



# EDUCATION FOR SUSTAINABLE DEVELOPMENT- ESD IMPLEMENTATION STRATEGY

## MONITORING AND EVALUATION GUIDELINES

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**National Environment  
Management Authority**



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## Preface

The United Nations (UN) declared the period (2005 - 2014) as the UN Decade on Education for Sustainable Development. As a response to this Kenya has developed an Education for Sustainable Development (ESD) Implementation Strategy that will serve as a guideline for ESD implementation across all sectors.

The Kenya ESD strategy is guided by three broad strategic objectives as follows;

1. To enhance the role of education and learning for equitable, efficient and sustainable utilization of the country's resources
2. To promote quality education through diverse learning and public awareness for improved quality of life and productive livelihoods
3. To promote teaching and learning that inculcates appropriate values, behaviour and lifestyles for good governance and sustainability.

The implementation of the ESD Strategy will be guided by seven inter-linked strategies as proposed by the United Nations Decade on Education for Sustainable Development (UNDESD) Implementation Strategy namely advocacy and vision building, consultation and ownership, partnership and networking, capacity building and training, research and innovation, information and communication, monitoring and evaluation and the Regional Centres of Excellence (RCEs) which, are groups of institutions (Centres of Excellence) coming together to re-orient their practices towards sustainable development.

The ESD Strategy for Kenya has domesticated these strategies and developed an implementation framework through which the country will realize the ESD objectives. Implementation of the ESD Strategy will be done by all stakeholders namely the government, civil society organizations, the private sector and media.

The National Environment Council (NEC) adopted the ESD Implementation Strategy Document on April 24, 2008. The document is now going to be rolled out for use by the different sectors.

Monitoring and Evaluation is an important component of any programme or activity. Monitoring and evaluation creates room for reflection on what a programme or activity is trying to achieve. Information gathered from monitoring and evaluation can help in feeding learning into the management cycle which will help to provide learning experiences and improve on how a programme is being run. Information gathered can help to contribute to publications in the areas of concern.

The ESD Implementation Strategy will use Outcome Mapping (OM) as the monitoring and evaluation tool for the programme. Outcome Mapping helps to monitor outcomes in the different stakeholders that the programme intends to work with. The ESD Implementation Strategy intends to work with diverse stakeholders to include the government, civil society organizations, the private sector and the media. The ESD programme seeks to influence behavior changes in these stakeholders and OM will monitor these changes. OM emphasizes on the programme's contribution to the changes in the stakeholders and appreciates that these changes can be attributed to different players with the ESD Implementation Programme being one of them.

Two (2) journals will be used as the monitoring and evaluation tools, they include the Progress Journal and the Outcome Journal. The Progress Journal will be used by the ESD Implementing Team to record progress based on the ESD Implementation Strategies. The Outcome Journal will be used by the stakeholders to record progress on activities towards ESD implementation.

We look forward to a successful implementation and monitoring and evaluation of the ESD Strategy as we move on this decade 2005 -2014.

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## Enhancing Education for Sustainable Development in Kenya

### Justification for use of Outcome Mapping in M&E for ESD Implementation Strategy

The ESD implementation strategy is committed to generating considerable impact to educational interventions by numerous stakeholders. This *impact* will be in terms of significant and lasting changes in the practice of ESD and consequently to the well-being of large numbers of intended beneficiaries. These changes are the results for which programme implementers expect accountability. This ESD Implementation Strategy recognises the complexity and fluidity of ESD processes especially the fact that the achievement of such impacts requires the involvement of a variety of actors, often over a considerable period of time. Thus when change – or impact – manifests itself, it is often the product of a confluence of events for which no single agency or group of agencies has control or can realistically claim full credit.

In response to this challenge, the ESD Implementation Strategy team has selected the *Outcome Mapping*<sup>1</sup> methodology to plan and monitor programme implementation. This approach recognises and assesses the contributions made by development initiatives (e.g. a project, program, or organization) to the achievement of outcomes. As development is essentially about people relating to each other and their environment, the focus of *Outcome Mapping* is on people and what they do in their institutions.

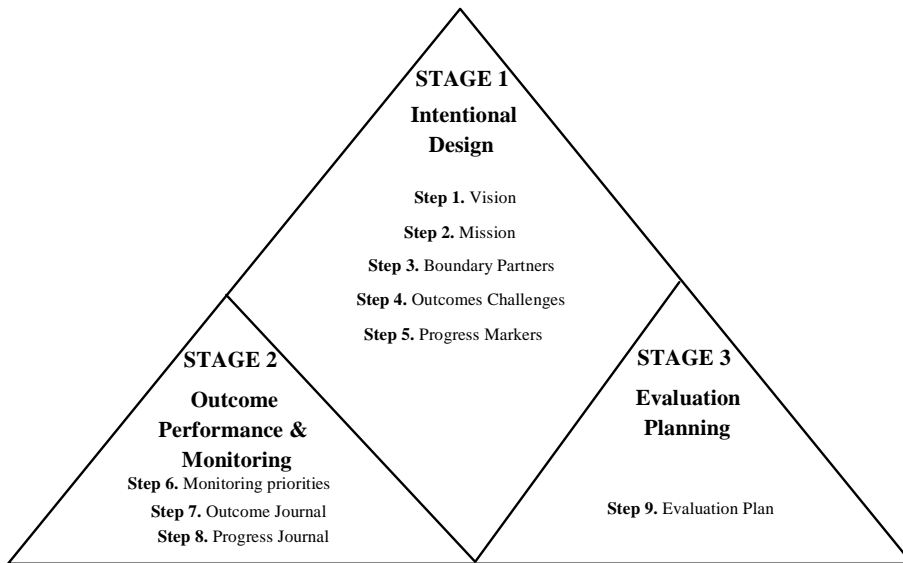
This methodology focuses more on the changes in the behaviours, relationships, actions and/or activities of the people and organizations with whom the ESD initiative works. This shift significantly alters the way an initiative manifests its goals and assesses its performance and results. *Outcome Mapping* establishes a vision of the human, social, and environmental betterment, to which the initiative hopes to contribute, and then focuses monitoring and evaluation on factors and actors within its direct sphere of influence. The initiative's contributions to development are planned and assessed based on its influence on the partners with whom it is working to produce change.

*Outcome Mapping* is divided into three stages (see Figure 1). The first stage, *Intentional Design*, helps an initiative reach consensus on the macro level changes it would like to help bring about, and plan strategies to provide support. It helps answer four questions: Why? (Vision Statement); How? (Mission) Who? (Boundary Partners) and What? (Outcome Challenges and Progress Markers); The second stage, *Outcome Monitoring and Progress Reflection*, provides a framework for the ongoing monitoring of the initiative's actions in support of the outcomes and the boundary partners' progress towards the achievement of these outcomes. It is based largely on data collection and systematized self-assessment but also provides systematic data collection tools for a program. The third stage, *Evaluation Planning*, helps the initiative identify evaluation priorities, develop an evaluation plan, and design an evaluation study. The methodology can be used as a planning, monitoring or evaluation tool to help an initiative tell its performance story.

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<sup>1</sup> For more information about *Outcome Mapping*, a manual entitled, *Outcome Mapping: Monitoring and Evaluation Planning Focused on Changes in Partners: Facilitation Manual*, by Sarah Earl, Fred Carden, and Terry Smutylo is available from the IDRC Evaluation Unit in Ottawa, Canada or at [www.idrc.ca/evaluation](http://www.idrc.ca/evaluation). It explains the various steps of the approach.

Figure 1: Three Stages of Outcome Mapping



## The Vision;

What is a 'Vision'?

*A description of **an ideal future**.*

The vision represents the ideal that the program wants to support and should be sufficiently broad and inspirational to remain relevant over time, despite changing circumstances. It is written in the present tense.

*Complete achievement of the vision is beyond the scope of the project - but its **activities contribute to the fulfillment of the vision***

## Vision for ESD Implementation Strategy

In Kenya, from local to national level, education has significantly contributed to sustainable livelihoods and hence social stability and economic development. The citizenry has been fully sensitized on the benefits of Education for Sustainable Development. Curricula at all levels of education have integrated aspects of Education for Sustainable Development. Individuals, civil society organizations, private sector, government ministries and learning institutions such as schools, colleges and universities have adopted the preferred practices and mode of carrying out their activities in line with the principles of Education for Sustainable Development.

By embracing sound environmental management practices, the forest cover of the country has been increased from 1.7% to 11%. Soil erosion has been greatly reduced and land productivity such as livestock and agriculture raised in all ecological zones. The process of desertification has been reversed, regular rainfall patterns restored and the negative effects of climate change mitigated.

The society has fully embraced cleaner modes of production and hence levels of pollution such as water, air and land have significantly reduced. The media is largely involved in Education for Sustainable Development activities and all cadres of the society have access to reliable and relevant information on research findings and best practices.

Multi-sectoral industries including, agro-industries and mining have sprung up creating employment opportunities to majority of the youth thus reducing levels of crime, rural-urban migration and regional income disparities. The citizenry is actively involved in decision-making pertaining to the country's governance and hence streamlining management of public resources and entrenching social cohesion and patriotism.

The country has a healthy and more economically empowered population, living in a cleaner and more peaceful environment with a bright future. Other countries are looking at it as a model for successful implementation of the Decade for Education for Sustainable Development.

## The Mission;

What is a 'Mission Statement'?

*An ideal statement of how the project will **contribute to the vision***

The mission states the areas in which the programme is going to work to support the vision. It is written in the future tense.

*The **key areas** in which the project will work*

## Mission Statement for ESD Implementation Strategy

In support of the vision, the Education for Sustainable Development (ESD) programme will be spearheaded by government, civil society, private sector, media and development partners to ensure change in the public attitude keeps pace with evolving challenges in sustainable development. In order to integrate these stakeholders in an optimal manner, the ESD Strategy will embrace the three pillars of sustainable development namely, environment, society and economy.

The ESD programme will enhance the role of education and learning for equitable, efficient and sustainable utilization of the country's resources. It will also promote the quality of education through diverse learning and public awareness for improved quality of life and productive livelihoods. Additionally, it will promote teaching and learning that inculcates appropriate values, behaviour and lifestyles for good governance.

The programme will create awareness on the fragility of the physical environment and human activities impacts on it. It will promote better environmental practices and understanding of social institutions and peaceful co-existence between people as well as creating a balance between economic growth and environmental concerns.

Advocacy and vision building will be done through sensitization and awareness campaigns. Consultation and ownership will involve holding of meetings, signing of Memorandum of Understandings (MOUs) and definition of working mechanisms among stakeholders. Curricula review, re-orientation and training at all levels will be done to embrace ESD.

Research and innovation on ESD interventions will be carried out and findings documented and disseminated to stakeholders. Development and improvement of Information Communication Technology (ICT) programmes for ESD information sharing will be promoted. Monitoring and evaluation will be prioritised and capacity built so that it can be used to direct ESD implementation.

Institutions and researchers that embrace best practices on ESD interventions will come together and form functional Regional Centres of Expertise (RCEs). RCEs will carry out need based surveys and researches to come up with home-grown interventions to local challenges. Such information will be shared amongst all stakeholders to promote life long education. The RCEs will contribute to the local learning space for ESD and push the ESD agenda in communities of the country in order to mobilize stakeholders around ESD goals and concrete actions that make a difference. In this context education will be life-long, formal and non-formal and accessible to all.

### **Boundary Partners;**

What are 'boundary partners'?

*Boundary partners are individuals or groups with which **the programme works directly.***

*The boundary partner interacts with the world beyond the programme: **the power to influence development rests with them.***

*The **programme seeks to influence the boundary partners.***

*A single boundary partner will contain multiple individuals or groups if **a similar change is being sought in all.***

The National ESD Steering Committee will work closely with the following boundary partners towards the successful implementation of the ESD Strategy;

1. **Government officials and policy makers** - Ministries and Departments, Parastatals (state corporations), Local Authorities, Higher learning and research institutions and Parliament
2. **Civil society** - , NGO Councils and NGOs, Faith-Based Organizations and institutions, Professional Associations and Trade Unions, Community-based organizations (CBOs)
3. **Private sector** - Corporate companies, Business community (formal and informal), Business associations, Cooperative societies
4. **Media** – Electronic, Print

The programme also has **Strategic Partners** that it works closely with but cannot be considered as Boundary Partners as the programme does not seek to influence them in behaviour change in regard to ESD Strategy Implementation. These include the **Development partners** - Bilateral partners, Multilateral partners and Inter-governmental agencies who may support the programme and offer technical advice where necessary.

### **Outcome challenge:**

What is "Outcome Challenge"?

This describes how the behaviour, relationships, actions of an individual, group or institution will change if the programme is extremely successful. It represents a description of the ideal changes on the behaviour, relationships, activities and or actions of Boundary Partners. It also represents the programme's challenge to help bring about the changes.

There is one outcome challenge for each boundary partner.



The ESD Implementation Strategy in Kenya intends to address the following Outcome Challenges among its boundary partners;

| Boundary partner | Outcome challenge   |
|------------------|---|
| Government       | ESD Implementation Strategy intends to see the government officials and policy makers who are committed to sustainable development issues. They prioritise education as a vehicle to change people's knowledge, skills, values and perspectives towards sustainable development. They support the development of local capacity and consult all stakeholders when planning and making decisions about ESD interventions. They are actively involved in strengthening partnerships and draw lessons from the experience that are relevant and can be used to inform local as well as national policy debates and policy formulation. They champion ESD innovations and interventions and seek funding from national and international sources to ensure the implementation of ESD projects. They are also actively involved in ESD research and use the research outcomes to enhance public awareness and fostering public participation in sustainable development. |
| Civil society    | The ESD implementation strategy intends to see Civil Society Organizations that embrace ESD in all their operations. They have competence in ESD and nurture innovations to promote the three pillars of sustainable development. They work closely with the community, private sector and the government to improve the well being of the community. They work closely with schools and other learning institutions to foster their active involvement in ESD. They work closely with research institutions and also conduct own research to inform their ESD interventions. They are actively involved in resource mobilization and commit a higher percentage of their resources to ESD activities. They proactively engage in monitoring and evaluation and utilize the findings in latter interventions.   |
| Private sector   | The ESD Implementation strategy intends to see a private sector that participates actively in implementation of ESD at local level and also among the surrounding communities. The private sector is a reliable partner in fostering ESD at national level through provision of technical and financial resources. The private sector implements relevant ESD training programmes for their staff to enhance their participation in ESD. They work closely with institutions of higher learning to experiment on diverse ESD innovations. A significant portion of their corporate social responsibility financing is dedicated to ESD.   |
| Media            | The ESD Implementation Strategy intends to see media that has the technical capacity in popular ESD communication methodology. They understand the objectives of the ESD initiatives and integrate the vision and mission of ESD within their programs. They are well organized and interested in ESD issues. They are self reliant with their own leadership and are able to develop and sustain media programs beyond the DESD lifespan. They use creative and different ideas to help capture the attention of the local people and throughout the country.  |

## Progress Markers;

Progress markers are graduated behaviour changes for each of the outcome challenges that the program is helping to bring about. They show the complexity of the change process associated with each boundary partner and represent the information that the program can gather in order to monitor achievements toward the desired outcome. They are graduated from simple or easy to elicit to really hard or transformative ones. These changes correspond to the indicators that the project will track or monitor. There is a set for each Boundary Partner.

- Expect to See (easy) –: these are relatively easy to achieve in the Boundary Partner.
- Like to see (medium) –: There is active learning or engagement by the Boundary Partner.
- Love to see (hard) –: These are truly transformative or profound changes.

The ESD Implementing team identified the following progress markers for the various Boundary Partners that the programme seeks to influence, that is, the Government, Civil Society, Private Sector and the Media.

|               | <b>Government</b>  | <b>Civil society</b>   | <b>Private sector</b>   | <b>Media</b>   |
|---------------|--|--|---|--|
| Expect to see | - Designated representative for ESD with clearly defined responsibilities  | Identification of a contact person for ESD                         | Identify a contact person for ESD   | Designation of a contact ESD person                                    |
|               | - Participate in regular ESD meetings  | Participate in ESD meetings  | Attending and participating in ESD meetings                                       | Attend and participate in regular ESD meetings                         |
|               | - Organize and participate in internal and external meetings and discussions on ESD                                    | Integrate ESD in advocacy programmes                               | Private sector mobilized for ESD  | Awareness creation and dissemination of ESD information                |
|               | - Establish coordination mechanism for diverse ESD interventions   | Capacity building  |   | Coverage of ESD activities   |
| Like to see   | Support and fund ESD programmes  | Fundraising/ Resources mobilized for ESD activities                | Funding of ESD activities   | Fundraising for ESD programmes   |
|               | Train personnel on ESD   | Conduct training sessions on ESD                                   | Training staff on ESD   | Training of media practitioners on ESD reporting                       |
|               | Develop a policy paper on ESD  | Adoption of ESD in CSO activities and curricula                    | Adopting ESD in enterprise developments   | Advocacy for ESD projects  |
|               | Engage development partners to support ESD technically and financially   | Convene and host meetings on ESD                                   | Convening ESD meetings  | Regular electronic and print media reporting on best practices in ESD  |
|               | Sharing of ESD information with other stakeholders   | Development and dissemination of ESD materials                     | Materials development and awareness creation and dissemination of ESD information | Develop and disseminate ESD programmes                                 |
|               | Facilitate and promote networking  | Networking and partnerships with other stakeholders to promote ESD | Establish a private sector ESD forum  | Establish media ESD forum  |
|               | Technical staff share data within their departments and externally with others   | Active engagement in ESD activities                                | Curriculum for private sector institutions reoriented to mainstream ESD           | Live coverage of ESD activities to capture voices of local communities |
|               | Establish fora to promote experimentation within their realm of influence with ideas raised by local/national partners | Establish a CSO ESD forum  |   | Donation of space / airtime for ESD programmes                         |
|               | Expand number of institutions embracing ESD in the country   | Mobilize government to implement ESD policies                      |   |  |
| Love to see   | Formulate ESD as a national policy   | Sustained ESD interventions  | Influence policy change in support of ESD implementation                          | Mainstreaming of ESD in media activities                               |
|               | Curriculum review to mainstream ESD  | CSO ESD network formalized   | Mainstreaming of ESD in private sector curriculum                                 | Integration of ESD in media fraternity curriculum                      |
|               | Adoption and incorporation of ESD principles in Strategic Plans  |  | Sustained support for private sector ESD networks                                 | Sustained coverage of ESD programmes                                   |
|               | Promote and support longer term planning for ESD   |  |   | Formalized functional Media ESD network                                |

**Note:**

These progress markers are generic and ESD implementers at the local level are expected to consult and adapt them to suit their local realities.

## IMPLEMENTATION STRATEGY MONITORING PLAN

### Journals and Journaling;

In classical OM there are 3 journals that are the Strategy Journal, the Performance Journal and the Outcome Journal. In Outcome Mapping for the ESD Implementation Strategy, the Strategy Journal and Performance Journal have been combined to form the Progress Journal. Thus ESD Implementation Strategy monitoring and evaluation will use the Outcome and Progress Journals. The Outcome Journal will be used to monitor the outcomes of the Boundary Partners and the Progress Journal will be used to monitor progress of the ESD Implementing team.

The Outcome journal monitors and evaluates each Boundary Partners against their specific progress markers. It captures an outcome description, dates, graduated progress markers, comments and support documents.

### OUTCOME JOURNALS FOR 4 BOUNDARY PARTNERS

#### Outcome Journal for Government of Kenya

Work Dating From/To:

Reported by:

| BP         | Question: Do you have indications that they:   | Outcome description | Date occurred? | Comment | Support document |
|------------|--|---------------------|----------------|---------|------------------|
| <b>GOK</b> | <b>Expect to see;</b>  |                     |                |         |                  |
|            | 1. Designated representative for ESD with clearly defined responsibilities           |                     |                |         |                  |
|            | 2. Participate in regular ESD meetings   |                     |                |         |                  |
|            | 3. Organize and participate in internal and external meetings and discussions on ESD |                     |                |         |                  |
|            | 4. Establish coordination mechanism for diverse ESD interventions                    |                     |                |         |                  |
|            | <b>Like to see;</b>  |                     |                |         |                  |
|            | 1. Support and fund ESD programmes   |                     |                |         |                  |
|            | 2. Train personnel on ESD  |                     |                |         |                  |
|            | 3. Develop a policy paper on ESD   |                     |                |         |                  |
|            | 4. Engage development partners to support ESD technically and financially            |                     |                |         |                  |
|            | 5. Sharing of ESD information with other stakeholders                                |                     |                |         |                  |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | 6. Facilitate and promote networking  |  |  |  |  |
|  | 7. Technical staff share data within their departments and externally with others   |  |  |  |  |
|  | 8. Establish fora to promote experimentation within their realm of influence with ideas raised by local/national partners |  |  |  |  |
|  | 9. Expand number of institutions embracing ESD in the country   |  |  |  |  |
|  | <b>Love to see;</b>   |  |  |  |  |
|  | 1. Formulate ESD as a national policy   |  |  |  |  |
|  | 2. Curriculum review to mainstream ESD  |  |  |  |  |
|  | 3. Adoption and incorporation of ESD principles in Strategic Plans  |  |  |  |  |
|  | 4. Promote and support longer term planning for ESD   |  |  |  |  |

## Outcome Journal for Civil Society

Work Dating From/To:

Reported by:

| BP         | Question: Do you have indications that they:                         | Outcome description | Date occurred? | Comment | Support document |
|------------|--|---------------------|----------------|---------|------------------|
| <b>CSO</b> | <b>Expect to see;</b>  |                     |                |         |                  |
|            | 1. Identification of a contact person for ESD                        |                     |                |         |                  |
|            | 2. Participate in ESD meetings                                       |                     |                |         |                  |
|            | 3. Integrate ESD in advocacy programmes                              |                     |                |         |                  |
|            | 4. Capacity building   |                     |                |         |                  |
|            | <b>Like to see;</b>  |                     |                |         |                  |
|            | 1. Fundraising/ Resources mobilized for ESD activities               |                     |                |         |                  |
|            | 2. Conduct training sessions on ESD                                  |                     |                |         |                  |
|            | 3. Adoption of ESD in CSO activities and curricula                   |                     |                |         |                  |
|            | 4. Convene and host meetings on ESD                                  |                     |                |         |                  |
|            | 5 Development of ESD materials                                       |                     |                |         |                  |
|            | 6 Networking and partnerships with other stakeholders to promote ESD |                     |                |         |                  |
|            | 7. Active engagement in ESD activities                               |                     |                |         |                  |
|            | 8. Establish a CSO ESD forum   |                     |                |         |                  |
|            | 9. Mobilize government to implement ESD policies                     |                     |                |         |                  |
|            |  |                     |                |         |                  |
|            | <b>Love to see;</b>  |                     |                |         |                  |
|            | 2. Sustained ESD interventions                                       |                     |                |         |                  |
|            | 4. CSO ESD network formalized  |                     |                |         |                  |

## Outcome Journal for Private Sector

Work Dating From/To:

Reported by:

| BP             | Question: Do you have indications that they:                                  | Outcome description | Date occurred? | Comment | Support document |
|----------------|---|---------------------|----------------|---------|------------------|
| Private Sector | Expect to see;  |                     |                |         |                  |
|                | 1. Identify a contact person for ESD  |                     |                |         |                  |
|                | 2. Attending and participating in ESD meetings                                |                     |                |         |                  |
|                | 3. Private sector mobilized for ESD   |                     |                |         |                  |
|                | Like to see;  |                     |                |         |                  |
|                | 1. Funding of ESD activities  |                     |                |         |                  |
|                | 2. Training staff on ESD  |                     |                |         |                  |
|                | 3. Adopting ESD in enterprise activities                                      |                     |                |         |                  |
|                | 4. Convening ESD meetings   |                     |                |         |                  |
|                | 5. Awareness creation and dissemination of ESD information                    |                     |                |         |                  |
|                | 6. Establish a private sector ESD forum                                       |                     |                |         |                  |
|                | 7. Curriculum for private sector institutions reoriented to mainstream ESD    |                     |                |         |                  |
|                | Love to see;  |                     |                |         |                  |
|                | 1. Private sector influencing policy change in adoption of ESD implementation |                     |                |         |                  |
|                | 2. Mainstreaming of ESD in private sector curriculum                          |                     |                |         |                  |
|                | 4. Sustained support for private sector ESD networks                          |                     |                |         |                  |

### Outcome Journal for Media

Work Dating From/To:

Reported by:

| BP           | Question: Do you have indications that they:                              | Outcome description | Date occurred? | Comment | Support document |
|--------------|---|---------------------|----------------|---------|------------------|
| <b>Media</b> | <b>Expect to see;</b>   |                     |                |         |                  |
|              | 1. Designation of a contact ESD person                                    |                     |                |         |                  |
|              | 2. Attend and participate in regular ESD meetings                         |                     |                |         |                  |
|              | 3. Awareness creation and dissemination of ESD information                |                     |                |         |                  |
|              | 4. Media engagement in ESD activities for sound reporting                 |                     |                |         |                  |
|              | 5. Coverage of ESD activities   |                     |                |         |                  |
|              | <b>Like to see;</b>   |                     |                |         |                  |
|              | 1. Fundraising for ESD programmes   |                     |                |         |                  |
|              | 2. Training of media practitioners on ESD reporting                       |                     |                |         |                  |
|              | 3. Advocacy for ESD projects  |                     |                |         |                  |
|              | 4. Regular electronic and print media reporting on best practices in ESD  |                     |                |         |                  |
|              | 5. Advocacy for ESD projects  |                     |                |         |                  |
|              | 6. Develop and disseminate ESD programmes                                 |                     |                |         |                  |
|              | 7 Establish media ESD forum   |                     |                |         |                  |
|              | 8. Live coverage of ESD activities to capture voices of local communities |                     |                |         |                  |
|              | 9 Donation of space / airtime for ESD programmes                          |                     |                |         |                  |
|              | <b>Love to see;</b>   |                     |                |         |                  |
|              | 1. Mainstreaming of ESD in media activities                               |                     |                |         |                  |
|              | 2 Integration of ESD in media fraternity curriculum                       |                     |                |         |                  |
|              | 3. Sustained coverage of ESD programmes                                   |                     |                |         |                  |
|              | 4 Formalized and functional Media ESD network                             |                     |                |         |                  |

## Progress journal for ESD Implementing team

The Progress Journal captures progress of the ESD Implementing Team against the ESD Implementation Strategies. Each ESD Implementation Strategy has its own progress markers. There is a description of each progress made, date, testimonials and support documents.

**Work Dating From/To:**

**Reported by:**

**Legend**

**Outcome Challenge: – ESD Implementing Team**

ESD implementation strategy intends to see the National ESD committee established, expanded and provided with clear Terms of Reference. The committee holds regular meetings and which are well attended. The committee acts as the think tank for ESD optimization in Kenya and provides strategic directions for ESD implementation. The committee deliberately bring onboard other relevant stakeholders to ensure broad representation at all times. The members participate actively during meetings and new innovative ways of adding value to the meetings are encouraged. The committee lobbies for ESD integration in all activities of the stakeholders. The ESD committee ensures new ESD networks are established. The committee works towards building more trust, openness, strengthened communication among stakeholders. The individual representatives of the stakeholders ensure that they become multiplier agents for ESD in their institutions. The members draw experiences and lessons from case studies on ESD for implementation both at committee level and at their individual institutions.

| Activity type / strategy used     | Progress marker for the ESD team   | Progress description | Date | Testimonials (context, outcomes, lessons learnt) | Support documents (+ web links) |
|-----------------------------------|--|----------------------|------|--|---------------------------------|
| 1. Capacity building and training | 1. Conduct capacity building and training needs assessment (2007 - 2008)<br>2. Design capacity building and training programmes for ESD stakeholders (2007 - 2009)<br>3. Develop capacity building and training materials for ESD (2007 - 2010)<br>4. Implement a training of trainers programme in ESD for stakeholders |                      |      |  |                                 |



|                                   |  |  |  |  |  |
|-----------------------------------|--|--|--|--|--|
|                                   | <p>organizations (Mar 2007 – Dec 2008)</p> <p>5. Initiate process - based professional development programmes for ESD for educators and curriculum developers (ie. Where the process is as important as the product). (Jun 2007 -2014)</p>   |  |  |  |  |
| 2. Advocacy & Public Awareness    | <p>1. Advocacy and public awareness campaigns for sustainable development (Jan 2007 - 2014)</p> <p>2. Production of advocacy and public awareness materials (Jan 2007 – 2010)</p>  |  |  |  |  |
| 3. Resource materials development | <p>1. To conduct an ESD resource materials (2007 – 2009)</p> <p>2. To develop ESD materials / guides for excellence (2007 -2009)</p> <p>3. Critical review of ESD resource materials (2007 - 2010)</p> <p>4. To develop ESD resource materials aligned to the existing curricula at all levels (2007 - 2012)</p> <p>5. Develop strategies for the integration of ESD approaches and materials into curricula at all levels (2007 – 2010)</p> |  |  |  |  |
| 4. Curriculum review              | <p>1. ESD curricula needs assessment in the country (2007 – 2009)</p> <p>2. Critical review of the curricula at all levels in view of the objectives and</p>   |  |  |  |  |

|                                       |   |  |  |  |  |
|---------------------------------------|---|--|--|--|--|
|                                       | <p>principles of ESD (2007 - 2010)</p> <p>3.Critical review of the approach to curriculum (2007 – 2010)</p> <p>4.Make curriculum policy recommendations to curriculum developers for consideration (2007 - 2010)</p> <p>5.Create learning spaces for curriculum support staff and educators at all levels (2007 - 2012)</p> |  |  |  |  |
| 5. Networking and Information Sharing | <p>1.Share ESD best practices and experiences (2007 – 2014)</p> <p>2.Develop appropriate infrastructure / media for networking (2007 - 2010)</p>  |  |  |  |  |
| 6. Research and Innovation            | <p>1. Conduct Baseline Survey (Jan – Dec 2007)</p> <p>2.Research Design (2007 – 2010)</p> <p>3.Research Implementation (2007 - 2014)</p> <p>4.Research reporting / documentation (2008 - 2014)</p> <p>5.Monitor and Evaluate (Jan 2007 – 2014)</p>  |  |  |  |  |

## EVALUATION PLAN

### Evaluation at Stakeholders Level

A designated ESD Representative for each of the boundary partner institutions will keep the Outcome Journal to monitor and evaluate progress of the individual institution with regard to ESD implementation. This will be based on the different progress markers for each boundary partner. An outcome description, date occurred and support documents will be captured in the Outcome Journal.

### Evaluation at the ESD Implementing Team Level

The Progress Journal will be used by the ESD implementing team to monitor progress of ESD implementation on a national scale. The progress markers for the ESD implementing team will be based on the seven ESD implementation strategies to capture programme interventions geared towards influencing the boundary partner.

The Progress Journal will capture activities that the ESD Implementing team is involved in towards the implementation of the ESD Strategy. This will also be guided by the terms of reference that will be used by the ESD Implementing team.

#### **The Terms of Reference for the National ESD Steering Committee**

1. Promote ESD activities within the country.
2. Together with the stakeholders develop a national strategy on ESD implementation
3. Ensure sensitization of ESD implementation strategy in all sectors
4. Update the country on status of ESD annually, through a national workshop to review progress and plan for activities for the coming year and exchange information, ideas and documentation of lessons learnt
5. Ensure information dissemination through popular information pathways (use of print and electronic media) to all stakeholders
6. Ensure continuous M&E of ESD implementation strategy;
7. Enhance linkages with local and International organizations and initiatives involved in ESD;
8. Lobby for curriculum re-orientation to incorporate ESD into all levels of education;
9. Ensure capacity on ESD is built at all levels in all sectors
10. Encourage research on ESD
11. Encourage resource mobilization through linkages to development partners

Appropriate research tools will be developed and approved by the National ESD Steering Committee for monitoring and evaluation of ESD progress. Monitoring ESD progress will be done bi-annually to establish levels of engagement and outcomes achieved in ESD implementation in Kenya. The M&E findings will be shared amongst all stakeholders and used to improve further interventions.