regional markets, strategic food reserves, and new cultivars, are suggested to help farmers cope with these changes.

Since 2005, drought frequency in East Africa has increased from once every six years to once every three years[4]. This has led to significant socio-economic impacts, such as the $2.8 billion loss from the 1998-2000 drought. Floods, causing the greatest loss of human lives, and droughts have heavily affected disaster-prone areas like Baringo, West Pokot, Kisumu, and Laikipia in Kenya. The 2019[5] short rains were among the wettest in recent decades, affecting over 2.8 million people. Climate change has reduced maize, and wheat yields by 5.8% and 2.3% respectively from 1974-2008 and caused acute food insecurity from 2015-2019. Glaciers on Kilimanjaro, Mount Kenya, and Rwenzori are receding. Malaria-bearing mosquitoes have expanded to higher altitudes, and climate change is reducing pastureland biomass and water quality. Rainfall and river discharge variability have negatively impacted water-dependent sectors, with rising water levels in Kenya's rift lakes since 2010.

Climate change is a real and ongoing issue with diverse and far-reaching effects on social, economic, and environmental dimensions of human well-being. It impacts health, water availability, food security, and the biophysical environment. Prolonged droughts and frequent floods affect all aspects of human life. Countries must ensure their populations adapt to these changes to achieve the United Nations Sustainable Development Goals. Key intervention areas include climate change adaptation, mitigation, science, finance, and education. Education for sustainable development aims to provide transformative learning, equipping people with the knowledge and skills needed for climate action[6].

The East African Community (EAC) aims to address climate change through collaborative efforts to mitigate its impacts, prioritize adaptation strategies, and build regional resilience by promoting sustainable development practices across sectors like agriculture, energy, and water management, with a focus on capacity building, policy development, and access to climate finance to safeguard the livelihoods of its member states and ecosystems[7]. Guiding these efforts are the EAC Climate Change Policy Framework (Objective 2.2) and the African Union Agenda 2063 Aspiration 1 which aims *"to build a climate-resilient Africa by promoting sustainable development practices, mitigating the impacts of climate change, and adapting to its effects, all while ensuring that future economic growth does not further harm the environment, with a focus on protecting vulnerable communities and prioritizing renewable energy sources"*.

The LEAD-ESD project is further informed by several developments. Globally, there has been a rallying of global efforts towards the attainment of the Sustainable Development Goals by 2030

[4] Ofori, S. A., Cobbina, S. J., & Obiri, S. (2021). Climate Change, Land, Water, and Food Security: Perspectives from Sub-Saharan Africa. Frontiers in Sustainable Food Systems, 5, 680924. https://doi.org/10.3389/fsufs.2021.680924
[5] Wainwright C. M., Finney D., Kilavi M., Marsham J. H. (2020) Extreme rainfall in East Africa, October 2019–January 2020 and context under future climate; Wiley and Royal metrological Society. http://dx.doi.org/10.1002/wea.3824
[6] Stoch, B., Alcamo, J., & Schwalbach, R. (2021). Projected climate change impacts on mean and year-to-year variability of yield of key smallholder crops in Sub-Saharan Africa. Climate and Development, 13(3), 268-282.
[7] East African Community (EAC) Climate Change Policy Framework https://www.eac.int/environment/climate-change/eac-climate-change-policy-framework

with a growing recognition of the central role of education in the attainment of all the 17 SDGs. It is within this context that, in the Transforming Education Summit (TES) held in 2022, six Calls to Action were issued, among which is the Greening Education Partnership (GEP) - Getting Every Learner Climate Ready. The Greening Education Partnership is structured around four key pillars of transformative education - *Greening schools*, *Greening curriculum*, *Greening teacher training and education systems' capacities*, and *Greening communities*. These interventions are rooted in UNESCO's longstanding work in Education for Sustainable Development (ESD), with a particular focus on education's role in tackling climate change. UNESCO aims to equip individuals and communities, with the skills, values, and attitudes for shaping green, low-emission, and climate-resilient societies.

Education for Sustainable Development (ESD) is UNESCO's response to the urgent challenges facing our planet. Human activities have changed the Earth's ecosystems so much that our survival is at risk, and these changes are becoming harder to reverse every day. To prevent global warming from reaching catastrophic levels, we urgently need to act. ESD empowers people with the knowledge, skills, values, attitudes and behaviours to live in a way that is good for the environment, economy, and society. It encourages people to make smart, responsible choices that help create a better future for everyone. ESD also aligns with the UNICEF Sustainability and Climate Change Action Plan 2023-2030, which seeks to protect the lives, health and well-being of children and the resilience of their communities by adapting essential social services to a changing climate, more frequent disasters and a degrading environment, as well as empower every child through their life course with the developmental opportunities, education and skills to be a champion for the environment.

Regional consultation on LEAD-ESD project

During this biennium (2024-2025), Member States in Eastern Africa have requested that the capacities of their teacher educators be strengthened to integrate ESD into their curricula, and several states have already made concrete efforts to build overall national capacity to understand and implement ESD. Drawing from the success of UNESCO-led and SIDA supported project on Sustainability Starts with Teachers (SST) implemented in 11 Southern Africa Development Community (SADC) countries between 2019-2022, UNESCO Regional Office for Eastern Africa (ROEA) and UNICEF Eastern and Southern Africa Regional Office partnered with Kenyatta University to extend a similar ESD capacity-building initiative to additional SADC and Eastern Africa countries through the LEAD-ESD project.

The Leadership for Education for Sustainable Development project is a capacity-building initiative targeting policy makers, heads of institutions, teacher educators, and TVET educators/instructors in 12 countries in the Eastern Africa region (Comoros, Djibouti, Eritrea, Ethiopia, Kenya, Madagascar, Mauritius, Rwanda, Seychelles, Somalia, South Sudan, and Uganda). The United Republic of Tanzania will be required to share their learning from the UNESCO-supported training from the SST programme during opportunities for peer learning.

The project will be implemented by Kenyatta University with the support of UNESCO and UNICEF in 2025 in a cohort of four eastern Africa countries: Kenya, Rwanda, Seychelles, and

Uganda. The plan is to continue with other cohort countries in Eastern Africa as additional resources become available.

Objective of the LEAD-ESD Project

The LEAD-ESD project aims at strengthening the implementation of SDG4, particularly Target 4.7, in teacher education institutions for teacher educators from ECCE, through primary, secondary, tertiary, and Technical Vocational Education and Training (TVET), as well as education officers and policymakers in the Ministry of Education.

The main objectives of the LEAD-ESD capacity-building project are to:

1. Create a regional learning platform to deliver action learning courses on leadership for education for sustainable development to strengthen the capacity of the education sector to integrate sustainability principles, values, and norms into the education system, with an emphasis on policy, curriculum review, and environmental changes.
2. Organize regional forums for sharing good practices from change projects undertaken by course participants to accelerate the achievement of Education for Sustainable Development across the region and beyond.
3. Reinforce ESD professional networks in Eastern Africa and beyond for sharing experience and peer learning.
4. Promote the design of national and institutional policies, strategies, programmes, and practices in the field of ESD, greening education, and related themes through policymakers, heads of institutions, teacher educators, and TVET educators and instructors towards achieving SDG 4 (Target 4.7).

Regional Inception Workshop for LEAD-ESD

Kenyatta University with the support of UNESCO ROEA and UNICEF ESARO is organizing a three-day inception workshop at Kenyatta University, Nairobi, Kenya, from 16 to 18 June 2025 to launch the ESD project for Eastern Africa. The workshop brings together key technical stakeholders, namely ESD Country coordinators, ESD Focal Persons, and ESD experts drawn from academic institutions and the government, who will be involved in the implementation of the LEAD-ESD project from each of the four countries in the first cohort of the project's inception phase. The workshop will also be attended by senior management from Kenya University, Kenyatta University LEAD-ESD project implementing team members, senior Ministry of Education representatives, and senior UNESCO and UNICEF officials.

Regional Inception Workshop Objective

The aim of the regional inception workshop is to enhance the understanding of the LEAD-ESD project by participants who will be involved in running it from different countries regarding its scope, objective, design, and implementation strategy.

Expected Outcomes

- Participants gain a strong understanding of the LEAD-ESD programme rationale & methodology
- Participants develop familiarity with the LEAD-ESD website and Learning Management System
- A national implementation plan is developed for the four respective countries
- The LEAD-ESD national teams bond and build connections for collaboration and knowledge exchange throughout the implementation period.
- A regional LEAD-ESD forum is created, and participants are sensitized on its use for continued exchange of ideas by members from different participating countries

Participants

- Country coordinators
- ESD Focal Point
- ESD experts
- UNESCO staff
- UNICEF staff
- Vice Chancellor, Kenyatta University
- Principal officers, Kenyatta University
- Kenyatta University LEAD-ESD Project implementation team
- Cabinet Secretary, Ministry of Education
- MoE Directors
- Secretary General, KNATCOM
- KNATCOM Senior Officers
- LEAD-ESD Regional Coordinator

Practical Information

- **Date:** 16 to 18 June 2025
- **Place:** Kenyatta University, Nairobi, Kenya
- **Working Language:** English
- **Contact Information:**
    - Dr. Mukirae Njihia, LEAD-ESD Project Lead,
      (email: Njihia.mukirae@ku.ac.ke, leadesd@ku.ac.ke, Mobile: +254722658869)
    - Dr. Damaris Kariuki LEAD-ESD Co-Project Lead,
      (email: kariuki.damaris@ku.ac.ke, Mobile: +254725494429)
    - Prof Marifa Mwakumanya, LEAD-ESD Regional Coordinator
      (email: m.mwakumanya@unesco.org Mobile +254711909737)

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Workshop Programme

DAY I MONDAY 16th JUNE 2025 **Master of Ceremony:** Dr. Martin Ogola **Rapporteur:** Dr Wilson Mutuma		
THEME- Introduction and Background of ESD		
TIME	**ACTIVITY**	**FACILITATOR**
8.30 – 9.00	Arrival and Registration	LEAD-ESD Secretariat
	Session 1: Opening Ceremony	**Dr. Martin Ogola**
9.00-9.10	Opening Prayer	University Chaplain
9.10-9.20	-National Anthem, EA Anthem, KU Anthem -Entertainment	Director, University Entertainment
	Remarks	
9.20-9.40	Welcoming Remarks, -Introduction -Workshop objectives & expected outcomes	Dr. Mukirae Njihia
9.40-9.55	UNESCO ROEA	UNESCO ROEA – Director Ms Louise Haxthausen
9.55-10.10	UNICEF ESARO	UNICEF ESARO Director
10.10-10.20	Executive Dean, SAES, KU	Prof Maina Mwangi
10.20-10.30	Executive Dean, SOE, LL, KU	Prof Samson Ondigi
10.30-10.40	DVC Academic, KU	Prof -Waceke Wanjohi
10.40-11.05	Vice Chancellor, KU	Prof. Paul K. Wainaina,
11.05-11.35	Opening of workshop	Cabinet Secretary, Ministry of Education, Kenya
11.35-12.00	Keynote address	Prof Heila Lotz-Sisitka (To be represented by Dr Charles Chikunda)
12:00-12:20	Overview of the LEAD-ESD project and expectations from implementing partners	Dr. Patience Awopegba (UNESCO ROEA)/ Ms Annika Rigole (UNICEF ESARO)
12.20-12.30	Group Photo	Registrar, Corporate Affairs
12.30-1.30	**Health Break/Lunch Break**	
	Session 2: ESD background	**Dr. Damaris Kariuki**
1.30-2.00	UNESCO ESD 2030 framework/Roadmap	Professor Marifa Mwakumanya, LEAD-ESD Project Associate, UNESCO ROEA

2.00-2.30	ESD perspectives in the East African region	Dr Beryl Otieno, UNESCO Chair HEDGES, KU
2.30-2.50	Q & A	Dr. Damaris Kariuki
	Session 3: Over-view of LEAD-ESD Learning Action areas	**Dr. Beryl Otieno**
2.50-3.15	Introduction to Action Research	Dr. Mukirae Njihia
3.15-4.10	Lessons from Sustainability Starts with Teachers Project (Learning Action 0-Change Project)	Dr Charles Chikunda
4.10-4.30	Q & A	Dr. Beryl Otieno
4.30	**Health Break**	

DAY 2 TUESDAY 17th JUNE 2025 Rapporteur: Dr. Ezekiel Ndunda		
THEME-LEAD-ESD Learning Action Areas & Learning Management System		
TIME	**ACTIVITY**	**FACILITATOR**
8.30 – 9.00	Arrival and Registration	LEAD-ESD Secretariat
	Session 1: Over-view of LEAD-ESD Learning Action areas	**Dr. Mukirae Njihia**
9.00-9.20	Recap of Day 1	Dr. Wilson Mutuma
9.20-9.50	Learning Action 1: ESD Policy, Context and Competencies	Dr. Beryl Otieno
9.50-10.20	Learning Action 2: Sustainable Development Goals and Critical Issues	Prof Mary Otieno
10.20- 10.40	Q & A	Dr. Mukirae Njihia
10.40-11.10	**Health Break**	
	Session 2: Overview of LEAD-ESD Learning Action areas	**Dr. Nelly Otube**
11.10-11.40	Learning Action 3: Transformative Learning and Learning Environment	Dr. Damaris Kariuki
11.40-12.10	Learning Action 4: Design and Try out Assessment of significant learning in ESD	Dr. Everlyn Wemali
12.10-12.40	Learning Action 5: Monitoring, Evaluation and Scaling for Impact	Dr. Charles Chikunda
12.40-1.10	Q & A	Dr. Nelly Otube
1.10-2.10	**Lunch Break**	
	Session 3: Overview of LEAD-ESD Website and LMS	**Prof Elizaphan Maina**
2.10-2.50	Guided tour of LEAD-ESD Website & LMS	Mr. Assah Amkaya & Mr. Ken Mbabu
2.50-4.30	Practical session on navigating website	Mr. Assah Amkaya & Mr. Ken

	and LMS	Mbabu
4.30-5.00	Q & A	Prof Elizaphan Maina
5.00-5.30	**Trees Planting**	**Dr. Everlyn Wemali**
5.30	Health Break	

DAY 3 WEDNESDAY 18th JUNE 2025 Rapporteur: Dr. Everlyn Wemali		
THEME- Country Specific Implementation Action Plan		
TIME	**ACTIVITY**	**FACILITATOR**
8.30 – 9.00	Arrival and Registration	LEAD-ESD Secretariat
	Session 1: Countries ESD Status	**Dr. James Koske**
9.00-9.20	Recap of Day 2	Dr. Ezekiel Ndunda
9.20-10.40	Country presentation on ESD status (Policy and practice)	
	Kenya	ESD Focal Point/Country Coordinator
	Uganda	ESD Focal Point/Country Coordinator
	Rwanda	ESD Focal Point/Country Coordinator
	Seychelles	ESD Focal Point/Country Coordinator
10.40-11.00	Q & A	Dr. James Koske
11.00-11.30	**Health Break**	
	Session 2: LEAD-ESD Implementation modalities	**Dr. Wilson Mutuma**
11.30-12.00	LEAD-ESD Project Implementation	Dr. Mukirae Njihia
12.00-12.30	Baseline survey tool	Dr. Everlyn Wemali
12.30-1.00	Policy scoping guide	Prof. Mary Otieno
1.00-1.20	Q & A	Dr. Wilson Mutuma
1.20-2.20	**Lunch Break**	
	Session 3: Country Action Plans	**Prof. Marifa Mwakumanya**
2.20-3.40	Development of Country Action Plan	Each country group activity
3.40-4.10	Presentation of Country Action Plan	
	Kenya	LEAD-ESD Country Coordinator
	Uganda	LEAD-ESD Country Coordinator
	Rwanda	LEAD-ESD Country Coordinator
	Seychelles	LEAD-ESD Country Coordinator
4.10-4.30	Way Forward	UNESCO/UNICEF Representative

4.30-5.00	Closing Ceremony	KU Representative
5.00	**Health Break and Departure**	