

CURRICULUM VITAE

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ACADEMIC QUALIFICATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	Completion Date MM/YYYY	FIELD OF STUDY
Kenyatta University	PhD- The Importance of a Dynamic School Curriculum in the Promotion of Environmental Ethics Education in Kenya Schools	05/2002	Environmental Education
Kenyatta University	Master of Education (M.Ed.) Environmental Education	06/1992	Environmental Education
University of Nairobi	Bachelor of Education, (Arts)	05/1980	Education
Embassy of the Federal Republic of Germany Golden Tulip Hotel Nairobi,	Vocational Training in the field of Green Economy	Sept 2017	Green Economy
African Development Bank	Certificate in Green Economy Project Development	2016	Green Economy
UNEP-EEU, UNEP Gigiri	Certificate in Education for Sustainable Development Innovations: Mainstreaming Environment and Sustainability in African Universities	10/2007	Education for Sustainable Development
DANIDA Fellowship Centre in conjunction with NIRAS, at the	NGO Management Certificate Course: Institutional Development &	September- December	NGO Management

INSTITUTION AND LOCATION	DEGREE	Completion Date MM/YYYY	FIELD OF STUDY
Agricultural College, Aarhus, Denmark,	Organizational Strengthening;	2003	
Kenyatta University, at Diani Grand Reef Hotel Mombasa,	Certificate in Institutional Management	August 2000	Institutional Management

Other Skills & Expertise

Computer proficiency in MS. Office (Word, Excel, Access, PowerPoint) and Internet use; Team Management and Communication Skills, Diplomatic Skills, Programme/Project Development Management, Capacity building/Training, Strategic Planning and Guidance Competences, Leadership Skills Technical and Logistical and Policy Advisor

APPOINTMENTS TO POSITIONS & COMMITTEES (Some)

2018 to 2026: Appointed as UNESCO Chair on Higher Education Development for a Green Economy and Sustainability (HEDGES) at Kenyatta University.

February 2023: Appointed as a member of the Kenyatta University Ethics Review Committee (KUERC)

2016-2018: Member of the Switch Africa Green Project National Technical Coordination Committee: Coordination of the Green Economy Strategic Implementation (GESIP) Initiatives: Green Growth and Employment Programme; SWITCH Africa Green (SAG) Project; Operationalising Green Economy Transition at County Level: Green Innovations and Technologies Programme.

2015-2017. Member of the Kenya Green Universities Network (KGUN) Technical Committee Within the framework of GUPES, a partnership project between NEMA, UNEP and Commission of University Education. A national network bringing together Kenya's 70 higher education institutions (HEIs) with the aim of incorporating environmental and low-carbon-climate resilience development strategies and sustainability aspects in their education, training, campus operations and enhanced student engagement.

2014-2017. Member of the: Kenya National Technical Working Committee -Developed the Kenya ESD policy for the Ministry of Education. The Ministry has prioritized to focus on emerging gaps in the sector. These include, advancing ESD policy, transforming teaching, learning and training environments, building capacities of educators and trainers and accelerating youth empowerment and ESD solutions at local level. This is in line with aspirations of Kenya's Vision 2030, the Global Action Programme (GAP) on ESD and SDGs.

- 2014-2017.** Member of the steering committee of the Ministry of Environment Natural Resource. Developed the Green Economy Strategic and Implementation Plan (GESIP) 2016 – 2030. A low carbon, resource efficient, equitable and inclusive socio-economic transformation tool. The vision for Kenya’s National Climate Change Strategy is to have: “A citizenry equipped with relevant knowledge and skills provided by national education and training institutions to drive Kenya’s economy to a low-emissions, carbon resilient development pathway in a sustainable manner.”
- 2011- 2014.** Served on the International Steering Group (ISG) for the UNESCO World Conference on Education for Sustainable Development (ESD). UNESCO Headquarters, Salle VII 7, place de Fontenoy, 75007 Paris
- 2008-2011.** Served on the United Nations University (UNU) Education for Sustainable Development Africa (ESDA) project Committee. Convener of the ESDA Urban Development Working Group drawn from Kenyatta University and University of Nairobi. Developed the Course/ Curriculum for ESDA-SUD programme addressing urban issues including Water& Sanitation, Energy, Urban Agriculture/Food Security with crosscutting issues of entrepreneurship, climate change, gender, governance, research and Innovation.
- 2008:** Member of the Committee that developed the UN E-learning Initiative (UN e Learn) on mainstreaming environmental education and technology-supported learning in Africa, through contributions to The African Ministerial Conference on the Environment (AMCEN).

TRAININGS

National Young Innovators Entrepreneurship Training Program (NYIEP) in Partnership with The State Department for Labour and Skills Development in collaboration with the Chandaria Business Innovation and Incubation Center

The UNESCO Chair HEDGES participated as a Trainer in the National Young Innovators Entrepreneurship Training Program (Phase II) on **15th August, 2023**. The objective of the programme is to provide young innovators with the entrepreneurial skills that will enable them build successful commercial ventures from their innovations. The Chair facilitated **Circular and Green Business Models** to replace their conventional business models to maintain sustainable production and a healthy environment. To build a green economy, produce green and save green, businesses must adopt sustainable development and green production innovations. These sustainable business models provide green services and various benefits for the companies and become the essential principles of modern-day businesses.

Nairobi Summer School Training on Climate Justice in Partnership with PACJA

The UNESCO Chair HEDGES Participated as a Resource Person in Nairobi Summer School on Climate Justice organized by Pan African Climate Justice Alliance (PACJA) in collaboration with Kenyatta University. The event took place from **3rd to 15th July, 2023**. The Chair facilitated four thematic areas that embodied unwavering commitment to accelerating the transition to a sustainable future by **UNESCO HEDGES** and **PACJA**. The thematic areas were; **Introduction to Sustainable Development** with a focus on Africa facing unique challenges and opportunities in achieving sustainable development due to its diverse social, economic and environmental

conditions; **Green Economy and Sustainability** serving as a catalyst for collaborations that will shape our resilience, provide opportunities for climate entrepreneurs to secure vital investments while unlocking new pathways for sustainable growth through acquisition of green skills for green jobs; **Social Entrepreneurship** outlining the importance of projects that add value to the collective welfare; **Steps for Entrepreneurship** where an entrepreneurial process begins with the idea generation, wherein the entrepreneur identifies and evaluates the business opportunities.

Nairobi Summer School Training on Climate Justice in Partnership with PACJA

The Chair Holder Participated as a Resource Person in Nairobi Summer School on Climate Justice Organised by PanAfrican Climate Justice Alliance (PACJA) at Kenyatta University event happened from **June 26th to July 10th, 2022** Participants shared, learned and networked on key issues that drive sustainable global Climate Justice. Participation was both at individual and organizational level by way of giving talks, exhibition and/or hosting experiential learning visits and sponsoring participants.

2017 May. UNESCO. International Training of Trainers on the whole Institutional approach to climate change in Rabat, Morocco for the Associated Schools Network (ASP net) Programme

2017 March UNITAR Training of Education Experts on Whole institutional approach to Climate Change for the UN CC: Learn programme during the Country Exchange Workshop at UNECA Conference Center, Addis Ababa.

2016 Nov. UNESCO. International Training of Trainers on the whole Institutional approach to climate change Dakar Senegal in Dakar Senegal for the Associated Schools Network (ASP net) Programme.

CONFERENCES/MEETINGS/SEMINARS

UNESCO (KNATCOM) Consultative Meeting

The UNESCO Chair Hedges Kenyatta University attended a consultative meeting with UNESCO Chairs at the Kenya National Commissions for UNESCO (KNATCOM) and shared a progress report. The event took place on **13th June, 2023** by the theme *Knowledge Creation, Innovation and Sustainable Development in Kenya*. Through these networks, institutions all over the globe pool their resources, both human and material, to address pressing challenges and contribute to the development of their societies. This has proven useful in informing policy decisions, establishing new teaching initiatives, generating innovation through research and contributing to the enrichment of existing University Programmes while promoting cultural diversity. In areas suffering from a dearth of expertise, these networks have evolved into poles of excellence and innovation at the regional or sub-regional levels. This has also contributed to strengthening North-South-South cooperation.

ESD and Global Perspectives Seminar

The UNESCO Chair Hedges shared a comprehensive presentation on ESD from the Global South perspective on **Tuesday 9th May, 2023**. The Saxon State Ministry of Education and Cultural Affairs and the Saxon State Foundation for Nature and the Environment, Germany organised a symposium on Education for Sustainable Development (ESD) and the key thematic area was *ESD and Global Perspectives*. The chair emphasised on SDG 17 Global Partnerships

and the critical role it plays in the implementation and revitalisation of sustainable development. However, it is important to note that partners from low-income countries are involved in less collaboration than partners from developed countries. SDG 17 advocates for greater cooperation between public, private and third sector organisations, regardless of their origin and size, to implement sustainable development, particularly with developing countries. It is of fundamental importance for the continuous development of these associations, and towards the understanding of the role that they play. The COVID-19 pandemic brought to the forefront issues related to access such as: the consequences of not having adequate healthcare; not having potable drinking water and sanitation facilities; and decent jobs. A universal roadmap for resilient societies should take into account the three broad pillars of sustainable development that is people, planet and prosperity with the overarching objective to *'leave no one behind'*.

UNESCO/UNITWINN Futures of Learning and Innovation

The chair participated as an expert panel member in a virtual seminar held on **Wednesday 15th March, 2023** organized by UNESCO/UNITWINN Futures of Learning and Innovation team. The theme for the seminar was [*Reimagining Our Futures Together: A new social contract for education*](#). The chair presented her concept note for the IESALC Expert Consultation [*concept note*](#) while relating it to main messages of the [*Report*](#) from the International Commission. Institutions of higher learning should develop partnerships and build capacities around transformative competencies. The key priorities should be the reorientation of curricula and programs that enhance interdisciplinary and a replica of the nano-science model. Existing curricula needs to be futuristic to accommodate the emergence of need for green education concepts e.g., skills for green jobs, sustainable business development/Green business/sustainable business models; environmental sustainability; sustainable economic growth; governance; social capital and the green economy; climate change mitigation, adaptation and economic development; green economy and sustainable community development (GESIP).

Regional Centre for Expertise on Education for Sustainable Development in collaboration with Kenyatta University, National Environment Management Authority and United Nations University Institute for the Advanced Study of Sustainability

The Chair holder was a resource person for the 12th African Regional Centre for Expertise conference held in Kenyatta University Conference Centre (KUCC) on **28th to 30th November, 2022** from 9:00 am to 4:00pm EAT. The Global RCE Service Centre recognizes that youth is one of the critical actors among multi-stakeholder to promote Education for Sustainable Development and accelerate actions to achieve the Sustainable Development Goals. This is to strengthen youth involvement in decision making process and facilitate youth led and youth focused initiatives at regional and global levels.

Capacity Building on Green Economy and Sustainability Seminar

The UNESCO Chair Hedges Kenyatta University organized a Capacity Building webinar on Green Economy and Sustainability in Kenyatta University on **28th October 2021** as from **9:00 am to 5:00 pm EAT**. The webinar sought to capacity build the Kenyatta University Staff on Green Economy and Sustainability Learning through the following objectives; To enable the participants to understand the importance and need for green economy and sustainability learning; to foster the transition pathways for green economy and sustainability practices in

different disciplines; and to enhance linkages between academia and industry for sustainability competences.

RESEARCH PROJECTS

Complicated Plastics Project

The UNESCO Chair Hedges Dr. Dorcas Beryl Otieno, Kenyatta University in collaboration with Dr. Sara Gabrielson, a senior lecturer in Sustainability Science at Lund University Centre for Sustainability Studies (LUCSUS) – Sweden are jointly working on a three years (2022 to 2024) project dubbed *complicated plastics/sanitary towels*. The project aims to meet following objectives; Assessing the gaps in national sanitation and environmental policies and plans; Examine the market of complicated plastic products, including health and environmental risks; and Identify disposal challenges for menstrual users as well as waste management barriers and environmental implications faced by sanitation service providers.

HEDGES Baseline Study and Publication

The Chair holder together with the Technical Working Group (TWG) carried out Green Economy and Sustainability Learning baseline assessment at KU (governance, operations, curriculum & community outreach) and the report of the findings published. The baseline was carried out in 2021 -2022 and the findings published in 2023.

ESD CURRICULAR DEVELOPMENT

Greening Education Partnership hosted at Education for Sustainable Development, UNESCO

The Chair holder is consulting for UNESCO, Paris in the Education for Sustainable Development section focusing on **Green Curriculum Guidelines for TVET**. The working group is focusing on six thematic areas namely Climate Science; Ecosystems and Biodiversity; Resilience Building; Climate Justice; Post Carbon Economies and Sustainable Lifestyles. The goal is to significantly increase the number of countries that integrate climate change and sustainability into their curricula. This includes addressing climate mitigation and adaptation and incorporating a wider systemic perspective in school curricula and teaching practices at all levels in Technical and Vocational Education and Training (TVET). Currently, approximately 45% of countries in the world have incorporated these elements into their national curriculum frameworks. The aim is to at least double the current, with a vision of achieving near-universal inclusion in all national curricula by 2030.

2008- 2011: United Nations University, Project coordinator: Designed and established an International Master's Course on Education for Sustainable Development in Africa (ESDA) - A Community Based Innovation Course in Urban Sustainable Development focusing on water and sanitation, food security and sustainable energy. The project was supported by Japanese Government, UN Habitat, and UNEP. To be implemented in partnership with Universities in Kenya, Ghana, South Africa Japan, Sweden, and Norway.

POLICY AND STRATEGY DEVELOPMENT

2020-2021: Member of the Working Group of the Ministry of the Environment that developed the Climate Change Learn Strategy for Kenya. The Kenya CC Learning Strategy (2021-2030) provides a systematic, country driven, coordinated approach to climate change learning by fostering multi-stakeholder, cross sectoral collaboration to support learning needs and capacity development priorities and strengthen national institutions to deliver climate change learning as part of a broader, sustainable way to enhance an engendered human resource base to address climate change.

2016 June. UNESCO Regional Eastern Africa Initiative. Member of the Steering Committee that developed the ESD policy for the Kenya Education Sector: review status on implementation of ESD in the Education sector, identify thematic areas, policy guidelines, validate and launch the strategy.

2014-2016: Member of the Green Economy steering committee that developed the Kenya Green Economy Strategy and Implementation Plan (GESIP) 2016-2030- Coordinated the ESD for Green Economy working group to develop strategies for mainstreaming green economy into all forms of education and training; Institutionalize policy on Education for Sustainable Development (ESD); Strengthen gender responsive green economy training pedagogy and andragogy; Strengthen learning institutions to enhance green economy transformation; Catalyse behavioural change and promote skill-oriented training necessary for a green economy & green jobs; Revamp training in TVET including apprenticeship schemes and entrepreneurship training.

PUBLICATIONS (some)

Dorcas, O, Duncan O, Emma O, (2023) A Baseline Report on Higher Education Development for a Green Economy and Sustainability at Kenyatta University, Kenya. <https://www.elivapress.com/en/book/book-5724370564/>

Ngare, I., Otieno, D., Omwami, D., Ogutu, E., Opiyo, L., Gikonyo, S., & Otieno, E. (2022). Defining green economy aspects for eco-friendly industrial approaches; their linkages across the sustainable innovation paradigm. Scientific Research and Essays, 17(2), 17-23. <https://doi.org/10.5897/SRE2022.6745>

Ngare, I., Otieno, D. Omwami, D., Ogutu, E., Opiyo, L., Gikonyo, S., & Otieno, E. (2022) Incorporation of Green Economy and Sustainability Programmes in Higher Institutions of Learning. Examining the Case of Kenyatta University, Kenya. Educational Research and Reviews. <https://doi.org/10.5897/SRE2022.674>

Otieno, D (2021) Futures of Higher Education Development for Green Economy and Sustainability (HEDGES). UNESCO

Otieno Dorcas, Wandabi David and Dixon Lorraine (2020) Eco-schools Kenya: Practising Education for Green Economy and Sustainability. SPRINGER

Otieno. D (2015) Faith based ESD Teachers Toolkit: Mainstreaming Religious Wisdom in the School Curriculum in Kenya, Including Faith-based curriculum matrix. Approved for use in Kenyan Schools. ARC

Otieno Dorcas (2015) Education for Sustainable Development Guide: Effective Teaching and Learning in Teacher Education Institutions in Africa. Authored Chapter 5- *The Teacher Education Curriculum and programmes*. UNESCO

AWARDS

October 2016: *Mashujaa Award* from County Government of Vihiga-Kenya in recognition of my work in education for sustainable development in the County.

December 2008: Kenya Presidential Award: ***Order of the Grand Warrior of Kenya (OGW)*** in recognition of my work in improving environmental management in the Public sector.

REFEREES

Mr. David Ombisi Programme officer Regional Office of Africa UNEP P.O Box 30552 00100 Nairobi Email : david.ombisi@un.org	Prof. Paul Okemo Kenyatta University Main Campus Thika Road P.O Box 48443 Nairobi Email: Okemo.paul@ku.ac.ke .
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