

The Kenyan Education Curriculum: From Development to Sustainability

Grace A. Koteng

Abstract

Education for sustainable development (ESD) translates to acquisition of knowledge and skills to support growth. Sustainability adds value to the acquired learning in education; and this, then translates to the growth and development of the individual, the community, and country at large. Curriculum should therefore be designed and implemented in ways that link teaching and learning to sustainable development. A survey conducted established that products of the Kenya curriculum have exhibited gaps in this aspect. A random survey and interviews targeting 20 of each of the various stakeholders including secondary school teachers, university lecturers, and secondary school and university graduates, were conducted. During the survey, factors considered included the goals of the curriculum offered, its implementation, and relations with sustainable development. Gaps were identified and the way forward suggested. The study was conducted in Western Kenya. The results were analysed by percentage, and conclusions drawn. Recommendations were suggested from the conclusions.

Keywords: education, knowledge, skills, sustainability, development

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