KENYATTA UNIVERSITY

2ND INTERNATIONAL CONFERENCE ON EDUCATION

THEME: RE-ENGINEERING EDUCATION FOR SUSTAINABLE DEVELOPMENT

18TH – 20TH MAY 2015

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES

VENUE: KENYATTA UNIVERSITY CONFERENCE CENTER

PROGRAM AND BOOK OF ABSTRACTS
International Conference on
'Re-Engineering Education for Sustainable Development'
18th - 20th May 2015
Kenyatta University Conference Centre (KUCC)
Nairobi, KENYA
CONFERENCE PROGRAMME

THEME: ‘Re-Engineering Education for Sustainable Development

Sub-themes:
- Enhancing quality in education
- Educational reforms and governance
- Research, innovation and knowledge transfer in education
- Application of ICT in education
- Resource mobilization and utilization in education
Education for Sustainable Development and Its Policy Implications: The Case of Public Higher Education in Kenya

Otieno Mary A.
Email: otieno80@rocketmail.com

Abstract

The role of education for sustainable development (ESD) is to help people develop the attitudes, skills, and knowledge to make informed decisions for the benefit of themselves and society. While many nations around the world have embraced the need for education to achieve sustainability, only limited progress has been made in any level. This paper focuses on examining current higher education policies in place in Kenya, and how their implementation is an impediment to ESD implementation in higher education. The paper notes that higher education policies in Kenya do not optimally support holistic learning pedagogy for sustainable development. ESD policies should either involve creation of another "add on" subject, (e.g., Sustainable Development, Environmental Education, or Population Education) or reorient entire education programs and practices to address sustainable development. Embedding sustainability themes within the curriculum supports young people as global citizens and equips them with skills, values and attributes for learning, life and work. In the post-2015 decade, the ESD agenda has been summarized under the Global Action Programme (GAP) priority areas and SDGs to heighten its mainstreaming. Learning for sustainable development constitutes a trigger for innovations in education and should be supported. Hence this paper is significant in providing relevant information for action and decision making for policy makers, educators and trainers, teachers and community towards improving quality of education in their societies.

The key words: Sustainability, implications, policy, pedagogy and holistic