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MINISTRY OF EDUCATION

# A GUIDE TO MAINSTREAMING EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) AND GLOBAL CITIZENSHIP EDUCATION (GCED) IN UNIVERSITIES IN KENYA

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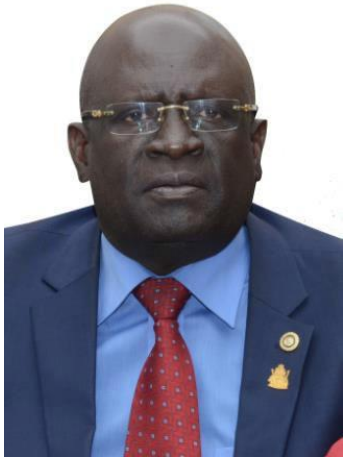
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Email: kenyattauniversity.press@ku.ac.ke

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**FOREWORD**

The Sustainable Development Goals (SDGs), also referred to as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. They tackle the root causes of poverty and unite us together to make a positive change for both people and the planet. The 2030 Agenda for Sustainable Development adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future.

The 17 Sustainable Development Goals (SDGs) are an urgent call for action by all countries – developed and developing – in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality and spur economic growth – all while tackling climate change and working to preserve our oceans and forests. The goals are broad-based and interdependent. By the year 2030, all nations of the world are expected to have achieved the goals.

Through Sustainable Development Goal 4, Education for Sustainable Development (ESD) is entrenched. The aim is to improve access to quality education on sustainable development at all levels and in all social contexts, to transform society by reorienting education and to help people develop knowledge, skills, values and behaviours needed for sustainable development. It is about including sustainable development into teaching and learning. Individuals are encouraged to be responsible actors who resolve challenges, respect cultural diversity and contribute to creating a more sustainable world. There is growing international recognition of ESD as an integral element of quality education and a key enabler for sustainable development. Target 4.7 of SDG 4 on education addresses Education for Sustainable Development and related approaches such as Global Citizenship Education.

While the world may be increasingly interconnected, human rights violations, inequality and poverty still threaten peace and sustainability. Global Citizenship Education (GCED) is a response to these challenges. It works by empowering learners of all ages to understand that these are global, as well as local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies. GCED aims to instill in learners the values, attitudes and behaviours that support responsible Global Citizenship which includes creativity, innovation and commitment to peace, human rights and sustainable development.

Kenya as a Member of United Nations has fully embraced the SDGs and the Ministry of Education is wholly committed to SDG 4. In this regard, the Ministry developed the Education for Sustainable Development Policy, which is supposed to guide the mainstreaming of Education for Sustainable Development and Global Citizenship Education in Kenya. In this connection, guidelines have been developed which will assist the implementers of ESD and GCED in universities in Kenya. The guidelines will go a long way in facilitating the integration and implementation of ESD and GCED in Universities in Kenya. The Ministry will put mechanisms in place to ensure that universities mainstream the guidelines into their programmes.

I believe that graduates who will have been taken through these guidelines will be adequately prepared to address societal challenges.



Prof. George Magoha, CBS
Cabinet Secretary,
Ministry of Education.



**PREFACE**

Universities play a leading role in the development sector all over the world. While it is expected that universities should play very specific roles in promoting sustainable development through their traditional functions of teaching, research and knowledge dissemination, there is a growing concern that the current educational paradigms should address the long-term needs of a sustainable society. Therefore, it is necessary for universities to fill in the knowledge gaps by embracing strategies and procedures to accommodate the resilience required to progressively adapt to changing physical, historical and social conditions.

The concept of sustainable development is concerned with the management of resources, including indigenous knowledge systems to balance present and future consumption. For instance, non-renewable resources are finite and require adequate management systems capable of exploiting them in a productive way to prolong their use beyond the present generation. In this regard, sustainable development should become a regular part of the education system at all levels.

Universities should take the lead in sustainable development. This role is recognized by many people in the higher education sector and reflected in several international agreements between institutions. Education for Sustainable Development and Global Citizenship Education are key in shaping the lives of young people in universities. The mainstreaming of the two concepts will go a long way in enhancing teaching and learning in universities. This will back up the continued efforts by universities in Kenya to continually produce graduates who are responsive to values, attitudes and behaviours that support Sustainable Development and responsible Global Citizenship.

The guidelines for mainstreaming ESD and GCED in universities in Kenya have been developed through stakeholder engagement spearheaded by a committee which was endorsed by universities. The committee has done a commendable job in developing the guidelines for mainstreaming ESD and GCED in universities in Kenya. These guidelines will ensure that the two concepts are adequately captured in the programmes of universities in Kenya.

It is my hope that the mainstreaming of the two concepts will shape the future of this country which is largely in the hands of the young people.



Prof. Collette Suda, PhD. FKNAS, CBS

Chief Administrative Secretary, Ministry of Education and

Principal Secretary, State Department of University Education and Research.



**ACKNOWLEDGEMENTS**

The production of the guidelines for mainstreaming Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) in universities in Kenya is as a result of several workshops. In May 2017, a workshop involving university Vice Chancellors was held. Another workshop for Deputy Vice Chancellors in charge of Academic Affairs took place in June 2018. During the workshops, it was agreed that there is need to develop guidelines to harmonize mainstreaming of ESD and GCED in universities in Kenya. In this regard, a committee was set up to develop guidelines for mainstreaming ESD and GCED in universities in Kenya in June 2018.

The Kenya National Commission for UNESCO (KNATCOM) would like to sincerely thank UNESCO Regional Office for Eastern Africa – Education Division for the technical support the institution has provided to enable the development of the guidelines for mainstreaming ESD and GCED. Further, the great commitment shown by universities to mainstream ESD and GCED in the institutions of higher learning cannot be underestimated.

I wish to acknowledge and appreciate the committee tasked with the responsibility of developing the guidelines for a commendable job. This was achieved through constant stakeholder consultations. This committee comprised of Prof. Peninah Aloo – Obudho, Vice Chancellor ARSA, Karatina University, ( chairperson of the committee); Prof. Sr. Marcella Momanyi, Catholic University of Eastern Africa and member of Education Programme and Expert Committee of KNATCOM; Lynette G. Kisaka, Head of Quality Audit and Standards, Commission for University Education and member of Education Programme and Expert Committee of KNATCOM; Olivia Opere, Teacher Educator, Kenyatta University; Mr.

Charles Mwaniki (Resource Person); Daniel Ngila, Universities Funding Board; and Dr. Tabby Mungai, The State Department for University Education and Research.

I also acknowledge the Secretariat from KNATCOM spearheaded by Mary Kang'ethe, the Director of Education Programme and Nancy Mbugua, the Deputy Director, Education Programme, Higher Education and TVET. I appreciate the roles played by all stakeholders and other persons who have supported the development of the guidelines for mainstreaming ESD and GCED. I appeal to all universities in Kenya to ensure full mainstreaming of Education for Sustainable Development and Global Citizenship Education in their programmes in order to reap maximum benefits from the two concepts.



Dr. Evangeline Njoka, MBS
Secretary General/CEO,
Kenya National Commission for UNESCO.

## GLOSSARY OF TERMS

1. **Biodiversity –** This is the variability among living organisms from all sources, including 'inter alia', terrestrial, marine and other aquatic ecosystems and the ecological complexes of which they are part. This includes diversity within species, between species and of ecosystems.

2. **Climate change –** This refers to change in long-term weather patterns which are attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods.

3. **Conflict –** This is an actual or perceived incompatibility of behaviour and goal in a relationship between two or more parties, individuals or groups. It is a dynamic process in which context, attitudes, behaviour and structure are constantly changing and influencing one another.

4. **Education for Sustainable Development (ESD) –** This is a type of education that aims to enable learners to constructively and creatively address present and future global challenges and create more sustainable and resilient societies.

5. **Environmental Degradation –** This is the deterioration of the environment through depletion of resources such as air, water and soil.

6. **Equity and Equality –** Equity is the absence of avoidable or remediable differences among groups of people, whether those groups are defined socially, economically, demographically, or geographically. Equality on the other hand refers to the equal rights, responsibilities and opportunities for all.

7. **Food security** – This is a situation that exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life.

8. **Global Citizenship Education (GCED) –** This is a type of education that aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.

9. **Hunger –** This refers to a short-term physical discomfort as a result of chronic food shortage, or in severe cases, a life-threatening lack of food.

10. **Human rights –** These are rights inherent to all human beings, regardless of race, gender, nationality, ethnicity, language, religion or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, among others. Everyone is entitled to these rights without discrimination.

11. **Innovation** – This term in its modern meaning is a new idea, creative thoughts and new imaginations in form of device or method. Innovation is often also viewed as the application of better solutions that meet new requirements, unarticulated needs or existing market needs.

12. **Intercultural** – This is the existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect.

13. **Monitoring and Evaluation –** Monitoring is the ongoing process by which stakeholders obtain regular feedback on the progress being made towards achieving their goals and objectives. Evaluation on the other hand is rigorous and independent assessment of either completed or ongoing activities to determine the extent to which they are achieving stated objectives and contributing to decision making.

14. **Peace –** According to the United Nations, peace is not only the absence of war but also dignity and well-being for all.

15. **Peace Building** – This is defined as the practice and process of building or rebuilding new relationships or transforming existing ones. The building or rebuilding process addresses justice and human rights issues, among others.

16. **Poverty –** This refers to not having enough material possessions or income for a person's needs. It may include social, economic and political elements. There are two types of poverty; **absolute poverty**, which measures poverty in relation to the amount of money necessary to meet basic, needs such as food, clothing, and shelter; and **relative poverty** which defines poverty in relation to the economic status of other members of the society: people are poor if they fall below prevailing standards of living in a given societal context.

17. **Poverty eradication** or **poverty alleviation** – This is a set of measures, both economic and humanitarian, that are intended to permanently lift people out of poverty.

18. **Sustainable development** – This is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

19. **Transformative pedagogy** – A transformative pedagogy is an innovative pedagogical approach that empowers learners to critically examine their contexts, beliefs, values, knowledge and attitudes with the goal of developing spaces for self-reflection, appreciation of diversity and critical thinking. A transformative pedagogy is realized when learning goes beyond the mind and connects hearts and actions, transforming knowledge, attitudes and skills.

20. **Treaty –** This is a formally concluded and ratified agreement between states. The term is used generically to refer to instruments binding at international law, concluded between international entities (states or organizations).

## ACRONYMS AND ABBREVIATIONS

| | |
|---|---|
| CSR | Corporate Social Responsibility |
| CUE | Commission for University Education |
| ESD | Education for Sustainable Development |
| GCED | Global Citizenship Education |
| GESIP | Green Economy Strategy Implementation Plan |
| HIV/AIDS | Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome |
| ICT | Information Communication and Technology |
| KNATCOM | Kenya National Commission for UNESCO |
| MDGs | Millennium Development Goals |
| M&E | Monitoring and Evaluation |
| NEMA | National Environment Management Authority |
| OXFAM | Oxford Committee for Famine Relief |
| SDGs | Sustainable Development Goals |
| TVET | Technical and Vocational Education and Training |
| UDHR | Universal Declaration of Human Rights |
| UN | United Nations |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |

## BACKGROUND

The Sustainable Development Goals (SDGs) were adopted at the United Nations Conference on Sustainable Development in Rio de Janeiro, Brazil, in the year 2012. The objective was to produce a set of universal goals that meet the urgent environmental, social and economic challenges affecting the world. The SDGs replaced the Millennium Development Goals (MDGs), which initiated a global effort in the year 2000. Notably, all the 17 SDGs are interconnected; meaning that success in one influences the others and offers a chance to improve life for future generations. The SDGs resonate very well with the Kenya Vision 2030 which is the development blueprint for the country and is motivated by a collective aspiration for a better society by the year 2030. The aim of the SDGs is to ensure utilization of current resources without compromising the future hence sustainable development while the aim of the Kenya Vision 2030 is to create 'a globally competitive and prosperous country with a high quality of life by 2030'.

Ambitions for education are essentially captured in SDG 4 which aims to "ensure inclusive and equitable quality education and promote life-long learning opportunities for all" by the year 2030. The roadmap to achieve the ten targets of the education goal is in the *Education 2030 Agenda Framework for Action* which was adopted in November 2015 and provides guidance to governments and partners on how to turn commitments into action.

The main responsibility for implementing the agenda 2030 lies with governments, UNESCO and partners providing support through coordinated policy advice, technical assistance, capacity development and monitoring of progress at global, regional and national levels. The SDGs are classified into five thematic areas captured in Table 1.These thematic areas are: Peace, Planet, People, Prosperity and Partnerships. Under these thematic areas are the related SDGs.

*Table 1: Sustainable Development Goals thematic areas and related goals*

| S/NO. | SDGs thematic area | Goals |
|---|---|---|
| | Peace | 16 |
| | People | 1, 2, 3, 4, 5 |
| | Prosperity | 7, 8, 9, 10, 11 |
| | Planet | 6, 12, 13, 14, 15 |
| | Partnership | 17 |

The salient features of the five Ps are:

a) **People:** Ending poverty in all its forms and dimensions and ensuring that all human beings can fulfill their potential in dignity and equality and in a healthy environment.

b) **Planet:** Protecting the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change so that it can support the needs of the present and future generations.

c) **Prosperity:** Ensuring that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

d) **Peace:** Fostering peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

e) **Partnership:** Mobilizing the means required to implement the Agenda through a revitalized Global Partnership for Sustainable Development based on a spirit of strengthened global solidarity focused, in particular, on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

Sustainable Development Goal No. 4 on inclusive and equitable quality education provides a cross-cutting mechanism for achieving all the 17 SDGs. Target 4.7 aims at ensuring that all learners acquire the knowledge and skills needed to promote sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, appreciation of cultural diversity and contribution to sustainable development. It entrenches Education for Sustainable Development (ESD) and Global Citizenship Education (GCED).

ESD includes but is not limited to climatic change and environmental sustainability, energy conservation, disaster awareness/preparedness and management, poverty reduction, food and nutrition, sustainable production and consumption and water and sanitation. GCED includes but is not limited to peace, human rights, intercultural understanding, respect for diversity and inclusiveness.

Kenya is committed to integrating the principles and practices of sustainable development in all aspects of education and learning to promote knowledge, skills, values and attitudes with a view of creating a more sustainable society for all. Kenya has ratified most of the international agreements, treaties, conventions and protocols including Sustainable Development Goals. In addition, the Kenya Constitution 2010 (Article 10, subsection 2d) on national values prioritizes sustainable development as a national value and has developed a Green Economy Strategy and Implementation Plan (GESIP) to address societal challenges of poverty, employment, inequality, environmental degradation, climate change, infrastructure gaps and food security.

A wide range of ESD activities are taking place in Kenya led by the government, civil society organizations, the private sector as well as communities. These activities include raising awareness, building capacities and skills and empowering people and communities to create more sustainable societies. However, there is need for synergies among these initiatives, as well as greater support from the relevant sectors.

Quality education must also develop "the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions and respond to local and global challenges through Education for Sustainable Development and Global Citizenship Education.

The Ministry of Education launched the Education for Sustainable Development Policy for the Education Sector in 2017. This policy will guide the mainstreaming of ESD and GCED in universities in Kenya. In addition, the changing shape of the international and nowadays "globalized" order has shown that this notion of "citizen" based primarily on national identity and expectations is insufficient. Nations are now inexorably part of the global community, bound together in complex interrelationships across political, economic, social and cultural levels of life. Nowadays, terms like the "global village" and the phenomenon called "globalization" have become imprinted on popular consciousness and integrated in national and international statements and policies. Education in Kenya is expected to foster nationalism, patriotism and promote national unity as well as promote international consciousness and foster a positive attitude towards other nations.

Global Citizenship Education emphasizes interdependence and interconnectedness of people and places. With the flow of peoples worldwide (e.g. migration, international education,

economic and cultural exchanges, tourism, etc.) and the rapid expansion of ICT, there is now a great need 'to learn to live together'.

Majority of governments and citizens agree that there are urgent challenges to the survival of humanity and the planet. These include but are not limited to climate change, poverty, environmental degradation and proliferation of weapons of mass destruction, among others. There is, therefore, need for cooperation at global level to effectively and sustainably resolve the challenges.

Education in a globally interconnected and interdependent world recognizes the importance of values and communication skills to complement knowledge and skills. There is a growing consensus on the relevance of education in understanding and resolving social, political, cultural and global issues or problems including peace, human rights, equity, acceptance of diversity and sustainable development (UNESCO, 2014). This calls for a concerted effort to mainstream ESD and GCED in universities in Kenya.

**Rationale for Education for Sustainable Development (ESD) and Global Citizenship Education (GCED)**

Education is an essential tool for achieving sustainability and a key element of enabling sustainable development. The national goals of education in Kenya seek to promote the development of values and skills that enable Kenyans to function effectively within their families and communities, foster the spirit of nationhood and embrace global citizenship. The goals also seek to promote social equality, responsibility and respect for and development of Kenya's rich and varied cultures (Sessional Paper No. 1 of 2019). The objectives of university education as stipulated in the Universities Act No. 42 of 2012 are closely related to the purpose of ESD and GCED hence the importance of mainstreaming the two concepts in university programmes in Kenya. The objectives include:

a) Advancement of knowledge through teaching, scholarly research and scientific investigation;
b) Promotion of learning in the student body and society generally;
c) Promotion of cultural and social life of society;
d) Support and contribution to the realization of national economic and social development;
e) Promotion of the highest standard in, and quality of, teaching and research;

f) Dissemination of outcomes of research conducted by the university to the general community;

g) Facilitation of life-long learning through adult and continuing education;

h) Fostering of capacity of independent critical thinking amongst its students;

i) Education, training and re-training higher level professional, technical and management personnel;

j) Promotion of gender balance and equality of opportunity among students and employees;

k) Promotion for equalization for persons with disability, minority and marginalized groups.

Implementation of Education for Sustainable Development (ESD) will be achieved through integrating sustainable development in the university education in Kenya. ESD can broadly be interpreted as holistic and transformational education that addresses learning content and outcomes, pedagogy and learning environment to achieve societal transformation (UNESCO, 2014).

Global Citizenship Education (GCED) seeks to nurture respect and harmonious co-existence among learners. It is a shared aspiration among all people to live together in peace both within and beyond their borders. Global Citizenship is marked by an understanding of global interconnectedness and a commitment to the collective good**.** The key elements of GCED include knowledge and understanding, skills, values and attitudes. The key competencies in GCED are communication, collaboration, critical thinking, problem solving, imagination and creativity.

Education for Sustainable Development and Global Citizenship Education converge in target 4.7 of the Sustainable Development Goal 4 on education of the 2030 agenda for sustainable development. The commonality between ESD and GCED lies in their vision that seeks to empower learners of all ages to become proactive contributors to a more just, peaceful, tolerant, inclusive and sustainable world. This will produce graduates with a global mindset capable of promoting sustainable development in the family, community, nationally and internationally.

In contrast to the focus on a nation-state basis of "citizenship", GCED promotes the concept of a "Global citizenship" in terms of "citizenship beyond borders", or "citizenship beyond the nation-state" or the broad notion of "planetary citizenship", focusing on the global community's responsibility to preserve planet Earth. Moreover, as UNESCO (2014) and

participants in the Seoul Technical Consultation meeting agreed, "Global Citizenship" is not a legal status but rather a symbolic and ethical sense of belonging to the global community and common humanity. As summarized by UNESCO (2014), active citizens will be able to engage in "civic actions in the public domain to promote a better world and future based on respect for the universal values of human rights, democracy, justice, non-discrimination, diversity and sustainability".

The transformative approach of ESD and GCED lays emphasis on activities that promote behavioural change and transformation. In the Universities Act of 2012, one of the objectives of university education is fostering of a capacity for independent critical thinking among its students. Therefore, introduction of contents on ESD and GCED in university programmes will inculcate critical thinking, creativity and decision making in a collaborative way. This will ensure a change of mindset among university managers, educators and students to enable them become responsible global citizenships to contribute effectively towards sustainable development. It is for this purpose that these guidelines have been developed with the aim of introducing the two concepts to university managers, educators, staff and students.

## The Purpose of Education for Sustainable Development and Global Citizenship Education Guidelines

The purpose of the guidelines is to mainstream Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) in university programmes to enable students to acquire the knowledge, skills, values and attitudes necessary for contributing to sustainable development and sustainable lifestyles.

## Objectives of Education for Sustainable Development and Global Citizenship Education Guidelines

The general objective of the guidelines is to mainstream Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) in programmes in universities in Kenya to reorient university education towards sustainable development.

The specific objectives are to:

a) Mainstream ESD and GCED concepts in programmes in universities in Kenya.
b) Mainstream ESD and GCED concepts in planning and decision making processes of universities.

c) Strengthen the capacity of university's managers, educators and staff to become learning facilitators for ESD and GCED.

**Approaches of Mainstreaming Education for Sustainable Development and Global Citizenship Education in Universities**

The graduates leaving universities currently are exiting into a world of rapid change and complexity. Some of the global issues which require urgent solutions are socio-economic instability as well as inequality, climatic change, environmental degradation, non-sustainable agriculture and famine. In response to these problems, education is seen to provide sustainable solutions. It is for this reason that there is a considerable challenge to universities to adopt a holistic approach to teaching in line with the principles of sustainable development. Mainstreaming the content of Education for Sustainable Development (ESD) in universities is of paramount importance and requires appropriate mainstreaming approaches. The university curriculum should embrace learner-centred learning which entails selecting transformative learning approaches where learners can discover and construct knowledge, acquire skills and attitudes needed for solving societal problems.

To facilitate the mainstreaming of ESD into the programs, it is imperative that the following methodologies be adopted: question and answer method, demonstration, role-playing, dramatization, storytelling, use of poems, music and art and resource persons. Other interactive methods include various forms of group discussions. Research, case studies, project work and seminars are also useful depending on the nature of the topic. The learners should also be exposed to field trips that are in line with the objectives of the course. These teaching methodologies are participatory, interactive, experiential and transformative in nature. It is important to note that the lecturer's in-depth knowledge on when and how to utilize each method skillfully will determine the learners' attainment of the stated objectives.

While mainstreaming GCED, reference should be made to the UNESCO's (2015) pedagogical guidance report where a range of topics and learning objectives appropriate for various school levels are concisely outlined. UNICEF Canada (2011) has adapted the "head, heart and hand" pedagogical model to GCED. Its framework entitled *Democratic Pedagogy* involves "creating a space where learner's rights are modeled, upheld and respected and the learners are active participants in the classroom". Sample pedagogical activities for GCED are also suggested in other UNICEF (2013) educators' guides. Reference should also be made to an innovative teacher's guide for "facilitating and assessing active global citizenship in the classroom and enabling students to participate fully in a global society. This activity-

centered resource manual for teachers was prepared by one of the leading international development NGO, OXFAM (2015).

GCED can also draw on some key principles and strategies of critical pedagogies initially developed for peace education and education for international understanding for a culture of peace (Toh, 2000) as reflected in Figure 1, namely:

Key critical pedagogical principles such as holism, dialogue, values formation and critical empowerment;

a) A holistic perspective of all conflicts and crises;
b) Dialogical, participatory and creative processes of teaching and learning;
c) Formation of values reflective of peaceful persons and a peaceful world;
d) Critical empowerment of citizens to engage in personal and social action to build a peaceful, just, inclusive, compassionate, harmonious and sustainable world.

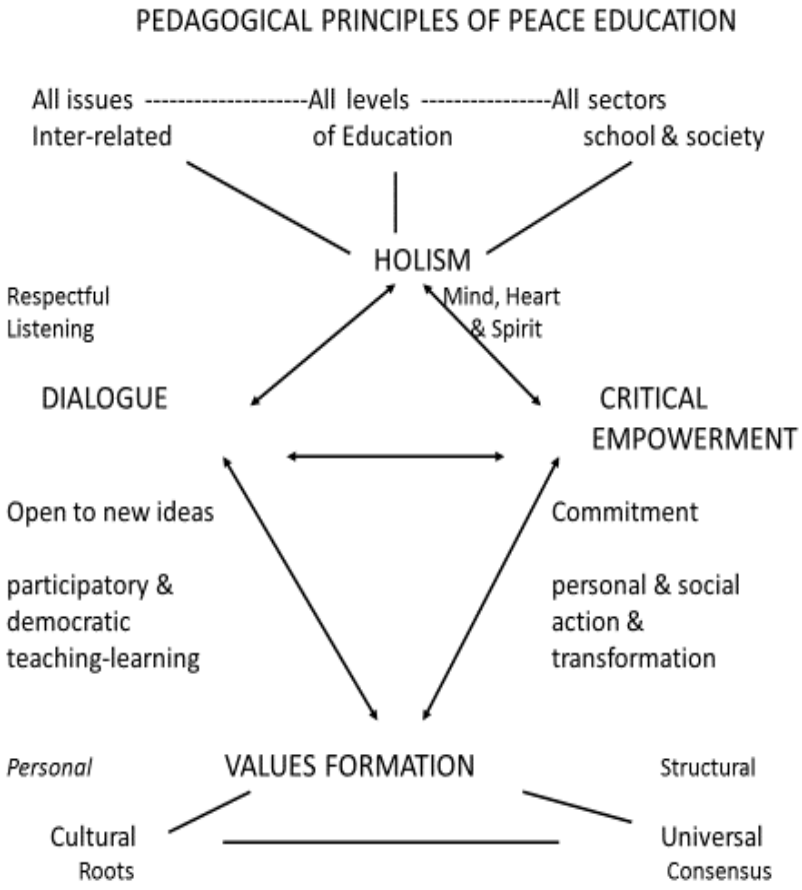



*Figure 1: Pedagogical principles of Peace Education (Adopted from Toh, 2000)*

The following four elements comprise mainstreaming, that is:

a) Sensitization;
b) Integration;
c) Institutionalization;
d) Monitoring and Evaluation.

**Strategies for Mainstreaming Education for Sustainable Development**

Education for Sustainable Development is envisaged under Environment, Economic and Social Pillars. It is about using the current resources without compromising the future. It is aimed at empowering learners to know how to play an active part in their local community in shaping a more just and sustainable world globally. It helps to balance the demands of the environment, society and economy. It addresses 4 themes namely Climate change, Biodiversity, Disaster Risk Reduction, Sustainable consumption and Poverty eradication. It encompasses Learning Outcomes, Pedagogy and Learning Environments, Learning Content and Societal Transformation. Proper mainstreaming and implementation of ESD will:

a) Create a sense of belonging to the global community and common humanity;
b) Promote respect for the universal values of human rights, democracy, non-discrimination and diversity;
c) Emphasize on action, change and transformation;
d) Foster skills for collaboration, communication and critical thinking;
e) Explore indigenous approaches to problem solving;
f) Establish strategic partnerships;
g) Promote grassroot level engagements;
h) Include short courses and certificates;
i) Promote disparity reduction;
j) Enhance linkages.

**Strategies for Mainstreaming Global Citizenship Education**

Global Citizenship is an identity and belongingness in a common humanity and planetary environment expressed by individuals, communities and citizens in all societies. It is based on the values and principles of interdependence, non-violence, human rights, justice, inclusiveness and sustainable futures and that promotes their active participation and solidarity in building local, national and global cultures of peace. GCED entails 3 core dimensions namely Cognitive, Behavioral and Socio-emotional.

GCED needs to be premised on the principle of life-long learning and should be integrated simultaneously at all levels and forms of education (formal – from early childhood to university; non-formal; informal; Technical and Vocational Education and Training (TVET); adult education). Proper implementation of GCED will lead to:

a) Undertaking sensitization and awareness creation;
b) Use of local knowledge and experiences together with modern practices;
c) Advocacy and lobbying;
d) Trainings;
e) Corporate Social Responsibility (CSR);
f) Mobilization of local resources;
g) Production and publication of information, policy advocacy, sensitization and mobilization purpose;
h) Good governance;
i) Capacity building;
j) Research on topical issues;
k) Social actions;
l) Engagement with others via Social Sciences Network and create their own forms of Global Citizenship through dialogue, learning, and action/use of ICT;
m) Student-driven, student-led projects.

**Mainstreaming Education for Sustainable Development in Universities in Kenya**

Education for Sustainable Development is essentially about equipping graduates to understand the importance of utilizing the current resources without compromising the future. This will be achieved through in-class and out-of-class activities. The content of ESD will be mainstreamed in, but not limited to, the existing appropriate common undergraduate courses. The matrices below summarize the two approaches.

*Matrix 1: Mainstreaming Education for Sustainable Development in Universities in Kenya (In-class)*

| S/No | **Thematic Area** | **Relevant Topic(s)** | **Program /Unit** | **Mode of assessment** |
|---|---|---|---|---|
| 1. | Energy conservation | • Concept and scope of energy<br>• Types and sources of energy<br>• Renewable and non-renewable energy<br>• Sustainable use and conservation of energy | • Contemporary issues<br>• Globalization<br>• Environmental Education<br>• Science & Technology<br>• Developmental studies | • Projects<br>• Energy innovation<br>• Assignments<br>• Practical<br>• Examination<br>• Student-lecturer evaluation |

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|---|---|---|---|---|
| | | • Environmental friendly energy<br>• Green Energy<br>• Legislative framework<br>• Role of energy in development<br>• Waste to energy conversion (Bio-gas) | **Note:** Customize according to the relevant university common course. | |
| 2. | Climate change and environmental sustainability | • Concept and scope of climate and climate change<br>• Elements of climate<br>• Climate change: causes, effects and mitigation measures<br>• Global warming and its effects<br>• Desertification and reclamation of land<br>• Conservation of natural resources | • Contemporary issues<br>• Globalization<br>• Environmental Education<br>• Science & Technology<br>• Developmental studies<br><br>**Note:** Customize according to the relevant university common course. | • Projects<br>• Innovations in climate mitigation<br>• Assignments<br>• Practical sessions<br>• Examinations |
| 3. | Disaster awareness, preparedness and management | • Concept and scope of disaster awareness, preparedness and management<br>• Indicators of disaster<br>• Types and causes of disasters<br>• Disaster response and mitigation,<br>• Risk management<br>• Post-disaster recovery<br>• Effects of disaster | • Contemporary issues<br>• Globalization<br>• Environmental Education<br>• Science & Technology<br>• Developmental studies<br><br>**Note:** Customize according to the relevant university common course. | • Projects<br>• Innovations on Disaster preparedness<br>• Research projects<br>• Assignments<br>• Field work Examinations<br>• Student-lecturer evaluation |
| 4. | Food and Nutrition | • Sustainable Agriculture and | • Contemporary issues | • Projects<br>• Innovations on |

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| | | Livestock farming<br>Fisheries and fish farming<br>• Food sources<br>• Alternative common and indigenous food preservation and storage methods<br>• Nutrition and healthy lifestyles<br>• Reduction of food wastage<br>• Food and nutrition<br>• Organic farming<br>• Emerging foods<br>• GMOs<br>• Post-harvest management<br>• Supply chain management<br>• Food value chain | • Globalization<br>• Environmental Education<br>• Science & Technology<br>• Extension services<br>• Farm demonstrations<br><br>**Note:** Customize according to the relevant university common course. | food security<br>• Research projects<br>• Assignments<br>• Field work<br>• Examination |
| 5. | Sustainable production and utilization of resources | • Understanding the concept of production and consumption<br>• Sustainable use of services and related products<br>• Sustainable use of natural resources<br>• Green lifestyle<br>• Waste management<br>• De-politicization of issues of resource conservation<br>• Prosumers attitude<br>• Value chain systems<br>• Bio-diversity and Bio-safety | • Contemporary issues<br>• Globalization<br>• Environmental Education<br>• Science & Technology<br><br>**Note:** Customize according to the relevant university common course. | • Projects<br>• Innovations in sustainable production and consumption<br>• Assignments<br>• Research Project<br>• Examination<br>• Practical sessions |

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| | | • Environmental policies<br>• Land tenure and land use | | |
| 6 | Poverty Eradication /reduction | • Conceptualizing poverty<br>• Sustained and rapid economic growth<br>• Governance and security<br>• Economic empowerment and financial literacy for the poor<br>• Equity and participation<br>• Policies related to poverty reduction<br>• Indicators of poverty<br>• Causes of poverty<br>• Role of industrialization in poverty eradication | • Contemporary issues<br>• Globalization<br>• Environmental Education<br>• Science & Technology<br>• Rural development Developmental studies<br><br>**Note:** Customize according to the relevant university common course. | • Projects<br>• Innovations in poverty reduction<br>• Assignments<br>• Research project<br>• Examinations<br>• Practical |
| 7 | Water and sanitation | • Sources of Water<br>• Sustainable use and conservation including protection of aquatic life, pollution control<br>• Blue economy, water harvesting and storage, hydrological cycle, recycling, water sanitation | • Contemporary issues<br>• Globalization<br>• Environmental Education<br>• Science & Technology<br><br>**Note:** Customize according to the relevant university common course. | • Projects<br>• Innovations in water<br>• Assignments<br>• Research project<br>• Practical sessions<br>• Examinations |

*Matrix 2: Mainstreaming Education for Sustainable Development (ESD) in Universities in Kenya (Out-of-class)*

| S/No. | Thematic Area | Relevant Activities | Program /Unit | Monitoring and Evaluation |
|---|---|---|---|---|
| 1. | Energy conservation | • Sensitization<br>• Bench marking<br>• Innovations and use of technology<br>• Innovative projects<br>• Exhibitions<br>• Demonstrations<br>• Conferences and seminars<br>• Social media<br>• Site visit<br>• Excursions<br>• Contests<br>• Community outreach<br>• Public lectures | • Environmental clubs<br>• Drama<br>• Music<br>• Debate<br>• UNESCO clubs<br>• Student leadership<br>• Mentoring/coaching<br>• Peer clubs<br>• Shows/trade fairs<br>• Appropriate technical classes | • Energy audit<br>• Scheduled reports<br>• Student portfolio<br>• Student-lecturer evaluation |
| 2. | Climate change and environmental sustainability | • Sensitization on climatic issues<br>• Debate<br>• Music and Drama<br>• Art and Theatre<br>• Innovations and use of technology<br>• Innovative projects<br>• Relevant poems<br>• Essay competition<br>• Symposia<br>• Use of media<br>• Conferences<br>• Public lectures<br>• Simulations and demonstrations<br>• Celebrating relevant days<br>• Showcasing<br>• Green lifestyles | • Environmental clubs<br>• Drama<br>• Music<br>• Debate<br>• UNESCO clubs<br>• Student leadership<br>• site visits to observe effects of climate change<br>• Community programs | • Scheduled reporting<br>• Student-lecturer evaluation |

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| 3. | Disaster awareness, preparedness and management | • Sensitization on disaster awareness, preparedness and management<br>• Debate<br>• Music and Drama<br>• Art and Theatre<br>• Innovations and use of technology<br>• Innovative projects<br>• Relevant poems<br>• Essay competition<br>• Symposia<br>• Use of media<br>• Conferences<br>• Training and drills on DRR<br>• Workshops<br>• Public lectures<br>• Case presentations | • Environmental<br>• Drama<br>• Music<br>• Debate<br>• UNESCO clubs<br>• Student leadership<br>• Life skills<br>• Security and safety<br>• First aid | • Audits<br>• Student-lecturer evaluation |
| 4. | Food and Nutrition | • Awareness creation on food security<br>• Food fairs<br>• Debate<br>• Music and Drama<br>• Art and Theatre<br>• Innovations and use of technology<br>• Innovative projects<br>• Relevant poems<br>• Essay competition<br>• Symposia<br>• Use of media<br>• Conferences<br>• Workshops<br>• Cultural festivals<br>• Food security<br>• Contests and awards<br>• Shows and exhibitions<br>• Community outreach<br>• Advocacy<br>• Public lectures | • UNESCO clubs<br>• AISEC student leadership<br>• Agricultural club<br>• Agribusiness clubs<br>• Community outreach programs<br>• Chancellor's award | • Scheduled reports<br>• Audits<br>• Student-lecturer evaluation |

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| 5. | Sustainable production and utilization of resources | • Sensitization on sustainable production and consumption<br>• Debate<br>• Music and Drama<br>• Art and Theatre<br>• Innovations and use of technology<br>• Innovative projects<br>• Relevant poems<br>• Essay competition<br>• Symposia<br>• Use of media<br>• Conferences<br>• Manufacturing prototypes<br>• Workshops<br>• Public lectures | • Environmental clubs<br>• Science and Technology clubs<br>• UNESCO clubs<br>• AISEC student leadership<br>• Production engineering clubs | • Audits<br>• Scheduled reports<br>• Student-lecturer evaluation |
| 6. | Poverty eradication/ reduction | • Sensitization on poverty eradication/reduction<br>• Debate<br>• Music and Drama<br>• Art and Theatre<br>• Innovations and use of technology<br>• Innovative projects<br>• Relevant poems<br>• Essay competition<br>• Symposia<br>• Use of media<br>• Conferences<br>• Workshops<br>• Community outreach<br>• Student entrepreneurship<br>• Trainings from NGOs and CBOs<br>• Self-help groups<br>• Case presentations<br>• Public lectures | • Environmental clubs<br>• Science and Technology clubs<br>• UNESCO clubs<br>• AISEC student leadership<br>• Innovation and or entrepreneurship clubs | • Scheduled reports<br>• Audits<br>• Student-lecturer evaluation |
| 7 | Water and | • Sensitization on | • Environmental | • Audits |

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| | sanitation | WASH issues<br>• Debate<br>• Music and Drama<br>• Art and Theatre<br>• Innovations and use of technology<br>• Innovative projects<br>• Relevant poems<br>• Essay competitions<br>• Symposia<br>• Use of media<br>• Conferences<br>• Training on water conservation<br>• Workshops<br>• Tree planting<br>• Water walks/ marathons/sports for water<br>• Celebrating relevant national and international days<br>• Public lectures | clubs<br>• Life skills (hygiene)<br>• Science and Technology clubs<br>• UNESCO clubs<br>• AISEC student leadership<br>• Water conservation club<br>• Sanitation club | • Rewards<br>• Sanctions |

**Mainstreaming Global Citizenship Education (GCED) in Universities in Kenya**

The aim of mainstreaming GCED in universities is to enhance the competencies and skills of the graduates. This approach will produce graduates with critical thinking that will enable them to provide solutions to societal challenges. In this regard, the concept will be mainstreamed using both in-class and out-of-class approaches. The outcome will be a holistic individual equipped with the relevant skills, values and attitudes. The matrices below summarize the two mainstreaming approaches. The content of GCED will be mainstreamed in, but not limited to, the existing appropriate common undergraduate courses.

*Matrix 3: Mainstreaming GCED (In-class)*

| S/No. | Thematic Areas | Relevant Topic(s) | Program /Unit | Mode of Assessment |
|---|---|---|---|---|
| 1. | Peace and conflict | • Concept and scope of peace, conflict management; mapping conflict, handling of | • Contemporary issues<br>• Globalization<br>• Emerging | • Projects<br>• Observation<br>• Assignments |

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| | | conflict, the conflict cycle, mitigation measures<br>• Peace building competencies<br>• Grievance handling<br>• Patriotism<br>• Root causes of conflict<br>• Effects of unresolved conflict<br>• Opportunities that arise from conflict<br>• Anti-radicalization<br>• Psycho-social wellbeing | issues<br>• Peace and conflict education<br>• Resource sharing<br>• National values<br>• Peace and conflict management and resolutions | • Case studies |
| 2. | Human Rights | • Social and cultural rights<br>• Political rights<br>• Economic rights<br>• Constitutional rights<br>• Individual rights<br>• Environmental rights<br>• UDHR | • Contemporary issues<br>• Globalization<br>• Emerging issues<br>• Society and culture<br>• Civic education<br>• Human ecology<br>• Governance<br>• Developmental studies | • Projects<br>• Observation<br>• Assignments<br>• Case studies |
| 3. | Cultural Diversity | • Inter and intra cultural dynamics<br>• Cultural diversity<br>• UNESCO Conventions on human rights (Documentation 2003/2005) | • Contemporary issues<br>• Globalization<br>• Emerging issues | • Projects<br>• Observation<br>• Assignments<br>• Case studies |
| 4. | Inclusivity | • Elements and forms of inclusivity; political, economic, race, gender, religion, age, region, special abilities/needs<br>• Equality and equity | • Contemporary issues<br>• Globalization<br>• Emerging issues<br>• Politics of inclusion | • Projects<br>• Observation<br>• Assignments<br>• Case studies<br>• Student-lecturer evaluation |

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| | | • Stereotyping and prejudice | | |

*Matrix 4: Mainstreaming Global Citizenship Education in Universities in Kenya (Out-of-class)*

| **S/No.** | **Thematic Area** | **Activities** | **Programme/ Association /Clubs** | **Monitoring and Evaluation** |
|---|---|---|---|---|
| 1. | Peace and Conflict | • Cultural fairs<br>• Contests<br>• Peace walks<br>• Sports<br>• Anti-radicalization Debates<br>• Celebrations<br>• Creation of peace zones<br>• Exchange programmes<br>• Tree planting activities<br>• Cohesion and integration events<br>• Media related activities – blogging on peace and conflict resolution issues<br>• Appointment of peace champions<br>• Peace conferences<br>• Peace forums<br>• Volunteering<br>• Community service<br>• Simulations<br>• Peace slogans | • Peace/Amani clubs<br>• Environmental clubs<br>• Drama<br>• Recognition of peace champions<br>• chancellor's award<br>• Music<br>• Debate<br>• UNESCO clubs<br>• SDG clubs<br>• Community service<br>• Religious associations<br>• Peace ambassadors | • Reports<br>• Student-lecturer evaluation |
| 2. | Human Rights | • Cultural fairs/contests<br>• Human rights walks/ sports | • Human rights clubs<br>• Environmental clubs | • Reports<br>• Student portfolio<br>• Student- |

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|---|---|---|---|---|
| | | • Debates<br>• Celebrations<br>• Creation of human rights zones<br>• Exchange programmes<br>• Tree planting activities<br>• Public lectures<br>• Media related activities – blogging, conferences, advocacy<br>• Public lectures<br>• Benchmarking<br>• Visiting vulnerable groups | • Drama<br>• Music and dance<br>• debate<br>• UNESCO clubs | lecturer evaluation |
| 3. | Cultural Diversity | • Cultural fairs<br>• Cohesion and Integration events<br>• Cultural weeks/ excursions<br>• Symposiums<br>• Workshops<br>• Conferences<br>• Media related activities – blogging, conferences, advocacy<br>• Public lectures, Benchmarking<br>• Exchange programs<br>• Field trips | • Cultural clubs<br>• Environmental clubs<br>• Drama<br>• Music<br>• Debate<br>• UNESCO clubs | • Reports<br>• Student portfolio<br>• Student-lecturer evaluation |
| 4 | Inclusivity | • Advocacy<br>• Student elections<br>• Club elections<br>• Games and sports<br>• Awareness and sensitization forums<br>• Exchange programs<br>• Drama, music and dance<br>• Affirmative action | • Environmental clubs<br>• Drama<br>• Music<br>• Debate<br>• UNESCO clubs | • Reports<br>• Student portfolio<br>• Student-lecturer evaluation |

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| | | • Public lectures<br>• Visiting parliamentary sessions | | |

## CONCLUSION

Quality university education must develop the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions and respond to local and global challenges. This can effectively be achieved through education for Sustainable Development (ESD) and Global Citizenship Education (GCED). If fully implemented in university programmes, graduates will be adequately prepared to address the local, national and international challenges facing the planet. They will be focused towards providing solutions rather than seeking the same elsewhere to make the world a better place for current and future generations.

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**ANNEXES**

ANNEX 1: LIST OF POLICIES AND LEGAL DOCUMENTS

ANNEX 2: LIST OF TECHNICAL COMMITTEE

ANNEX 3: LIST OF PARTCIPANTS DURING VICE CHANCELLORS WORKSHOP

ANNEX 4: LIST OF PARTICIPANTS DURING DEPUTY VICE CHANCELLORS' ACADEMIC AFFAIRS WORKSHOP

ANNEX 5: LIST OF PARTICIPANTS DURING THE VALIDATION WORKSHOP

ANNEX 6: SUSTAINABLE DEVELOPMENT GOALS