

DEVELOPMENT

By Barasa Wafulg

An Education and Sustainable
Development Expert Consultant
Kenya



Faith Peace Stewardship Accountability Harmony Wisdom



Invest wisely Educating youths in schools on environmental care guarantees a **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



assignment for the CCC is to draw operational guidelines and lead



Disseminate and display eco-codes in strategic locations within

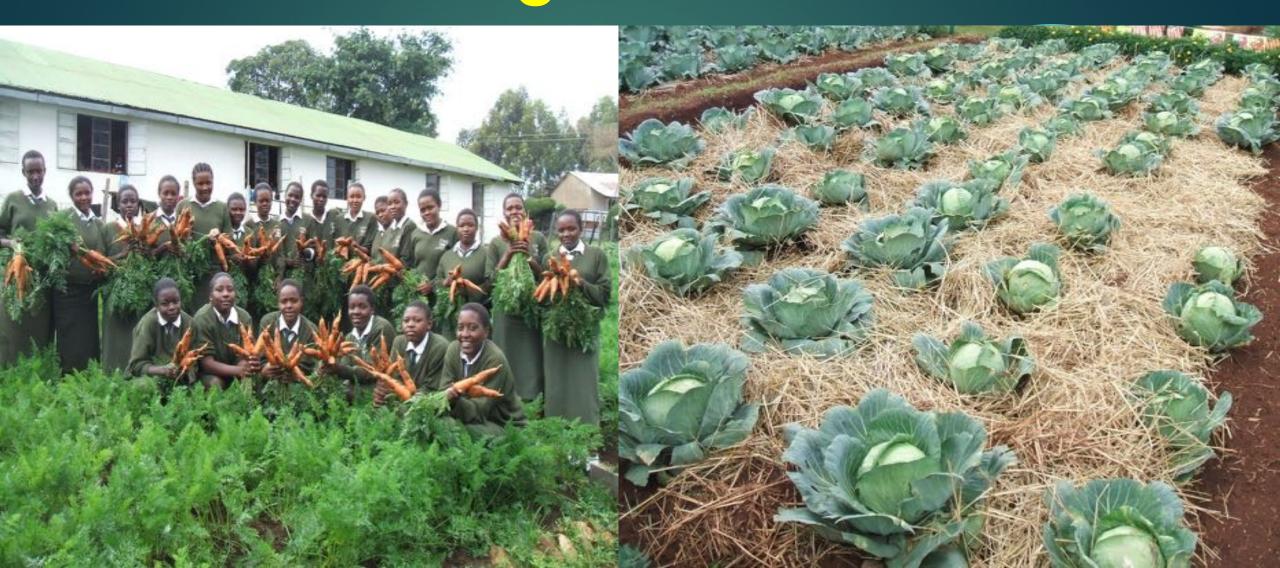


campaigns in **SEP** and involve learners within a

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 section 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





programs could be local or international and activitybased, e.g. joint tree planting

Value-based Schoo

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

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





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



teaching and learning methodologies and activities for ESD are suggested in the Faithlaunched 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!