



EDUCATION
FOR
SUSTAINABLE
DEVELOPMENT



KENYA – SUSTAINABLE STRATEGIES EMPOWER THE PEOPLE OF LAMU

While Lamu's pristine environment is currently threatened by many proposed developments, the ESD project aims to empower Lamu communities, schools, and regional partners with knowledge, motivation, and abilities for the sustainable use and management of natural resources. We are working with eight model schools in Lamu with the Whole School Approach to integrating sustainable development values in education.

A Whole School Approach

Schools are traditionally a learner/teacher affair in Lamu and many parts of Kenya where the teacher wants to complete a set syllabus and learners want to master only that in preparation for a national examination. With the Whole School Approach, teachers in model schools have embraced a holistic learning.

Lamu Girls Secondary School has found it important to have an afternoon each week when the whole school – teachers, students and support staff – works on the school estate. They clean together, water trees together, and as they do, those students who would not participate in such activities daily get to ask questions and understand the project better.

BACKGROUND

The project is located in Lamu, on the north coast of Kenya. Lamu has a rich natural environment, with the largest stands of natural mangroves in Kenya, the highest number of recorded sea turtle nesting, big acreages of forest, and is an Important Bird Area. Coastal communities in Lamu are mainly inhabited by artisanal fishermen and small scale farmers, as well as a few gatherers of forest products.

Lamu's pristine environment is currently threatened by many proposed developments, such as the oil and gas exploration/drilling project LAPSSET (Lamu Port and South Sudan Transport Corridor).

"With the ESD project I have learned as much as I have taught it. I have had an opportunity to lead what I thought would be a small tree planting project, but turned out to be a holistic change of approach to teaching and learning."

Mr Karani





Education for Sustainable Development (ESD)

“To equip people with knowledge of and skills in sustainable development, making them more competent and confident while at the same time increasing their opportunities for leading healthy and productive lives in harmony with nature and with concern for social values, gender equity and cultural diversity.”

UNECE

“I love my school. I am not very good in academics, but am happy I enjoy some classes, e.g. geography and agriculture classes. I contribute to making the school beautiful by planting trees and contribute to the school's success by representing the school in sports. I would not have been able to do so in other schools.”

Nuru, Bright Girls Shella Secondary School



Sustainable Youth Entrepreneurship

With capacity building in entrepreneurship skills for youth, Kiunga Youth Bunge managed to get funds from a government agency and established a cellphone phone banking business commonly known as M-Pesa in Kenya (which means M-Money, to use your mobile phone as an electronic wallet) in their village. With this small business, the group has employed four of its members who now operate the business. They also provide a service that is highly needed in the community.

In addition, capacity building has resulted in youth being more aware of environmental issues and the importance of addressing them.

Links to the community

In Lamu, like many other rural areas, schools host the think tanks of the community. For the communities WWF work with schools. The school teachers are the most educated people living in the villages. We have noted that in communities that have embraced their school as a center for learning, the community members begin to work on community development and gradual change is seen. For example, a women group in Kiwayuu, in which the majority of members cannot read or write, is assisted by school teachers in Kiwayuu primary school in some of their business work.

In Matangeni primary school, the head teacher is able to direct community development assistance to communities because of the relationship they have and because she believes in the community's desire and need to develop.

RECOMMENDATIONS

- Continuous teacher training in pedagogy: The project has only run for three years in Lamu. Capacity building in the schools is necessary to improve the community.
- Increase learner involvement in greening projects by supporting schools with relevant training so that they can upscale the project to an entrepreneurial level.
- Increase collaboration and partnership: Schools can achieve more if they tap into their local business community. This has been seen for example in Shella, where investors in the local hotel industry have helped financing classrooms and a library.
- Enhance learning experience: Promoting learning from one school to another can assist in improving schools.



Why we are here

To stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature.

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CONTACT US:

Coastal Kenya Programme,
P O Box 99-80500 Lamu
Tel: 254-722-220942
E-mail: aawadh@wwfesarpo.org

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