

**REPUBLIC OF KENYA**



**MINISTRY OF ENVIRONMENT AND MINERAL RESOURCES**

**DRAFT NATIONAL EDUCATION FOR SUSTAINABLE DEVELOPMENT POLICY**

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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
KIE	Kenya Institute of Education
MDGs	Millennium Development Goals
MEMR	Ministry of Environment and Mineral Resources
NEMA	National Environment Management Authority
UNESCO	United Nations Educational, Scientific and Cultural Organization
UN DESD	United Nation Decade of Education for Sustainable Development
UNLD	United Nations Literacy Decade
WSSD	World Summit for Sustainable Development

## **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.

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 is divided into six chapters.

Chapter one underscores the importance and contribution of education as a tool for achieving sustainable development. The chapter also looks at the existing policy instruments, rationale and justification for ESD policy. The policy formulation process is also discussed.

Chapter two highlights the challenges and opportunities for sustainable development in Kenya.

Chapter three spells out the goal, objectives and guiding principles of this Policy.

Chapter four outlines specific policy statements covering four main areas; improve quality of education at all levels; reorient education at all levels for sustainable development; enhance public understanding and awareness of sustainable development; and build capacity for sustainable development

Chapter five provides the implementation framework and process based on the legislative processes and the national ESD policy

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.

**Hon. JOHN MICHUKI, EGH M.P**

**MINISTER FOR ENVIRONMENT AND MINERAL RESOURCES**

## **CHAPTER I: INTRODUCTION.**

### **I.1 Background**

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. 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 re-orient 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. Through emphasizing 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.

Ten years later, 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 Johannesburg Implementation 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 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 Millennium Development Goals, 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 goals.

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. ESD could be one of the tools to ensure that this happens. The Government, CSOs and private sector have made notable ESD-related responses in relation to society, environment and economic spheres of sustainable development. These include; policy formulation, advocacy and public awareness, resource material development, research and innovations, capacity building, networking, partnerships and vision-building.

Kenya has developed an ESD implementation strategy to provide an enabling environment and capacity for all sectors and stakeholders to effectively contribute towards the achievement of sustainable development. The development and implementation of the ESD strategy was, therefore, a major step towards 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 sustainability values among the citizenry aimed at influencing informed decisions on various issues.

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.

## **I.2 The Legal Framework**

Kenya is 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.

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. However, a prominent feature of Kenya's environmental legislation is its diffuse nature, with provisions being contained in a wide variety of sectoral laws which have yet to be amended to conform to the EMCA. The act has provision for promotion for environmental education.

Kenya's vision 2030 provides a convergence point between education and sustainable development. The vision emphasizes on the provision of appropriate manpower training on environmental management and calls for the provision of a basis for shifting mindsets towards positive environmental behavior.

The Kenyan constitution 2010 has a number of bills of rights which support ESD. Article 42 states the rights of every Kenyan to clean and healthy environment. This is supported by Article 53 which 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.

## **I.3 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.

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
- New constitutional provisions

#### **I.4 The Policy formulation process**

In developing this National ESD Policy, the Ministry of Environment and Mineral Resources (MEMR) 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 Task force and supported by an Environment Policy Development Secretariat (EPDS) and NEMA through the following consultative activities:*

- (a) multi-sectoral (education, training and public awareness) and multidisciplinary (environmental, social and economic), stakeholders meetings held within the Country;
- (b) Sectoral policy formulation workshops for various Ministry and Departments.
- (c) Review of other policies and drafts.
- (d) Approval by the National ESD Taskforce
- (e) *Approval by the Ministry of Education*
- (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 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 live 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 KES 1,239 per month in the rural areas and KES 2,648 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 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 SD. 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 UN ESD provides an opportunity for Kenya to develop and implement an education system and programme, which develops values that promote viable, 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 Decade, to:

- Improve quality of education at all levels for sustainable development;
- Reorient 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
- Promote 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, behavior 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, such as unique terrestrial and aquatic ecosystems, 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 - Beginning to be 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.

## **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 is therefore to enhance the role of education and learning for equitable, efficient and sustainable utilization of the country's resources. The policy statements are therefore guided by the four objectives of UN ESD:

- Improve quality of education at all levels for sustainable development;
- Reorient 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 country and stakeholders shall:

1. Mainstream ESD in all teaching and learning processes.

#### **4.1.3 Strategy:**

1. Improve pedagogical approaches to teaching.
2. Promote transformative aspects of education
3. Promote competencies for global citizenship
4. Develop appropriate local training resources.
5. Encourage exchange programmes with best practicing institutions.

### **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 country and stakeholders shall:

1. Review all 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. Flexible curriculum frameworks to facilitate entry, exit and continuous learning

### **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 country and stakeholders shall:

1. Promote partnerships and programmes for sustainable development

#### **4.3.3 Strategy:**

1. Establish and strengthen Regional Centers of Excellence
2. Promote public exhibitions relevant to ESD
3. Identify, document and harness indigenous knowledge and projects for economic empowerment
4. Promote production of relevant public education and awareness materials on ESD
5. Integrate Indigenous Knowledge Practices

### **4.4 Build capacity**

#### **4.4.1 Objective**

To build capacity within the country for sustainable development

#### **4.4.2 Policy statement**

The country and stakeholders shall:

1. Promote life-long learning within all contexts

#### **4.4.3 Strategy:**

1. Establish regional centers of expertise for training and capacity building
2. Promote research in ESD and outreach
3. Mobilization of resources from within Government and other stakeholders to support ESD capacity building.
4. Establish information exchange mechanism especially through ICT platforms

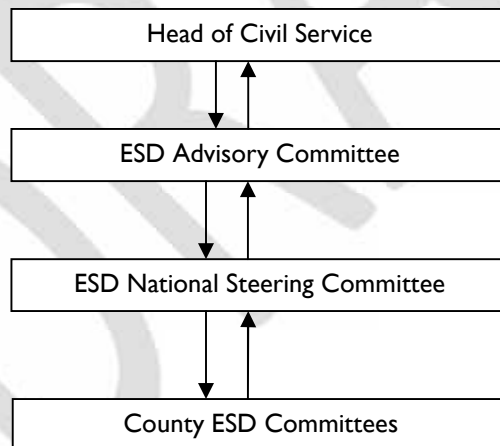
## CHAPTER 5: ESD POLICY IMPLEMENTATION FRAMEWORK

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 MEMR in collaboration the Ministry of Education, The Ministry fo Higher 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 Head of Civil Service in the Office of the President (see Figure below). An inter-sectoral committee of permanent secretaries will steer the ESD process. An advisory council will be constituted with membership drawn from National Environment Council (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
Mainstream ESD in all teaching and learning processes	<ul style="list-style-type: none"> <li>• Improve pedagogical approaches to teaching.</li> <li>• Promote transformative aspects of education</li> <li>• Promote competencies for global citizenship</li> <li>• Develop appropriate local training resources.</li> <li>• Encourage exchange programmes with best practicing institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• No. of institutions which has mainstreamed ESD into existing and new curricula</li> <li>• No of ESD training centres</li> <li>• No of exchange programmes conducted</li> </ul>	<ul style="list-style-type: none"> <li>• MOE</li> <li>• NEMA</li> <li>• MEMR</li> </ul>	2012-2016
Review all curricula to address ESD concerns.	<ul style="list-style-type: none"> <li>• Review existing curricula to address ESD concerns</li> <li>• Ensure curriculum content allows for local relevance and cultural appropriateness</li> <li>• Flexible curriculum frameworks to facilitate entry, exit and continuous learning</li> </ul>	<ul style="list-style-type: none"> <li>• No of institutions reviewed curricula to address ESD concerns.</li> <li>• Curricula with the desired ESD values in place in all institutions of learning</li> </ul>	<ul style="list-style-type: none"> <li>• All institutions of learning</li> <li>• MOE</li> <li>• MEMR</li> <li>• NEMA</li> <li>• KIE</li> <li>• MoHEST</li> </ul>	2012-2016
Promote partnerships and programmes for sustainable development	<ul style="list-style-type: none"> <li>• Establish and strengthen Regional Centers of Excellence</li> <li>• Promote public exhibitions relevant to ESD</li> <li>• Identify, document and harness indigenous knowledge and projects for economic empowerment</li> <li>• Promote production of relevant public education and awareness materials on ESD</li> <li>• Integrate Indigenous Knowledge Practices</li> </ul>	<ul style="list-style-type: none"> <li>• No of partnerships established</li> <li>• No of exhibitions per year</li> <li>• Utilisation of IK on research and implementation of ESD programmes</li> <li>• No and type of ESD materials produced and distributed.</li> </ul>	<ul style="list-style-type: none"> <li>• NGOS</li> <li>• Development Partners</li> <li>• Bilateral partners</li> <li>• MEMR</li> <li>• MOE</li> <li>• NEMA</li> <li>• RCEs</li> <li>• Universities</li> </ul>	2012-2016

<p>Promote life-long learning within all contexts</p>	<ul style="list-style-type: none"> <li>• Establish regional centers of expertise for training and capacity building</li> <li>• Promote research in ESD and outreach</li> <li>• Mobilization resource from within Government and other stakeholders to support ESD capacity building.</li> <li>• Establish information exchange mechanism especially through ICT platforms</li> </ul>	<ul style="list-style-type: none"> <li>• ICT training materials for ESD developed and platforms established for information exchange</li> <li>• No. of functional RCE and green schools</li> </ul>	<ul style="list-style-type: none"> <li>• NGOS</li> <li>• MEMR</li> <li>• MOE</li> <li>• NEMA</li> </ul>	<p>2012 -2016</p>
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## **CHAPTER 6: MONITORING AND EVALUATION**

The Government will put in place a monitoring and evaluation mechanism to ensure efficient and effective implementation of this policy. The MEMR will establish a multi-stakeholder team to facilitate M&E activities. The team will develop the M&E Framework, the tools, will determine the frequency, the terms of reference for both internal and external audits and continuously monitor the review processes. The policy will be subjected to annual evaluation and a comprehensive evaluation after a five year cycle in line with the Government Development Plans.

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