ABSTRACT

This paper considers a dual axis analysis of the place of Kenya in the post-2015 era with the end of the Millennium Development and attendant Education for All Goals (MDG and EFA) towards the era of the framework of the Sustainable Development Goals (SDGs).

Building on the work of C Juma and A Mazrui, the paper argues that Kenya will need to move from a primary producer of goods and services towards a knowledge economy to unfold a knowledge society that respects the diversity of traditions in the country.

Examples of successful forays into the knowledge society unleashed by the power of information communications and technologies (ICT) in the field of medicine, disaster preparedness, and architecture as well as economic developments in Israel and India harnessing nanotechnology and advanced programme management using large datasets will be shared.

Finally, data and representations of Kenya’s readiness to enter and indeed a period of transition whereby there is coexistence of a knowledge society with pre-modern modes of production, with examples of the extent of electrification which mirrors the ICT network and infrastructure, issues of equality and ethics that are human-centric will need to be uppermost in Kenya’s planning and policy formulation to enable peaceful, culturally appropriate and sustainable development. It will be critical to address current inequalities, which can be more fully addressed by harnessing the power of ICT and to move school curricula towards STEM subjects (science, technology, engineering and mathematics), if Kenya is to avoid reproduction of inequalities, maintain peaceful and equitable coexistence whilst appreciating the diversity of traditions and needs of the population, and lead the eastern and southern African region to a post-2015 era.