

Role of Universities in The Achievement of SDGs in Kenya: Education, Research and Publication, Operations and Community Leadership

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Abstract

This paper explores the role of universities in the attainment of the Sustainable Development Goals (SDGs) in Kenya. Specifically, the paper analyses the capabilities of universities in utilizing research, education, governance and external leadership to help Kenyan society deliver on SDGs. Although universities in Kenya have been making significant contributions to the implementation of the SDGs through education, research, operations and community leadership, the impact of these activities on the overall SDGs achievement remains low, implying that more intense and harmonized action is required of the University ecosystem. The study method employed in this paper was major desktop research complemented with active participation and observation methods. The paper established that today, universities in Kenya have a good measure of cognitive and knowledge resources that can help to champion the course of SDGs implementation in the country. While the actions taken so far towards the SDGs achievement are highly appreciated, the overall level of achievement to date is only average and falls below the set targets. Concerted efforts of the public and private sectors, and development partners in Kenya are therefore called for. Moreover, institutions of higher learning and other knowledge institutions need to be more actively involved in the sustainability endeavour. This paper recommends four specific SDGs solutions by the University ecosystem in Kenya, namely: boosting of the science and art of sustainable development in syllabuses for the tertiary education programmes; enhancing access to university instructional materials that advance sustainability in socio-economic production and consumption; developing centres of excellence in the practice of sustainability; and, rallying political support at the national and county levels for greater assimilation of the SDGs ideals in civic life at the grass-roots level of the society.

Keywords: Champion, Kenya Vision 2030, SDGs, SDSN Kenya, Universities in Kenya, Tertiary education.

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INTRODUCTION

Universities have a unique and critical role in delivering Sustainable Development Goals (SDGs) to the societies they serve as they possess capabilities in research, education and innovation which situate them as engines of societal change and progress. As such universities can provide leadership in the search for sustainable solutions to the multidimensional challenges facing society. The complex challenges that exist in the contemporary world demand that a wide range of issues be covered in addressing them. It is these challenges that inform the depth and breadth of the content of the 17 Goals and related 169 targets which aim at uplifting people from poverty, malnutrition and health related challenges as well as addressing gender

discrimination, infrastructure deficiency and climate change-related challenges among other impediments of societal progress. Consequently, SDGs are expected to guide and contribute to transformative change of rights-based, equitable and inclusive processes that enhance sustainability at the global, regional, national and local levels (Lok Sabha, 2017).

The SDGs are concise action oriented global aspirations that require the intervention of the academia to unpack them through research and innovations in order to attract the necessary societal buy-in at international, regional and community levels. The objective of this paper is therefore to explore the role universities can play in the realization of SDGs. It details out the role

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of universities in fostering; (i) basic cross-cutting understanding of key sustainable development issues, relevant to learners across all disciplines and professions, (ii) an understanding of the SDG framework and how it can be used to address long-standing and intractable sustainable development challenges, (iii) profession-specific knowledge and skills, including understanding how the SDGs and global sustainable development challenges are relevant to a particular profession or discipline, and specific knowledge and skills that will help the learners advance the SDGs through this profession, and (iv) creating necessary networks for addressing the SDGs and complex sustainable development challenges that require extensive collaboration within and across sectors. Universities can facilitate learners develop these networks, as they are large, diverse, multi-disciplinary, and highly-connected organizations. However, Sachs (2020), laments that universities have highly specialized talent and highly motivated students ready to help design solutions, but are often not organized for such efforts, or disapprove of such efforts as a distraction from academic research, or offer no institutional support for such efforts (SDSN, 2020).

THEORY

The UN Sustainable Development Solutions Network (SDSN) mobilizes the world's academic and research institutes and leverages their strengths to help realize the SDGs and the Paris Agreement. Led by the President of the UN Sustainable Development Solutions Network (SDSN), Prof. Jeffrey Sachs, the UN-SDSN pursues its mission by working with over 1,300 member institutions, 130 countries organized into 38 networks at the national and regional level. Each network focuses on distinct projects and priorities in line with their local contexts and challenges (SDSN Canada, 2020).

It is important to note that since year 2015, Sustainable Development Goals (SDGs) have been the global blue print for achieving a more sustainable and better future for the world as a whole. Following the conclusion of the Millennium Development Goals (MDGs) at the end of the year 2015, the United Nations built on the momentum generated by the MDGs and transitioned to a new set of goals which currently define the global agenda – called SDGs - which consists of 17 goals,

169 targets and 231 indicators to guide development between years 2015 and 2030; the SDGs guide the global development agenda on how to achieve peace and prosperity for the people and the planet, while embracing partnership and collaboration for the realization of the goals' aspirations (KEPSA, 2020; United Nations, 2020). In the SDGs, the three pillars of sustainable development – economy, society and environment – are well outlined, and their aspired targets set up for the nations to implement but arguably, none of the SDGs will be fully achieved without the contribution of the university sector. The SDGs are outlined on **Table 1**.

The 17 SDGs and 169 targets are expected to stimulate solution oriented action in five critical areas demonstrating the interconnectedness of SDGs: they will stimulate solution oriented actions towards the people to end poverty and hunger in all their forms and dimensions; secondly, they will stimulate solution oriented actions towards the planet to ensure its protection from degradation, including through sustainable consumption and production; thirdly, they will stimulate solution oriented actions towards prosperity to ensure that all human beings can enjoy prosperous and fulfilling lives; fourth, they will stimulate solution oriented actions towards peace to foster peaceful, just and inclusive societies free from fear and violence, and; lastly, they will stimulate solution oriented actions towards partnership to mobilize the means required to implement this agenda through a revitalized global partnership for sustainable development, based on a spirit of strengthened global solidarity (Lok Sabha, 2017).

Although the SDGs are global in their set up, they are in harmony with the Agenda 2063 of the African Union, which addresses developmental challenges unique to African countries. According to the African Union (2020), 15 of the 20 Agenda 2063 Goals can be directly linked with the SDGs. This implies that the SDG targets are not far-fetched issues from out there, but they are real issues right here in the country, Kenya. National pursuit of the AU Agenda 2063 is therefore synergistic to the pursuit of the SDG Agenda.

In Kenya, the SDG Agenda has continually been incorporated in the national development planning

TABLE 1: Sustainable Development Goals (SDGs)

Goal 1	End poverty in all its forms everywhere
Goal 2	End hunger, achieve food security and improved nutrition, and promote sustainable agriculture
Goal 3	Ensure healthy lives and promote well-being for all at all ages
Goal 4	Ensure inclusive and equitable quality education and promote life-long learning opportunities for all
Goal 5	Achieve gender equality and empower all women and girls
Goal 6	Ensure availability and sustainable management of water and sanitation for all
Goal 7	Ensure access to affordable, reliable, sustainable, and modern energy for all
Goal 8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
Goal 9	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
Goal 10	Reduce inequality within, and among, countries
Goal 11	Make cities and human settlements inclusive, safe, resilient and sustainable
Goal 12	Ensure sustainable consumption and production patterns
Goal 13	Take urgent action to combat climate change and its impacts
Goal 14	Conserve and sustainably use the oceans, seas and marine resources for sustainable development
Goal 15	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
Goal 16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
Goal 17	Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

Source: Author 2021

– particularly, in Kenya Vision 2030, Kenya Medium Term Plans (MTP I, II & III), Sectoral Development Plans and Institutional Strategic Plans. However, the overall achievement of the SDGs in the development activity of the country is low, compared with achievements in other African countries, such as Algeria, Ghana and Botswana (Sachs et al., 2020). Therefore, more extensive and intensive action in the SDG implementation for Kenya is urgently called for.

RESEARCH METHODS

In Kenya, academic institutions operating under the Sustainable Development Solution Network ought to offer innovative and outstanding solutions to address Kenya’s most pressing problems by mobilizing

scientific and technical expertise from academia, civil society, and the private sector for solutions-oriented problem solving. This paper emanated from such university efforts to mobilize scientific and technical staff to offer solution oriented problem solving. The study mainly relied on desk research, secondary analysis and consultative engagement with industry players. The paper was presented at the SDSN-Kenya inauguration symposium held on 24th September 2020, where it elicited discussions and comments from the plenary and useful suggestions for its improvement. Through these consultations, discussions and comments, the paper addressed the content, construct and external validity.

RESULTS AND DISCUSSION

Achievement of Sustainable Development Goals in Africa

Globally, the level of SDGs achievement is encouraging, but the levels remain low in African countries. According to Sachs et al. (2020), some notable achievements in the SDGs were realized in a number of countries globally, before the advent of Covid-19. All the same, food insecurity, gender inequality and degradation of the natural environment had not improved since 2015. Enter the Covid-19 pandemic. There is the chance that the SDGs achievement gains made so far will have been wiped out by the time the pandemic is over. This is a wakeup call to all the role players in the SDGs implementation endeavour – to skillfully mitigate the Covid-19 adversity on the SDGs achievement, and to imaginatively proceed in the SDGs achievement trajectory persistently.

Although the SDGs Agenda has continually been incorporated in the national development planning in Kenya, the overall achievement in the SDGs implementation in the country is low, compared to achievements in other African countries and on the globe as a whole. **Table 2** shows the SDGs Index Scores for the top 20 African countries, according to the Sustainable Development Report 2020 (Sachs et al., 2020). In this list, Kenya ranks position 10 in Africa – and position 123 globally – scoring 60.20%. While the country leads in the SDGs achievement in the East African region, the score is just average. It is a far cry from the best performer, Sweden – position 1 – scoring 84.70%.

Moreover, the rate of growth in the SDG Index Scores has also been low for Kenya. According to the Office of the President (2019), the overall gain made towards attainment of the SDGs as at September 2019 was estimated to be only 36%. Therefore, there is a lot of room for improvement in the SDG implementation in Kenya. This calls for stronger partnerships and support from the public sector, private sector and development partners, for faster realization of the SDGs. In response to this call, Universities in Kenya may provide specific practical solutions for each of the 17 SDGs.

In the Third Kenya Medium Term Plan (MTP III) for the period 2018 to 2022 – which includes the government's Big 4 Agenda – the main focus is on food security, manufacturing, universal healthcare and affordable housing. Sectoral performance in SDGs adoption in respect of those goals varies greatly. For example, the KEPSA Progress Report on Implementation of SDGs 2017-2019 in the private sector gives a snapshot of this variability (KEPSA, 2020). In the policy framework, the SDGs targets related to three of the government's Big 4 Agenda are well addressed, namely: Food and Nutrition (SDG 2); Universal Health (SDG 3), and; Manufacturing (SDG 9). However, Affordable Housing (SDG 11) is not that well addressed. Consequently, adoption of SDG 11 in the private sector of Kenya is one of the lowest, scoring 14% (KEPSA, 2020). This is an area that is in need of practical SDGs solutions. Perhaps, action research on and system dynamics modeling of the housing problem – competencies which Universities in Kenya have – may come in handy to address this issue.

Universities in Kenya have actually been making significant contributions to the implementation of the SDGs through education and training, research and publication, managerial operations and community leadership. This is evident from the Universities' strategic plans, syllabuses for degree programmes, and community partnership actions. In particular, the University of Nairobi issued guidelines on revised curriculum, which included a requirement for revised programs to address SDGs, Africa Vision 2063 and the Big Four development agenda for Kenya.

All the same, the impact of the Universities' SDGs implementation actions on the SDG Index Score needs to be 'felt' more strongly in Kenya. Therefore, more intense and harmonized sustainability activity is called for at the grassroots, county and national levels of Kenya.

Practically, addressing the challenges of the SDGs requires new knowledge, new ways of doing things, hard choices between competing options and in some cases, profound transformations. Universities drive technological and societal progress through research, discovery, knowledge creation, and adoption. They attract and nurture talent and creativity and are central players in regional and national innovation systems (SDSN Australia/Pacific, 2017).

TABLE 2: SDGs index scores for the top 20 African countries

Serial No.	Country	SDG Achievement Rank	SDG Index Score (Scale: 1- 100)
		Rank 1: Sweden Rank 166: Central African Republic	Best score; Sweden: 84.70 Worst score: Central African Republic: 38.50
1	Algeria	56	72.30
2	Tunisia	63	71.40
3	Morocco	64	71.30
4	Egypt	83	68.80
5	Ghana	100	65.40
6	South Africa	110	63.40
7	Gabon	111	63.40
8	Namibia	119	61.60
9	Botswana	121	61.50
10	Kenya	123	60.20
11	Zimbabwe	125	59.50
12	Senegal	127	58.30
13	Cote d'Ivoire	128	57.90
14	The Gambia	129	57.90
15	Mauritania	130	57.70
16	Tanzania	131	56.60
17	Rwanda	132	56.60
18	Cameroon	133	56.50
19	Congo, Rep.	135	55.20
20	Ethiopia	136	55.20

Source: Sachs et al. 2020

Sustainable Development Solutions Network

The UN Sustainable Development Solutions Network (SDSN) is a movement that mobilizes global scientific and technological expertise to promote practical solutions for sustainable development, including the implementation of the Sustainable Development Goals (SDGs) and the Paris Climate Agreement, working closely with United Nations agencies, multilateral financing institutions, the private sector, and civil society (SDSN Canada, 2020). It was established in 2012, to create a global network of sustainable development problem solutions, particularly through higher learning and/or knowledge institutions - such

as universities, colleges and schools, and research and innovation centres. The SDSN concept is to rally higher education institutions for the championing of the SDGs initiative, in the recognition that the 21st Century economy is mainly founded on knowledge and networks.

The idea behind creation of the SDSN Global was the fact that the world needed an era of intensive problem solving in sustainable development challenges, and not only new goals, political motivation and will (Sachs, 2015). The SDSN concept is therefore a paradigm shift from approaches to global development visions

– for example, Agenda 21, the Habitat Agenda and the Millennium Development Goals – which existed before establishment of the SDSN. The concept inspires greater confidence towards higher achievement of the SDGs. It is a worthwhile concept for the University ecosystem in Kenya to embrace and purposefully pursue.

While the SDSN is global in design, it has national and local dimensions. Higher education institutions in every nation come together to form the national SDSN for leading the country's response to the SDGs, integrating the knowledge contents harboured in the institutions themselves, and also in the publics (institutions, firms and individuals) of the country as a whole. According to SDSN Canada (2020), the SDSN Global network is home to 26 national and regional SDSN networks, and over 800 participating member institutions today. For this reason, higher education institutions in Kenya came together and formed the national SDSN Kenya - for the purpose of leading the national response to the SDGs.

Role of Universities in Kenya in The Achievement of SDGs; SDSN Kenya Endeavour

The SDSN Kenya endeavour offers many opportunities for service to humanity and beneficence from the more organized and more comprehensive participation in the big SDSN network. In their mandates for education and training, and research and innovation, Kenya universities collectively have a great capacity to boost incorporation of advanced knowledge into the pursuit of sustainable development, and to deliver higher realizations of the SDGs in all the sectors and levels in the economy of Kenya. All the same, a paradigm shift is now necessary - in the mindset of the administration, faculty and students in university today – in order to utilize this great potential.

For example, there is the need for a shared vision regarding the SDG Agenda, and a well synchronized action towards their course. If SDSN Kenya were to create that sense of shared vision of the SDG Agenda amongst the universities and establish a synergized integration of the university knowledge repository, achievement of SDGs would stop being persistently elusive in Kenya. As stated before, notable achievements in the SDGs were realized in a number

of countries, before the advent of Covid-19, but after Covid-19 onslaught, there is the chance that the SDGs achievement gains made will be wiped out sooner than later. The possibility of pandemics such as this Covid-19 gives the more reason why shared vision – at the national, institutional, firm and individual levels – in order to boost SDGs implementation actions and, by implication, attain resilience in case of a pandemic or an epidemic.

As stated before, there are four major areas where Universities in Kenya have variously been playing a role in the implementation SDGs in the country, namely: education and training, research and publication, operations and community leadership. The four areas of role are amplified into 15 specific areas of role, as shown in **Table 3**. However, the extent to which every university in Kenya (public or private) has so far participated in each of the 15 areas remains to be established. This is a query that SDSN Kenya may inquire into as a zero point.

Moreover, the sustainability debate and the SDG Agenda in particular, are concepts calling for a great change in the mindsets of leaders, administrators, managers and people in all the domains of the society and economy, both in the developing and the developed countries. Achieving harmony in the world – i.e. harmony between the people of the world and: the other people in the world (SDG 1 to 10); the earth itself (SDG 11 to 15); and the spiritual realities of the universe (SDG 16 and 17) – has to be articulated and pursued in a most imaginative way. This is not the domain for the faint hearted – truth be told. It calls for the more radical re-focusing of managerial attention and effective social re-engineering at all levels of society, in every sector of the nation. This mindset change can effectively be imparted through the education system of the country as a whole, starting from the very top – tertiary education – and cascading the change down, through secondary and primary school(s), all the way to the kindergarten learning in Kenya. Education is a cross-cutting issue, touching on every SDG goal in the sustainability agenda. Universities can therefore play a very impacting role in respect of implementing each and every one of the 17 SDGs in Kenya.

TABLE 3: Areas of the role of universities in Kenya in the implementation SDGs

1	Education & Training	<p>(1) Engaging students in the implementation of social justice, environmental sustainability, and responsible management principles as part of regular coursework, as well as through co-curricular activities, and developing innovative teaching methodologies to support this.</p> <p>(2) Providing quality education, vocational training and lifelong learning opportunities across all subjects, which are the core of SDG 4 (Education), but are also enablers of all the other SDGs.</p> <p>(3) Providing courses and vocational training in areas directly relating to the implementation of each and every one of the SDGs, including health, education, water management, sustainable energy, climate change, urban planning, conservation, international relations, etc.</p> <p>(4) Running extensive inclusion programs to support the participation of students regardless of gender, sexual identity, race, age, culture, ethnicity, religion, disability, economic status or location.</p>
2	Research & Publication	<p>(1) Undertaking research and publications in the social sciences, physical sciences, biomedical sciences, engineering, business, management and the humanities, to help society understand and develop solutions to the SDGs.</p> <p>(2) Establishing innovation hubs on SDG-related topics.</p> <p>(3) Undertake comparative studies on the implementation of SDGs with a view to documenting the lessons learned for Kenya.</p> <p>(4) Dissemination of research findings through the electronic and print media.</p>
3	Operations	<p>(1) Incorporating social justice, inclusion and environmental sustainability into top level university strategies. These include; vision and mission statements and sustainability and inclusion strategies – and reporting on their progress in these areas.</p> <p>(2) Implementing extensive corporate social responsibility initiatives across all areas of university operations.</p> <p>(3) Create awareness of SDGs in Kenyan society through media and other channels of communication, such as moving theater and performing art.</p>
4	Community Leadership	<p>(1) Raising awareness and fostering public debate around critical and complex issues related to the SDGs.</p> <p>(2) Developing partnerships with other sectors for applied projects on SDG-related topics.</p> <p>(3) Cultivate the norms of empathy and sharing among members of society with a view to nurturing a sympathetic society with a human touch for the less privileged members of society and for those who suffer disaster or deprivation.</p> <p>(4) Lobby government to increase social security protection schemes for the less fortunate members of society.</p>

Source: Author 2020

In the light of the foregoing, specific practical solutions towards achievement of the SDGs, which the Universities in Kenya may now pursue and/or offer, are as follows: boosting of the science and art of sustainable development in syllabuses for the tertiary education programmes; enhancing access to university instructional materials that advance sustainability in socio-economic production and consumption; developing centres of excellence in the practice of sustainability in economic and social activity, and; rallying political support at the national and county levels for greater assimilation of the SDG ideals in civic life at the grass-roots level of the society.

The proposed solutions may be amplified as follows: -

Boosting of the science and art of sustainable development in syllabuses for the tertiary education programmes

Since the 17 SDGs touch on every aspect of human life literally, the concept of sustainability should be integrated into every aspect of learning and work lives. Accordingly, there is a measure of sustainability that needs to be integrated more intensively into the syllabus contents of the tertiary education programmes, of both the sciences and the arts disciplines. Therefore, immediate action that universities in Kenya should

consider taking is to boost the sustainability content in their syllabuses and develop competency and sustainability based curricula for the tertiary education system. Additionally, the competency based education system currently getting introduced into the primary school education in Kenya should also skillfully and adequately incorporate sustainability content at all the levels of the curricula, both in the primary and secondary school systems. This way the concept does not remain just an add-on that only starts making sense after one enters the tertiary level of education and training. For Kenya, we now need to sing the more abstract song of a “Competency and Sustainability Based Education System,” for the current and future generations. In this respect, research and innovation attentions of the universities should be re-focused in that direction. Additionally, a comprehensive retraining of the current university faculty is necessary, in order to concretize understanding of the philosophy of sustainability and mastery of pedagogy in virtual teaching.

Enhancing access to University instructional materials advancing sustainability in socio-economic production and consumption

Boosting access to university instructional materials on sustainability and educational places for the acquisition of credible knowledge on the sustainability concept can be achieved as follows: -

(i) Provision of scholarships for the disadvantaged – minority groups, internally displaced peoples, inhabitants of remote areas (outside internet access), etc – for further education in all subjects. Charitable organizations and individuals, and other partners to the education system for Kenya should be rallied in this direction.

(ii) Provision of open access to the sustainability knowledge – research findings, innovation proposals, centres of SDG excellence, training materials, to add to the already open-access material at the SDG Academy Website (SDG Academy, 2020). This should help to avail increased understanding of the sustainability philosophy, aspirations and trends for increased public awareness, and more importantly, for the public policy-makers, corporate decision-makers and firm production workforce.

(iii) Enhancement of broadband connectivity for the local and global sources of education and training. In the national budget, improvement of the broadband connectivity infrastructure should receive as much attention as the development of physical infrastructure. The current Medium Term Plan (MTP III) – and the Big Four Agenda, towards Kenya Vision 2030 - should consider adding improvement of broadband connectivity infrastructure in Kenya, as an integral cross-cutting issue in the country’s development progression. Big limitations observed in the universities’ endeavours to give on-line teaching, in the advent of the Covid-19 pandemic (HESI, 2020), underline the need to move in this direction urgently.

Developing centres of excellence in the practice of sustainability in economic and social activity

Initiation of development projects to champion implementation of the SDGs at the community level should enhance practical training in the practice sustainability in entrepreneurship and social life, even at the grassroots level. To this end, every university may choose one or two SDGs and develop a Centre of SDG Implementation Excellence accordingly, considering the university’s focus on education, training and research and its comparative advantage(s). Such action should greatly help in the practical training – capacity building and improvement - of the community in and around the university itself. It should also help to illustrate sustainability, to everyone else in the SDSN Kenya system. Additionally, faculty members may singly or jointly choose one or more of the SDGs - depending on objective SWOT analyses - and develop innovation projects demonstrating the SDG concept(s), through the system of the SDSN Kenya.

Rallying political support at the National and County levels for greater assimilation of the SDGs ideals in civic life at the grassroots level of the society

Formulating pragmatic partnerships between tertiary education institutions and the political class – individuals and/or institutions – should considerably aid public buy-in of the sustainability argument and realization of the SDGs. Meanings of global development agendas and their relevance to local development and business pursuits of the

people should be communicated more succinctly and convincingly, to the grass-roots people in society. Political leaders have more direct and real-time access to the bigger masses in society. Therefore, their potential can skillfully be tapped - without prejudice to the relatively higher expectations of truth and integrity from the university fraternity - to boost the message of sustainability to the people. This way, the need to pursue the SDGs persistently could feature more in the politicians' everyday speeches and campaign manifestos, so that the SDG Agenda does not remain a far-fetched or vague rhetoric to the grass-roots person.

While some of the above-suggested solutions might somehow have been applied in Universities and society in Kenya previously, the breadth and depth of that application remain low. It is hereby postulated that further application of those suggestions should increase the SDG Index Score for Kenya considerably.

CONCLUSION AND RECOMMENDATIONS

Given their uniqueness, universities need to scale up existing activities and implement new types of programs that go beyond business as usual. To do this, universities can adopt a number of approaches to mainstream Education for Sustainable Development Goals (ESDGs). These could include for example, providing elements of ESDGs to learners within their sphere of influence starting with their students and staff. Additionally, given the breadth and cross-cutting nature of the SDGs, elements of ESDGs can be incorporated in most existing formal and informal learning and teaching activities in universities. And lastly, to help learners develop cross-cutting ESDGs skills, competencies, and mindsets, universities need to embrace interdisciplinary, action-based learning, and multi-actor involvement with their stakeholders (SDSN, 2020).

Through the SDSN Global and the SDSN Kenya Chapter, universities in Kenya have adequate cognitive and knowledge resources to champion the course of SDG implementation in the country. Through education & training, research & publication, operations and community leadership, universities in Kenya can greatly offer practical solutions to enhance SDG implementation in the country as follows:

(1) Boosting of the science and art of sustainable development in syllabuses for the tertiary education programmes; (2) Enhancing access to university instructional materials that advance sustainability in production and consumption; (3) Developing centres of excellence in the practice of sustainability in economic and social activity; and, (4) Rallying political support at the national and county levels for greater assimilation of the SDG ideals in civic life at the grass-roots level of the society. In its strategic plan and action, the SDSN Kenya Chapter should endeavour along those lines.

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