

PROMOTING VALUE-BASED EDUCATION FOR SUSTAINABLE DEVELOPMENT



By Barasa Wafula

An Education and Sustainable
Development Expert Consultant
Kenya



Faith
Respect
Peace
Stewardship
Accountability
Harmony
Wisdom
Justice
Love
Honesty



Invest wisely

**Educating
youths in
schools on
environmental
care
guarantees a
more
sustainable
future**

Why Value-based Education?

When the inspiration is to serve the Creator out of respect and honor, commitment to conservation is life-long and becomes a lifestyle rather than a program for the government or development agency

Where to start

- ❑ Set up **Creation Care Committees** (CCCs) or **School Environment Committees** (SECs) in the schools to spearhead conservation initiatives
- ❑ A key role of the CCC is to facilitate **participatory** development of the School Environment Policy (SEP) - a set of value-based eco-codes
- ❑ Generally, the SEP covers initiatives across **themes** such as waste management, energy, water, sanitation and hygiene (WASH), agriculture, biodiversity and climate change
- ❑ Include advocacy and awareness creation campaigns
- ❑ Networking and partnerships with government agencies responsible for education and environment, private sector and non-governmental organizations (NGOs) – popularly known as **Public-Private-Partnerships** (PPPs) - have proved instrumental in implementing creation care programs in an efficient and effective manner



**A school
CCC could
consist of 10-
20 individuals**

**Inclusion of
learners and
women is
key**



**First
assignment
for the CCC is
to draw
operational
guidelines
and lead
development
of SEP**



Disseminate
and display
eco-codes
in strategic
locations
within
school
compound



Include
public
campaigns in
SEP and
involve
learners
within a
whole-school
approach
model

Remember!

- ❑ Partnership with the **Ministry of education** is mandatory – for credibility and synergy. Most, if not all governments are willing to partner with and support organizations promoting quality education. Most governments across the world have adopted ESD in their broad national education policies.
- ❑ Consider inclusion of **income generating activities** (IGAs) in the SEP. This is key for sustainability - to support other activities
- ❑ School **exchange programs/visits** within a faith group or beyond help broaden the learning spheres for the learners and provide excellent opportunities for exchange of knowledge, skills and experiences among peers.

Examples of IGAs – FGW at Goibei High School



Fruit Farming

at

Garissa Muslim Academy



Livestock production is good for IGAs as well





Exchange
programs
could be
local or
international
and activity-
based, e.g.
joint tree
planting

Value-based School Curriculum

- ❑ ESD advocates for **integration** and **infusion** of values into the curriculum – so it is not additional content
- ❑ **Co-curricular activities** such as school environment days, clean-up exercises, kitchen and market-gardening help in integrating values and problem-solving skills in the teaching and learning process
- ❑ **Micro-projects** are key to promoting **Environmental Action Learning** (EAL) in schools.
- ❑ **Field trips and excursions** help learners interact with, and therefore appreciate more, the environment and its benefits, as well as the need to care for it.



Continuous
Teacher-training
is key since it
equips the
educators with
relevant
knowledge and
skills to handle
the curriculum
with innovation
and creativity



Clean-up campaigns are co-curricular activities that present excellent opportunities for learners to exchange knowledge, experiences and ideas

Recycling and re-use of waste teach a great lesson: **Waste is wealth**





Field
excursions
promote
learning for
and in the
environment
rather than
about the
environment



A variety of teaching and learning methodologies and activities for ESD are suggested in the Faith-based ESD Toolkit launched in 2014 in Nairobi

Successful implementation of Education Component in Long-term Faith Plans will require:

- ▶ Initial **seed funding** to support development of the plans as well as train faith leaders at different levels within each faith group. This should however be done with caution to avoid creation of dependency in the long-term.
- ▶ **Capacity-building** of school managers and teachers on whole-school approach in promoting ESD. This could include how to use the Faith-based ESD toolkit in primary schools
- ▶ **Networking and partnerships** within and beyond faith groups, including with private sector and other civil society organizations in order to promote knowledge and experience sharing
- ▶ Some form of **monitoring and evaluation** in order to offer faith groups guidance in achieving set targets



**Thank you and
blessings!**

