

Reconceptualizing Teaching And Learning For Sustainable Development In Kenya

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I. Introduction

One of the top trade mark advertisements on Kenya radio and mainstream television stations has been about this woman from Kano Plains, Kisumu County, crying to the government for help. Floods had wreaked havoc on her village in April, 2012. Her property had been destroyed, she could not trace her children and husband. She famously cried out, ‘Serikali tafadhali saidia,’ ‘Please the government help’. Her state of helplessness, sorrow and tragedy was later turned into national humour. She became known as ‘Serikali Saidia Mama’ in most social media groups and on television. She managed to find part of her belongings and family. The Kisumu County government appointed her the county flood preparedness ambassador under the department of Special Programmes.

The cry for help raised a number of serious questions about the character of the people of Kenya and the Government on sustainable development over time. What is the purpose of the government when a community is perpetually faced with the same environmental tragedy for fifty years? Has our education system entrenched the culture of dependency on the government that people are not able to stand on their own? Has teaching and learning made Kenyans to believe that someone else has to solve problems for them while they sit and praise them? These questions culminated into this paper to ask whether teaching and learning could be reconceptualized to entrench the element of sustainable development in Kenya. To achieve this the paper the author developed three questions.

The first question examines the Kenya education policy from independence to current.

- What had been the purpose of education during this period? The emphasis is about the post-independence policies that guided development in Kenya from 1963.
- The key findings in this period were important to creating a critique on teaching and learning for sustainable development

Second question helps us to identify gaps within the education policy since 1963.

- The question helps us to search for strategies that could help evaluate different education policies over time, to reconceptualize teaching and learning for sustainable development in Kenya.

The third question dwelt on reconceptualizing how to improve teaching and learning to meet the needs of today for sustainable development in Kenya.

- This question helped review some of the key models of teaching and their value today. For example, the Montessori, Foebel, Walldorf and Reggio Emilia are methods of teaching and learning applied globally. We review their relevance today.

This research paper was supported by a theoretical framing anchored within social pedagogy of education and the sustainable development discourse in the context of social wellbeing. The delivery of education in Kenya was built around the theory of change and rational choice theory. The theory of change in education describes a model of teacher change originally presented by Guskey (2002 and 1986). In both studies we learnt about the professional development and teacher change in teaching, how theory and practice were the drivers of education policy over time.

II. Research Methodology

The first stage involved conducting a documentary analysis and defining key words related to teaching and learning. The search paid attention to meaning of education, goal of education, the difference between teaching and learning. The 2018 competence-based education policy paper (CBE, 2018) is a case in mind. The background of the education system in Kenya was critical in giving clarity and purpose of education.

The historical background took into account recent policy papers by the Ministry of Education, UNESCO and papers from international conferences.

The research used the Tangaza University OPAC bibliographical search engines for the most important collections and databases. Mendeley reference manager and JSTOR provided the main online bibliographical documentation work. The online search engines connected with the Kenya Government Ministry of Education (MOE), United Nations, UNDP, Sage Publications, Taylor & Francis Online Journals, SAGE Journals, Taylor & Francis, Springer Link, Wiley Online Library, Directory of Open Access Journals (DOAJ), Emerald Journals (Emerald Group Publishing), Oxford Journals (Oxford University Press), Academic Law Reviews (LexisNexis), PMC (PubMed Central), Cambridge Journals (Cambridge University Press), Ingenta Connect, IEEE Conference Publications, SciELO Brazil (Scientific Electronic Library Online), NDLTD Union Catalog and Springer Link Open Access.

After making an extensive review of these materials, there was a careful selection of those documents that deal specifically with teaching and learning in general and why scholars are coming out to challenge what is presented as non-sustainable education policy in Kenya. It meant that papers, documents dealing with education, with particular attention paid to teaching and learning, would be accepted but those outside the remit of this research were rejected.

The compilation and analysis focused only that information which was relevant to the aims of the research. The headings that guided the literature selection and review were as follows:

- a) Education policy in Kenya since 1963
 - A brief historical overview on education policy from 1960s to the present use, the different meanings.
 - To explain the interface between education and sustainable development for creating an enabling environment for all to pursue their full potential.
- b). Gaps within the education policy
- c). Re-conceptualising teaching and learning for sustainable development.
 - What should be done to meet the needs and demands of today for a sustainable tomorrow?

Contextualizing the meaning of education

Generally, education should always play a major role in the economic, social, political development of any country by contributing to improved quality of life of every person. With the pressing demand created by a growing youthful population, hungry for opportunities for economic success, the Kenya government is increasingly concerned about how to deliver quality education to its citizens to meet this hunger for improved quality of life. Just so show why teaching and learning should contribute to sustainable development, statistics by end of 2019 revealed that unemployment rate in Kenya stood at 9.31%.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO,2017), stated that 30 per cent of students who enroll for primary class one in Kenya, fail to sit for their final primary exams (KCPE) after the expected eight years. 1,312,100 pupils who enrolled for school in 2007, about 880,500 or 67 per cent sat the final exam in 2014. The same UNESCO Report (2017) used the Kenya situation to replicate similar statistics across Africa. The report indicates that of the 63 million out-of-school children, 34 million, or more than one-half, live in sub-Saharan Africa. The region also had the highest rate of out-of-school adolescents (37 per cent).

In addition, of the global 139 million upper secondary-school-age youth, more than a half of all youth in this bracket were out of school in sub-Saharan Africa, making 58 per cent of the total school drop out by 2017 (Africa Sustainable Development Report 2017). The Standard Newspaper of December 22nd, 2019, presented secondary school statistics. In that year 693,263 students sat their final secondary exam. But Universities could only absorb 145,341 candidates who attained a grade C+ and above(The Sunday Standard Newspaper,P.8)¹. The question is, what should the government do with 500,000 students, who are just starting to think about their career development? Could there be a new way of teaching and learning in schools to enable every student to define their path without asking for Serikali saidia?

The private sector has also added its voice to teaching and learning by demanding for quality education (Gámez Gutiérrez and Garzón Baquero, 2017). One critique of the education sector has been the length the Kenya Government has taken to align the education system with the needs of the labour market. The private sector, for instance, is a key player in creating employment opportunities in the labour market. It can suggest the type of skills the education sector should offer for their type of industry. Experience from most developed economies in the west, like Germany, shows that by aligning the industry to education, there is an assured opportunity for graduates to be employed and accelerate economic growth.

Sustainable development is treated as a dependable variable here. If teaching and learning should contribute to Sustainable development, then it means students should be equipped to meeting the needs of the present without compromising the ability of future generations. The concept of sustainability comprises three

¹Sunday Standard. Push to ensure students transit to colleges starts. P.8. Standardmedia.co.ke

pillars. These are economic, environmental, and social pillars. They are also known informally as profits, planet, and people. The challenge posed by sustainable development is to put this understanding into practice by changing our unsustainable ways into more sustainable ones. The global education goal (SDG 4) is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. It has seven targets and three means of implementation (Boeren, 2019; UNESCO, 2017). Target 4.1 touches on primary and secondary education, 4.2 on early childhood and Target 4.3 is about technical vocational, tertiary and adult education.

However, these targets are specific for improved teaching and learning. Target 4.4 addresses skills for work, target 4.7 on how education contributes to sustainable development, target 4.A is about education facilities and learning environments. This target calls for building and upgrading education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all. The concept of effective learning environments, though weak in the proposed indicators, helps to think better on how to re-conceptualise teaching and learning in schools (King, 2017; UNESCO, 2017; UNESCO, 2015).

Therefore, the aim of sustainable development is to balance our economic, environmental and social needs, by allowing prosperity for now and future generations. It calls for any education system to incorporate the necessary skills which will address the demands of sustainable development (Boeren, 2019; UNESCO, 2015). The alignment of curriculum development in Kenya with sustainable development is reviewed with the intention of finding a link between teaching and learning in schools and market demands for skills.

Policy gaps in education delivery

The findings of this research paper are summarized in three policy gaps which explain the why the sustainable delivery of teaching and learning in Kenya is still weak. The gaps found in literature are needs driven education, rewarding success and lack of incorporating normative values as part of the education curriculum. The available literature since 1963, clearly discusses these gaps. Different policy statements over time revolved around a needs agenda and success as the outcome of a sound education system. The subjective nature of developing policies seems to have been captured by politics of the day. The third gap is where normative values are talked about but do not form the core part of the policy makers. This is reflected among public and private schools which to date clamour for a good position in national exams at the expense of normative values. This is how the research arrived at the three gaps.

Needs driven education policy

The background study has revealed that Kenya is still held up in its independence needs driven education policy. Needs driven approach to education could be divided into material needs and non-material needs. Material needs include food, shelter, and clothing and while nonmaterial needs cover education, knowledge, spiritual fulfillment. The question that was discussed the failure of the Kenya education system over time to graduate students who were self motivated and able to stand on their own. The concept of sustainability comprises the economic, environmental, and social pillars. They are also known informally as profits, planet, and people.

First, we acknowledged the role played by missionaries in the delivery of education in Kenya, before the arrival of colonialists, during the colonial period and in the post-independence period.

During the missionary period there was a strong discussion on an education curriculum that met needs of Europeans, Asians and Africans. The settlers wanted an education that would produce enlightened workers capable of taking instructions on farming and agricultural development. But they were opposed to any attempts to make Africans aspire to equality with them. In their mind, the settlers did not like an education that would make Africans self-sufficient in their rural areas, as this would threaten the supply of cheap labor for settler farms. An educated African group would be a threat to the minority white settler community in Kenya. The settlers did not want to go back to the period before 1920 when the African elite dominated farming in Kenya, when the Imperial British East Africa (IBEA) Company was in charge of Kenya (Swainson, 1980; Anderson, 1977).

However, the change in fortunes came at the end of the First World War in 1918. The British colonial policy changed to allow settlers wherever they were to generate their own income for their own sustainability. This policy affected the balance of control Africans had enjoyed since 1900. Kenya became a British Colony run by White settlers from 1920 to 1963. During this period, segregation of the races by the Colonial Government resulted in severe neglect of African education. This has been evidenced by the fact that more resources and facilities were devoted to the education of non-Africans, who represented 3 per cent of the population, than were used to educate Africans, who represented 97 per cent. At independence, the restrictive effect of colonial policy on African education meant that, at the time of independence, a large majority of children of school did not have education to hold onto the reins of power. This was reflected in the critical shortage of educated and trained local manpower that Kenya urgently needed for economic and social

development of the new nation. Education had been tailored to set races apart in a complex of relationships that ensured the domination of one group over others. This situation was even more serious among educated Africans where ethnic differences were manipulated to keep the various communities apart under the principle of "Divide and Rule". In the materialistic colonial society, the Africans came to see formal education as a means of earning a livelihood and a passage to modernity, which to them was represented by the European life style. The products of this system therefore saw their education as a personal achievement, not tied by an obligation to national development nor the wider society. This kind of thinking continued to influence Kenya's education policy in the post-independence period to the new millennium (Ojiambo, 2009). Education was set to meet needs of a certain class of people, families and those who took over farms once owned by the white settlers.

One can trace part of the failure in the KANU Manifesto of 1963. The KANU Government meant well for the young nation. The Government was committed to the provision of universal free education by spelling out other socio-economic aspirations to be met by education. The goal of education delivery in Kenya was to contribute to economic development of an emerging nation (Todaro and Smith, 2015; Meyer et al, 2017). Education policy was about getting rid of illiteracy, contribute to social justice, rapid development and devote more energy to educating Kenyans who would fill the critical shortage of trained manpower. There was little change in the education policy to be more inclusive in character and move away from the uneven competition the colonial system had planted to its elite.

The Sessional Paper No. 10 of 1965, made education, "Much more of an economic than a social service" sector. This sessional paper made education to be the principal means of relieving the shortage of domestic skilled manpower and equalizing economic opportunities among all citizens. The policy also touched on the social dimensions by claiming that the more people received education, the more Kenya experienced national unity of all ethnic groups forged into "nationhood", national cohesion and stability (Ojiambo, 2009; Eshiwani, 1990). In the new review of education policy, (CBE, 2018), one can argue that this equalization of economic opportunities failed to bring about the desired fortunes in education delivery in Kenya.

The centrality of the Government in managing development of education in Kenya was tested when in 1968 the Education Act (1968) put the responsibility for education in the hands of the Minister for Education. In turn the Minister for Education instituted various organs for the organization and management of education at all levels. In order to motivate teachers, the Teachers Service Commission Act (1967) was established as a body to make sure the education system was nourished by competent and highly qualified teachers. The education sector had to have a vision of continued growth beyond secondary education and teacher training college to establishing the University of Nairobi Act of 1970. Then two important bodies were also established to support quality education from primary to University and beyond. The two organs were the National Council of Science and Technology Act (1978) and Kenya National Examinations Council Act (1980). The National Council of Science and Technology Act (1978) had the mandate of coordinating research in science and technology. It was to advise the Government on relevant policy matters. While the Kenya National Examinations Council Act (1980) established as a national body to administer examinations.

However, Eshiwani (1990) observed that all was not well with the steps educational system took in the post-colonial period. While sustainable development was really the focus, there are many intervening indicators which contributed to the derailment of a noble course to be adopted by the young country. The country experienced insufficient resources due to poor economic conditions, a high rate of population growth, teacher shortages, the need to balance native language with foreign language instruction, poor internal efficiency, and continued problems with curriculum relevance.

Between 1970 and 1980, there were strong economic growth performances of most African economies which encouraged optimistic perceptions of the ability of governments to fulfill educational aspirations which were set forth in educational policy pronouncements (Sandbrook & Swainson, 1982).

However, these strong indicators of economic growth were hampered by setbacks. One of the key setbacks was the adverse economic conditions of the 1980s, brought about by the oil crisis in the Middle East, combined with population growth rates. After twenty years of independence a big leap in the delivery of quality education for sustainable development was envisaged. But education enrollment growth stalled and the quality of education at all levels was deteriorated. The World Bank undertook a major review of delivery of education by diagnosing the problems of erosion of quality and stagnation of enrollments. Emerging from that work was a policy study, Education in Sub-Saharan Africa: Policies for Adjustment, Revitalization, and Expansion, which was issued in 1988. That study presented a framework within which countries may formulate strategies tailored to their own needs and circumstances. The central conclusion of the study was to give clarity for each country on how to develop its own country-specific education strategy and policies. This tailor-made country strategy was to take into account the country's unique circumstances, resource endowment and national cultural heritage.

The crucial role of national strategies and policies cannot be overemphasized. In recognition of the centrality of sound policies as a basis for progress, the Bank's Education and Training Department commissioned a set of papers by African analysts in 1987. The aim was to develop a comparative study on experiences of eight Anglophone Eastern and Southern African countries. Each of these countries had developed

and issued major education policy reforms pronouncements. The study gave special attention to deficiencies in the design and implementation processes that account for the often-yawning gaps between policy intentions and outcomes. The lessons afforded by the eight African case studies, along with a broader- perspective assessment of educational policy implementation, were well captured in papers collected together by George Psacharopoulos and John Craig, who guided the study. By disseminating this set of studies on the implementation of African educational policies, it was hoped that the lessons of experience would be incorporated into the current efforts by African countries to design and implement national policies and programs to adjust, revitalize and selectively expand the education and training systems which prepare Africa's human resources, the true cornerstone of African development.

The observed failure of this needs driven education policy

The challenge envisaged in any education system was needs driven for the young nation to reach its full human potential to achieving self-actualization. Who directs this needs approach to education? What is in the teaching and learning curriculum over time?²(Todaro and Smith, 2015; Meyer et al, 2017). We have discussed that education was to get rid of illiteracy, contribute to economic growth, and enhance national cohesion and stability. The 1980s brought challenges unforeseen. The World Bank introduced new policies to education, which failed to add value to the existing teaching and learning to prepare students for harsh economic times any time. Teaching and learning policy were to fulfill certain needs that did not contribute to skills for self-employment opportunities of the youth. This argument was well discussed by the Kenya statistics agency report, the 2015/16, Basic Labour Force, released in March 2018. The unemployed Kenyans aged 15 to 34 from September 2015 to August 2016, was 1.22 million. The younger age of below 35 years were 85% of the unemployed people in Kenya. Report makes a good case about the Kenya Government policy on free Primary Education Programme since its introduction in 1980s, which was supposed to allow more children to receive education and end despair of dropping out of school due to lack of fees. The needs driven model was not working.

Success driven education

Education in Kenya is still about success driven and less on value driven. Students sit for national exams and are graded by how many as a school or student had. While it has been heralded as motivational, it also creates a wrong culture. That life is about success and nothing else. The social outcome has been false competition in politics, business, and among families. Tragedy after tragedy has been experienced. Statistics show that if teaching and learning had been improved, since the introduction of free education under NARC Government, 2003, thousands of children who joined school were still dropping out of schooling without the life-saving basic education. Those who sat final exams (2013 KCPE) in primary school, a total of 30 per cent (3 out of 10 students), failed to sit for the KCPE. Of the 1,231,300 students who enrolled for Class One in 2006, only 839,800 sat the KCPE in 2013, leaving 32 per cent behind. If you were to address the same problem across Africa, UNESCO Report (2017), shows that the Kenya situation can be replicated across Africa. The report indicates that of the 63 million out-of-school children, 34 million, or more than one-half, live in sub-Saharan Africa. This is a clear justification why re-conceptualising teaching and learning in Kenya schools could help give life turning opportunities to the youth, who drop out of school at different ages. It leaves the question to ask, whether improved methods of teaching and learning could help the youth develop the right skills to meet their needs and those of the market. We shall look at subsequent reports from developed countries that argue for better methods of education and learning processes can cut unemployment and help the economic development of Sun-Saharan Africa. The dimensions to the problem of youth unemployment in Kenya and Africa have this demographic dimension, explained as the pyramid youth bulge affecting half of Africa's population, which is under 25 years of age (World Report, 2009). The unemployed "youth bulge" at the base, is open to several temptations of abuse by criminal gangs, terror groupings and being forced into joining militias for political destabilisation.

Secondly, if half of Africa's population is under 25, with 75% is this age is under 35, it means that by 2050, Africa will account for 29% of all people aged between 15 and 24. From the global perspective, this is about 348 million of the total 1.2 billion youth. This age bracket will demand for employment opportunities or have skills necessary for job innovators and creators.

² Todaro, M., & Smith, S. C. (2015). Economic Development (12th ed.). In *Economic Development*.

Meyer, D.F. et al. 2017. The Relationship between Economic Growth and Economic Development: A Regional Assessment in South Africa. *Journal of Advanced Research in Law and Economics*, Volume VIII, Summer, 4(26): 1377–1385. DOI: 10.14505/jarle. v8.4(26).38. Available from: <http://journals.aserspublishing.eu/jarle/index>

The critique of this success driven policy in education comes from two perspectives. The first is reflected in the mandate of education delivery in Kenya. The mandate of the Education Sector is to respond to the Constitution (2010) and Kenya Vision 2030 and in so doing to propose strategies to address wastage and inefficiency; improve financial management and accountability, and to make education in Kenya inclusive, relevant and competitive regionally and internationally (MOH,2012). This is a sound policy that fits in well with success driven education policy in Kenya. To be competitive, implies that the segregation policy during the colonial period (1920-1963) persists beyond the new millennium. The regional and international competitiveness will not allow school drop outs to fit in this category. The integration of sound competitiveness from primary schools to university required a different approach so that those who leave school at different levels continue to be competitive regionally and internationally because the teaching and learning were improved to helping students focus more on sustainability in whichever stage, they found themselves in.

This weakness is also reflected in the vision, which articulates the provision of quality education and training to all Kenyans is fundamental to the success of the Government's overall development strategy. Kenya Vision 2030 articulates the development of a middle-income country in which all citizens will have embraced entrepreneurship, be able to engage in lifelong learning. The same weakness is reflected in the mission of the Government of Kenya, which is to create an education and training environment that equips learners with desired values, attitudes, knowledge, skills and competencies, particularly in technology, innovation and entrepreneurship, whilst also enabling all citizens to develop to their full capacity, live and work in dignity, enhance the quality of their lives, and make informed personal, social and political decisions as citizens of the Republic of Kenya (MOE,2012). However, the policy has not helped to push Kenya away from the class society as argued by Swainson, 1977(Swainson, 1977).

Swainson had observed that the growth of indigenous capitalist enterprise in Kenya had produced a local capitalist class, originally based on merchant capital had gradually moved into manufacturing. This bourgeoisie class of individuals had moved into international capital by using its connections with the Kenya Government to successfully establish itself in direct competition with foreign firms. This new class became the controllers of economic resources over time. Education policy still reflects the ideals of the few competing among itself to conquer the international market, while the majority will continue to falter behind the required sustainable development. Therefore, it means the reward of success in education introduced values that were detrimental to middle-income country in which all citizens will have embraced entrepreneurship, be able to engage in lifelong learning.

Lack of normative values in education curriculum

In any given social system, forging a common understanding of what is meant by value driven approach to education is a weak. Not just for Kenya but as Todaro and Smith (2015) argued, it is a problem decision maker cannot agree on. Todaro and Smith (2015) reflect on what Mahatma Gandhi believed in, that any system that values economic development and modernization should represent implicit and explicit value premises about desirable goals to the realization of human potential. They include social equality, elimination of poverty, universal education, raising high levels of living, national independence, modernization of institutions, good governance principles including rule of law, economic participation, self-reliance and personal fulfillment which come from value judgment. Value judgments help one to discern what is good and desirable. From the Gandhian schools of thought, the character of discerning good from bad is driven by individual faith believes. Gandhi, Martin Luther King, and some historical figures managed to convince society on the right values because of their own faith believes (Walborn & Walborn, 2014). Mahatma Gandhi was a role model with his personal characteristics, meaning and view of life, devotion to his beliefs, way of struggling with the problems he encountered, universal understanding of peace and tolerance, the value he attached to human beings, and his character, thus, from the values he possessed, to set forth an educational point of view. His philosophy of life has continued to influence development policies not just in India but even at global level (Dündar et al, 2016; Khoo& Tan, 2002). This visionary understanding of policy development is seen as a weak point in the Kenya education policy since independence. It has not come out clearly which values a country like Kenya should emulate in its social economic model that makes the graduates self-motivated to sustainable development. While countries like Israel link education with firm beliefs found in their national ideology, most countries with a wide ethnic grouping like Kenya will find it hard to come up with a national ideology that drives education for sustainable development. The disconnect is so obvious that one wonders what happened to the expertise found within the government policy makers within the education and development sectors.

We observe that Israel has developed national values which initiate a relationship between individuals and the country. Education is built around the vision of national rebirth and social liberation as the educator of new generations in a period of social and national transformation. The ultimate goal of education in Israel is values and character formation built from their religion and political ideology (Pinar et al, 1999). They argue that where normative values are the guiding philosophy behind delivery of education is that pupils become attentive to the discourse of morality and discursively affirm values such as trust, fairness and honesty as they

grow up (Gilfillan, 2008). This commitment to values is reflected in the development of Israeli ideology that explains why protecting land, giving shelter to everyone, for them matters most.

Re-conceptualising teaching and learning in Kenya

The weakness in education policy in Kenya has been summarised meetings needs of those in power, rewarding success without normative values. The outcome of this policy development has been lacking safety nets for those who drop out in primary and secondary schools. While those who go to University come out without a clear chance for employment. It leaves us with the hypothetical question: If Kenya re-conceptualises a new teaching and learning approach, will education contribute to sustainable development as an answer to many schools going age and youth who drop out of school?

This question brought us to address the concerns raised by the 2018, policy paper titled competency based education (CBE). In this paper the Kenya government came to realise the downturn in fortunes. In this paper, the government argued that competency based education, if understood, provided the right platform for equipping students with the right skills for self and country development. The policy paper gives a clear review of how to improve teaching and learning in schools. Any education system should contribute to the sustainability of the national economy, improve household livelihoods and create more employment opportunities to its youth. The development of CBE was informed by the 2009 World Bank Report on Kenya³ whose statistical findings have not changed much by 2019. The youth made up 37% of the working-age population in Africa, but 60% of the unemployed (Ngesu and Atieno, 2019). This is similar to the unemployment statistics provided by ILO (2018) and Kenya Government (2019) which show the national unemployment rate for the entire labour force was at 7.4%. The Kenya statistics agency report, the 2015/16 Basic Labour Force, released in March 2018, estimated the number unemployed Kenyans aged 15 to 34 from September 2015 to August 2016, when the survey was carried out to be at 1.22 million. The data agency said the youth between 15 to 34 years made up 55.3% of the labour force. The younger age of below 35 years were 85% of the unemployed people in Kenya. Young people are more likely to work longer hours under insecure work arrangements, characterized by low productivity and meager earnings. Females face particularly strong challenges in entering the labor force, due to early motherhood and lack of education. The face of Africa's youth is an eighteen-and-a-half-year-old female, living in a rural area, with some education and literate, but not attending school. The main challenge for her is to find and sustain productive employment with a reasonable income.

There are several dimensions to the problem of youth unemployment but two of them stood out then. The demographic dimension where we have the pyramid youth bulge and half of Africa's population is under 25 years of age. The World Report (2009) argued that the population of Africa is shaped in a pyramid frame, with a "youth bulge" at the base. Secondly, half of Africa's population is under 25, of which is about 75% is the age is under 35. It means that by 2050, Africa will account for 29% of all people aged between 15 and 24. From the global perspective, this is about 348 million of the total 1.2 billion youth (Hope, 2012). It is against this backdrop that the Government of Kenya is urgently call for reforms in content and methodology of delivering quality education and teaching at primary, secondary schools, colleges and universities. Since independence in 1963, the Kenya government has made education reform as its main objective for national economic development, improved household incomes and heightened opportunities to compete with rising economies beyond the borders.

Kenya came up an ambitious vision 2030 whose target was to become a middle-income country by 2030. This goal not only requires uninterrupted growth of 10% per year, but also put demand on citizens to develop a globally accepted competitive skills among its youth. So, CBE found out that, out of every 100 students who start primary school in Kenya, only 68 transition to secondary school. Only 6 of this group went to universities or tertiary institutions to learn skills required to give the country an edge in an increasingly competitive world. The high rate of school drop rate in Kenya is replicated across sub-Saharan Africa. The Government policy on free Primary Education Programme since its introduction in 1980s was supposed to allow more children to receive education and end despair of dropping out of school due to lack of fees.

Then the World Bank identified ICT sector as a great contributor not only to development but as a key enabler of productivity and creator of jobs. The World Bank already identified how ICT could be part of the support to farmers, small businesses, and those excluded from traditional banking services. Governments could use ICT to speed up services. The example of Ghana stands out. The introduction of IT systems and Business Re-engineering in Ghana resulted in a drop-inaverage customs clearance time from 2-3 weeks to 1-2 days and a

³http://web.worldbank.org/archive/website01259/WEB/0_C-107.HTM/cited 21/11/2019 or URL for this page: Obiageli K. Ezekwesili, (2009). *Youth Unemployment: Challenges & Opportunities in Economic Development*. <http://go.worldbank.org/5DLMHJ6C00/retrieved21/11/2019>.

50% increase in revenue. In Kenya, ICT slashed the number of days it took to register a vehicle from 30 to 1, as well as cutting off avenues for greedy hands.

Therefore, the World Bank encouraged the knowledge service support to be part of government policies and helped African entrepreneurs to improve in use of ICT. By 2009, over 400 million mobile phones were in use. Over 65% of Africans even had access to wireless voice networks.

The success of ICT expansion had been attributed to the private sector, which invested more than \$60 billion in 1998-2008. The World Bank Group invested over \$ 2 billion in ICT Sector connectivity infrastructure and e-government applications. From this World Bank support 8 million Kenyans were using their mobile phones and the m-pesa service to make payments for bills or micro-loans. Before the service was launched, only 2.3 million Kenyans had a Bank account. The support has been experienced in East and Southern Africa, where more investment in projects expanded to the development of high-speed submarine cable connectivity, resulting in a drop of 80% for high-speed capacity prices. Lastly, one country that has used ICT knowledge to the fullest has been Rwanda. It has invested well in the TRACNet system used by health workers in the field to track the medical supplies used by 252 HIV/AIDS clinics and 70,000 patients throughout the country in real time. Now the TRACNet system is expanding to help with diseases such as TB and malaria.

The statistics above coming out of the World Bank help us to looking at Kenya and make sense of how it can improve to bring about the desired economic growth in households and country at large. The situation presented by CBE (2018) calls for the reconceptualisation of how to deliver education to match the unemployment and poverty gaps the country has been experiencing since 2009. All these empirical reviews and narratives lead to one reflection: If we improved in teaching and learning in schools, could we see a better contribution to sustainable development in Kenya?

The UNESCO (2017) report highlighted shortcomings in education experienced by Kenya similar to trends experienced across Africa. Kenya faces numerous sustainable development challenges that range from climate change, loss of biodiversity, food insecurity, and high levels of poverty among others. The Government of Kenya has developed a Green Economy Strategy and Implementation Plan (GESIP 2016) to address some of these challenges to achieve its long-term development goals as defined in Vision 2030. Addressing sustainable development challenges requires provision of quality education that offers values, knowledge, skills and competencies for sustainable living and participation in society. Education for Sustainable Development (ESD) is an integral part of life-long learning and central to the delivery of quality education necessary for building capacity of the Kenya society for a green economy. As a way of response, to the UNESCO Report (2017), the Ministry of Education presented a well thought out paper on Education for Sustainable Development (ESD,2017). This paper as shared by the Cabinet secretary then, argued that education is an essential tool for achieving sustainability. It pointed out why every person should be allowed to acquire knowledge, skills, form right attitudes and values that are necessary to shape a sustainable future. To achieve this, it called for the transformation of teaching and learning methods. The performance of Kenya in the last ESD Decade, gave the overall objective of the policy by reorienting education and learning to enable everyone to acquire the knowledge, skills, values and attitudes necessary for contributing to sustainable development (Ministry of Education Policy Paper, 2017).

Therefore, Education for Sustainable Development (ESD) Policy has provided space for the incorporation of key themes of sustainable development in the education delivery in Kenya. These key themes are poverty alleviation, human rights, innovation, health and environmental protection, values and actions required to create a sustainable world, which ensures environmental protection, and climate change, conservation, promotes social equity and encourages economic sustainability, into the Kenyan education system. It promotes competencies such as critical thinking, creativity and making decisions in a collaborative way. This will be realized through integrating sustainable development into education and integrating education into sustainable development.

Through Sustainable Development Goal 4 (SDG4), ESD provides a cross cutting mechanism for the achievement of all the SDGs in Kenya. This is in line with Agenda 2063 of the African Union, which calls for action on catalysing education and a skills revolution to build knowledge, human capital, capabilities and skills to drive innovations on the continent. This policy will enable the implementation of ESD across the education sector to enhance the attainment of SDGs by improving quality of education, building capacity at all levels, and enhancing public understanding and awareness of the sustainable development agenda. The 17 SDGs provide the wider context for further up-scaling and mainstreaming ESD efforts in the country.

This policy is based on 23 county stakeholder consultations and complements the National ESD Strategy of 2008 and Sessional Paper No. 11 of 2014 on National Education for Sustainable Development Policy that also calls for nation-wide stakeholder engagement. The Sessional Paper No. 4 of 2012 on Reforming Education and Training in Kenya has recommended curriculum reform that is expected to foster quality education and enhance the integration of ESD at all levels of education.

The Ministry of Education in collaboration with the National and County Governments and in partnership with the private sector, NGOs, International and local development partners will mobilise resources

to implement the policy. Through the implementation of this policy, the Ministry shall contribute to the integration of ESD into education and sustainable development policies and strategies of learning environments in training and learning institutions, integration of ESD into teacher training programmes, and the establishment of ESD youth-led and other local initiatives. The Ministry of Education shall provide guidelines to facilitate the implementation of the policy. The critique of policy development in the education sector helped come up with a review which could contribute to reconceptualizing teaching and learning in Kenya schools.

Improving on policy development

Ayisi et al (2019) observed that any policy development should contribute to national needs. Kenya has transformed its innovation policy landscape in response to national needs in the last two decades. Key policy instruments including the Science, Technology and Innovation (STI) Act of 2013 and Medium-Term Plan (MTP) III of the Kenya Vision 2030, are now emboldened in the ambitious “Big 4 Agenda’s” four key pillars of manufacturing, food security, universal health coverage, and affordable housing. Through these frameworks, the country has managed to come up with an effective National Systems of Innovation (NSI) that is more responsive to the needs of the society and able to foster transformative changes that contribute to addressing the Sustainable Development Goals (SDGs).

Ayisi et al (2019) confronted this question while attending a Transformative Innovation Policy (TIP) workshop that was held in Pretoria South Africa from 4th to 5th February 2019. The big question was whether these instruments will enable Kenya to attain the SDGs in the next 12 years. The policy development requires an active participation of the key stakeholders. The old view that only the government can set the agenda for national policy development requires challenging (Department of Trade and Industry, 2017; Afande, 2015). More stakeholders are required in identifying problems that require policy review constantly and help in defining the nature of the problem (DTI, 2014).

First a key argument in configuring out what policy should contain is by looking at works by Laswell. Laswell, is known as the master per excellence of developing policies in any democracy. He had learnt that the policy scientist of democracy knew all about the process of elite decision making. Lasswell put his knowledge into practice by advising those in power, into sharing in important decisions, and furthering the cause of dignity. His approach to critiquing policy was both heralded and ridiculed. Some heralded the policy scientist of democracy; others observed a contradictory figure, at once positivist and value-laden, elitist and democratic, heroic and implausible. The conflicted response exemplifies Lasswell's legacy (DTI, 2014; Farr, Hacker and Kazee, 2006). The vital questions Lasswell grappled with still must be asked today when working through any policy. He looked at the obligation of political elites and scientists in informing and shaping policies. These obligations should also identify and incorporate democratic values in the policy (Farr, Hacker and Kazee, 2006). Lasswell distinguished between two concepts in policy development and formulation as follows.

- i. He thought there was need for ‘knowledge of the policy process’, to foster policy studies (the analysis of policy) by different stakeholders.
- ii. The policy makers should have ‘knowledge in the process’, to foster policy (analysis for policy) by those implementing different types of pedagogies in education.

At times policy makers are not sure which line of argument they should take in making the right policy decisions. Is it about knowledge of or knowledge in the process to bring about sound policies? The distinction has been identified as crucial in assisting stakeholders overcome the major confusion associated with questions around the needs policy approach debate.

Critique of Lasswell’s theory of policy formulation

Two misunderstandings in policy studies have emerged when trying to apply Lasswell’s theory of policy formulation. The analysis below helps in reviewing whether policies are multi-centric policy or single cycle processes. Some of the empirical data to this argument are informed by Bickerton (2011) when reviewing EU, the EC's role in the Conference on Security and Co-operation in Europe (CSCE) in 1973 to 1975 and the contemporary workings of the Political and Security Committee (PSC). He noticed the missing components of the policy as a social theory of EU foreign and security policy with democracy and bureaucracy as two competing political forms within the framework of the modern state. In another study conducted by in Colorado on curbing domestic violence used Kingdon’s multiple streams theory to a criminal justice context in a sub-national government. Findings revealed that agenda setting and policy formulation depended on three elements: feedback from existing programmes, indicators of continued difficulty in effectively treating offenders, and the existence of a suitable policy alternative (Tunstall et al, 2016). The formulation of policies requires the following analysis.

- First, let us start with the origins of the policy, where Lasswell describes decision functions through variables like: intelligence, recommendation, prescription, invocation, application, appraisal and termination.

- These functions correspond reasonably well to a policy cycle's stages: agenda setting, formulation, legitimation, implementation, evaluation, and maintenance, succession or termination.

Conclusion is that Harold Lasswell was imagining functional requirements, while the cycle seems to describe actual stages. In other words, if you take Lasswell's list of what policy analysts/ policymakers need to do, multiply it by the number of actors (spread across many organisations or venues) trying to do it, then you get the multi-centric policy processes described by modern theories. If, instead, you strip all that activity down into a single cycle, you get the wrong idea. The policy is bound to contribute negatively to the final outcome.

One proposal is to have functional policy analysis in order to arrive at focused pro needs policy. This description should seem familiar, because the classic policy analysis texts appear to describe a similar series of required steps, from defining the problem to evaluation of past policy to inform current policy (Bongaarts, 2019). Further to this critique on policy development is what studies of policy analysis in action suggest. First, any individual analyst's need for simple steps, to turn policymaking complexity into useful heuristics and pragmatic strategies, should not be confused with what actually happens when many policy analysts, influencers, and policymakers interact in policy processes (see Radin, 2014).

The implication from the analysis of Lasswell's policy formulation, assisted greatly in articulating changes in education policy in Kenya over time. What you need and what you expect can contradict each other. One has to be careful.

What you need versus what to expect in education policy

The education policy analysis in Kenya undergone many policy challenges in trying to articulate debate on need and what to expect. This main discussion of policy studies and policy analysis reminds us of a major difference between. Functional requirements, which explain what you need from policymaking systems, to (a) manage your task (the 8-10 step policy analysis) and (b) understand and engage in policy processes (the simple policy cycle). The other is Actual processes and outcomes. What policy concepts and theories tell us about bounded rationality (which limit the comprehensiveness of your analysis) and policymaking complexity (which tend to undermine each policy maker's understanding and engagement in policy processes)?

To demonstrate the complexity in policy development, we apply Lingard (2006, 1993) review of Australia's education policy perspective. Lingard argued that despite the resurgence of market ideology and the related reconfiguration of the state, the state remained important in contemporary education politics. The key conclusion here rejected the binary question of where a state is the sole controller of policy or having a policy cycle approach within policy sociology. The state control approach, influenced by Marxism, tends to over emphasize the power of the state in the policy process. Policy cycle approach, influenced by post-structuralism, amplifies the power of schools and teachers to modify policy. However, in modern policy development, the state and stakeholders in education sector are called upon to come up with a more sophisticated theory of the state to be incorporated within the policy cycle approach (Ball, 1997). While policy sociology tends to favour politics of the day rather than what people really see as essential to linking social needs of the people by choosing the right government to meet the demands of the day.

Britain under Thatcher and Tony Blair are good examples in trying to understand this binary question between the state control and policy sociology. It also helps to emphasize why the needs driven policy formulation in the education sector can be taken over by the government coming to power to satisfy its manifesto and not the desires of the electorate. It shows the role different philosophies and interest groups can drive the policy of a nation to sustainable prosperity or to the underdevelopment.

Mulderrig (2019) conducted a study on changes in educational discourse in the United Kingdom during three decades of crisis and radical change in British capitalism. She used critical discourse analysis with corpus linguistic tools, to examine White Papers from Prime Minister Edward Heath (1970-1974) to Tony Blair (1997-2007).

By linking social theory with corpus linguistic 'keywords' tools, the analysis identifies three successive educational policy concerns: a technocratic focus on educational outputs under Thatcher's neo-liberal government; a visionary discourse of competitiveness under Major's caretaker government; and a strategic policy aimed at building an internationally competitive, skills-based, economy under Blair's New Labour Government. The education policies in United Kingdom were about education's role in economic policy. Under Prime Minister Thatcher, education was about what the technocrats within the conservative party wanted to see work for a neo-liberal government.

Neoliberalism was driven by principles which pushed for a market-oriented economy, individualism, liberalism and less care for a communitarian spirit. The teaching and learning in schools too changed to adopt certain values that did not give hand in hand with the international conventions about working for the common good. It meant that UK Aid during this period was pegged on liberal policies. It was not a wonder then, when the World Bank came up with a development policy for sub-Sahara Africa in 1980 proposing sweeping changes in the way aid was given and education delivered. Structural adjustment policies affected the delivery of

education in Kenya from a free learning to cost sharing learning in schools. It meant that while the Kenya government was grappling with its own economic challenges and improving on an education system that would drive the economy, all the good intentions had to be halted to deal with new foreign interference, the period from 1980 to 1997. This period also saw different emphasis in policy development. One substantive and one meta-analytical. The first concerns changes in public sector provision. It is argued that the public sector has been 'transformed', in Jessop's terms, from a Keynesian Welfare State to a Schumpeterian Workfare State. This transformation involves fundamental changes to forms of provision, patterns of access, forms of work, client-worker relations, inter-institutional relations and values and, ethics (Ball, 2012).

Ball (2012, 1997) conducted a social study on the effects of these policy changes on the lives of ordinary people in Britain but also in the commonwealth. There was basic tension at the heart of education policy development, the power relations within and extra political parties, between a commitment to the pursuit of efficiency and a commitment to the pursuit of social justice. This tension continued with the Blair led Labour Government. Blair's strategic policy was aimed at building an internationally competitive, skills-based economy. But the idea of cost sharing in education sector and other sectors persisted under the neoliberal policies. Cost sharing in education delivery made it very expensive to educate everyone in UK and in developing countries (Ball, 1997). Female student suffered inequality in education delivery in Africa and South East Asia. It is only when UNICEF came up with a 1986 Policy paper, 'Development with a Human Face' that the UN came up with a new international development policy that focused on human development. Ul-Haq and Sen (1990) made it clear in their presentation that development was about people, opportunities and choices they value (HDR, 1990, UNDP, 1990).

Therefore, the policy process is complex. It contains hundreds of people and organisations from various levels and types of government, from agencies, quasi-and non-governmental organisations, interest groups and the private and voluntary sectors (Painter, 2013; Lingard, 2006).

Transformative reconceptualization

Transformative Pedagogical process for higher education, develop course material and activities that are challenging for students, and that will assist them in cognitive development, ensuring that they advance their understanding of concepts to higher levels (Wanjala, 2016). The forms and types of pedagogies to be considered in developing curriculum, should allow a pedagogical process which allows students to learn the best approaches that satisfy their needs. They should learn concepts, styles they tend to gravitate towards mental models that can further their learning. Good teaching and learning methodologies can help students learn self-skills to achieve sustainable development at individual and community.

Fenwick and Nerland (2014) are the leading researchers in guiding on how to reconceptualise teaching and learning in the contemporary world. They delve into this subject by introducing eye catching methodologies to address emerging issues of concern for professional learning in contemporary society. The conditions for professional practice and learning are changing dramatically in the wake of globalization, new modes of knowledge production, new regulatory regimes, and increased economic-political pressures.

In the wake of this, a number of challenges for learning emerge. There is need for curriculums to expand and more practitioners become involved in inter-professional collaboration. Teaching institutions are called upon to catch up with developments in new technologies and virtual work worlds. With globalization, education is also becoming internationalized. As such the emergence of transnational knowledge cultures and interrelated circuits of knowledge require understanding.

The space and time relations in which professional practice and learning are embedded are becoming more complex, as are the epistemic underpinnings of professional work. Together these shifts bring about intersections of professional knowledge and responsibilities that call for new conceptions of professional knowing. The competitiveness of graduates students at any given level is important when trying to fit into this bracket of global learners. Every year thousands of Kenyan students, even though since 9/11 the number has dropped, a large number go to USA for higher education. If they are not equipped in the right skills of learning, they may find it hard to complete their studies in given time frame.

Exploring what the authors call socio-material perspectives on professional learning, Fenwick and Nerland (2014) argue that theories that trace not just the social but also the material aspects of practice such as tools, technologies, texts but also bodies and actions are useful for coming to terms with the challenges described above.

The study recommends that following models to be incorporated as part of the curriculum development. Pedagogies are constantly evolving. You can develop your own, inspired by common ones and modified for 21st-century learning. A pedagogy must fit the audience, community needs, and focus on helping students develop an understanding of the material beyond basic memorization and surface knowledge. Students should be able to relate concepts back to the real world, and even their own lives.

Some of the innovative ideas we recommend as part of the curriculum development and reinvent teaching methods with sustainable development in mind are as follows. A Creative Teaching where using tools

to stimulate creativity in class and outside class (Bellemare et al, 2017; Biggs, 2013). Science Congress skills are important if started from primary school to Universities. In fact, Universities in Kenya do not have a national policy to hold their own science competition to improve creativity. Policy on creative teaching should bring this practical need into the curriculum development. ICT knowledge for all students is becoming very popular. Virtually mobile phone use has revolutionized communication and teaching. Social is a fast way of passing information. However, not the best way of getting accurate information. Gadgets for relaying information are growing each day. Laptops, Computer laboratories, iPad, mobile phones and screens need to be part of the class teaching (Wanjala, 2016; Bellemare et al, 2017).

Global Connectivity exposes students to new and fast knowledge. In a world where new media has taken a significant role in teaching and learning, any modern pedagogy much account for students finding, analyzing and applying knowledge from a growing number of constantly changing sources. This requires higher-order skills like critical thinking and the ability to learn more independently, as well as in larger groups, both in person and online. Education provided by universities and university colleges is becoming ever more digitalized has resulted in new challenges for university teachers in providing high-quality teaching and adapting to the needs of changing student populations. Digitalization has increasingly introduced a new dimension in teachers' pedagogical skills and competences which we have chosen to call Pedagogical Digital Competence (PDC) (From, 2017). It means demand for qualified teachers in ICT knowledge will advance teaching and learning skills for sustainable development. (Tarus, Gichoya and Muumbo, 2015; Cochrane and Narayan, 2011).

Students should be comfortable using technology to help them learn, and to access, share, and create useful information and gain better fluency in a subject (Sharples et al, 2019). Educators, in turn, can use technology to enhance course materials and further support their pedagogies through blended learning that combines classrooms with online teaching, flipped classrooms that provide materials students can access after class, like videos, lecture notes, quizzes, and further readings, and overall wider access to sources and experts online (Bellemare et al,2017; Fowler,2015). Within the context of global pervasive mobile technologies and social media, education is not an exception. In particular, the social media application called 'WhatsApp' was the third most popular app with about 1.5 billion active users world-wide at the end of 2018. Consequently, many students have invested significant amounts of time and resources into WhatsApp for collaborative learning.

However, the problem Nyembe and Howard (2019) found was that there is scarce literature on mobile collaborative learning (MCL), a core feature of WhatsApp, in relation to prominent learning theories. 'WhatsApp' is a strong information tool which could be utilized for class needs and outside class learning (Nyembe and Howard,2019). For example, Google programmes are simplified to be class friendly. Videos and other teaching support aids should be in every school. Audio and video tools should be assembled in every classroom (Bellemare et al, 2017).

Teaching should not remain in class and end in class. But some classes could be carried out to the community where the subject of the day can be experienced practically (Cápay, 2019). For example, students at Tangaza University have been visiting Langata Women's Prison for a class on Gender and domestic violence. The outcome has been that students would write about the experience and start projects on gender violence within their own communities.

Other students have gone to pastoralist communities and from that visit, a couple of them started programmes that transform community relations. Monica Kinyua was inspired to start a peace programme through Children in schools among the Borana and Rendille pastoralists in Northern Kenya. The project is called Children for Peace Initiative (CPI).

Finally, teaching and learning today should contribute to sustainable development.

Sustainable development. The historical perspectives of more than 40 years of environment related education theories, practices, and policies should be introduced as part of the curriculum at different stages of learning (Berryman and Sauv , 2016). A critical analysis of Stefan Bengtsson's research about policy making leads us a discussion on how to relate sustainable development (SD) and education for sustainable development (ESD). To counter the persistent weight of the underpinning resource driven and economic view of the relationship between people and the environment, there are important perspectives about economy, people and society, and about the environment (Kadhila et al,2017). These divergences insist upon diversity in education and in environmental education (Berryman and Sauv , 2016). In the history of Kenya, young farmers' Clubs were associated with practicals in agriculture farming. The clubs enticed and encouraged student to read agriculture and animal husbandry (Mukembo et al,2014). This is an area that requires serious review because many graduates are entering agribusiness with very little knowledge on agriculture, horticulture and animal husbandry (Njoroge and Orodho, 2014).

G mez Guti rrez and Garz n Baquero (2017) have come to recommend the importance of making the private sector part of the education system. Their experience in Latin America has taught them that in a world where capitalism has promoted and requires the growing knowledge of entrepreneurs, creative people who have the ability to solve problems in the form of innovation need nurturing through the private sector. The types of

enterprises they create can be social, public and private. The best model is the German apprentice Model of Education. For over 150 years the German education curriculum is tied to the private sector. They are famous for promoting enterprising companies of new products and new production methods. These methods are introduced, new markets are open, new sources of raw materials and inputs are developed and new market structures in an industry are created by the private sector (Veza, Gjeldum and Mladineo, 2015; Walden and Troltsch, 2011). Gámez Gutiérrez and Garzón Baquero (2017) recommend teaching entrepreneurship but the question is how to do it. Teaching entrepreneurship should go beyond the business plan and bring in Freirean social justice principles, working for the common good and challenging neoliberal work ethic of individualism as opposed to communitarianism (Kouatli, 2019; Lynch and Kalaitzake, 2018; Deerness, 2016).

The researcher observes that teaching and learning can be reconceptualized by incorporating transformative ideas emanating from the culture, the social political situation, making students responsive to questions that answer their own needs and not just the political parties like in UK under Thatcher and Tony Blair. What Kenya missed out in its education policy can be improved to capture not needs of the political party ideology or the philosophy of the education demagogues but what society sees as needs that require a local solution. The question of success should not be measured within the parameters of how many A-grades one garnered at end of the academic year but how that grade translates to social transformation in the Freirean methodology of social action. Students who embrace this philosophy of success tend to become citizens who see sustainable development as inclusive. We also observed how the developed nations have also sound democracy because education combines a well-entrenched culture of values. Having the right values stems from the ideology of the community, which sees things in the same lens. This type of community will then elect leaders who work for the service of their needs. If they fail to deliver, they resign and others take over. The education policy in Kenya lacked this focus on the right values which should be the engine for sustainable development of the nation called Kenya.

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