***Kenyatta University Climate Action: A Qualitative Case Study***

***Interview TRANSCRIPTS***

1. **SCHOOL OF AGRICULTURE AND ENTERPRISE DEVELOPMENT**

***P 1****:* Does school have an Environmental policy/Sustainability Policy/climate change policy or a Sustainability Management Plan?

***P 2:*** No, we don’t have an in house environmental or climate change-related policy or plan. However, we are committed to implement Kenyatta University environmental policy fully to create an ideal green campus in the lower eastren region. The KU environmental policy gives us guidelines on practices to adhere to to contribute to sustainable environmental management. For example, practices on tree planting and proper waste management.

***P 1:*** What are the school’s teaching and research greening goals in the short and long term?

***P 2****:* In short-term, as a school we plan to engage in climate smart practices like tree planting of Melia volkensii to provide fodder to farmers, increase tree cover, contribute to afforestation and reforestation efforts to bring about the cooling effect not only in within our school but in our neigbouring communities. Melia Volkensii will planted in 20 acres through the collaborative efforts of the school of agriculture and Kenya Forestry Research Institute (KEFRI). Planting of Melia Volkensii will be used to teach the local community members in lower eastren about the importance of rehabilitating the eccosystems using the indigenenous trees.

On the other hand, in long-term we intend to revise the school' courses to include climate smart agriculture practices that exposes students to climate change education, mitigation and adaptation. We have agreed as a school that we need to introduce our students to climate smart agriculture by intergrating concepts about the phenomenon to existing various courses we have in our departments.

Kitui County where the school of agriculture is set, there is a huge potential for agricultural prodution. However, the communities facing severe water scarcity that prohibits them from taking up farming as an economic activity. During the rainy seasons, the area recives massive flash flooding from upstream regions. As a school we plan to harvest the storm water through constructing well-designed water dams. Further, there is a plan to set up greenhouses and drip irrigations systems using the water stored in the dams. The school will be a demonstration site for the community on climate-smart framing that is suitable to revolutinise agricultural production in the lower eastren counties.

***P 1:*** To what extent is the climate change reflected in the school curriculum? (are there school common courses, departmental core courses, stand-alone units at undergraduate or postgraduate levels or undergraduate/graduate level programmes).

***P 2:*** Yes, the School of Agriculture and Enterprise Development has units that expose students to some concepts of environment and climate change. However, the units do not cut across all students at the school. In addition, the units do not fully cover content on climate change. They are designed in a way to expose students to a basic understanding of the phenomenon while linking it to their specialty areas. The school is in the process of reviewing its units to include content on smart agricultural practices that has a well-grounded linkage to climate change mitigation and adaptation practices. Mainstreaming smart agriculture practices content into the school units is likely to provide the students with detailed understanding and comprehension climate change complexity.

***P 1*:** Which greening activities has the school implemented in the last 5 years?

***P 2:*** The school of agriculture has not been in Kitui for long. It has been a just a few years since we shifted from the main campus. We have not engaged in much greening activities. We are planning to roll up the activities such as massive tree planting in the communities and community empowerment programmes about natural resource management especially teaching the community about sand harvesting. The area within the school is threatened by gully erosion either due to flas flooding and overexplotation of sand harvesting for construction.

***P 1:*** Who is involved in the implementation? (Specific units, Faculty, students)

***P 2:*** Our greening activities that we have planned to implement will be guided by both faculty members and professionals from the NGOs and government agencies. This is to ensure that we achieve the set targets of the activities that support climate smart agriculture. The activities will be learning platforms for students about innovations to tackle climate change and boost agricultural production across our communities.

***P 1:*** Does the school receive support from the government for climate change education/climate action or education for sustainable development in general? What kind of support does the government provide (policy, financial, technical, regulatory, other)?

***P 2:*** No, we don’t receive any financial assiatance directly as a school. Most of the support for environmental or climate matters either from the NGOs or the government comes to the entire university. Then a specific school or department is tasked with implementing the agreed resolutions. But as a school of agriculture we have not received any kind or support.

***P 1:*** How is the school engaging with the community (*if at all)* in an effort to address climate change impacts?

***P 2:*** The school is collaborating with KEFRI to plant an indigenous hardwood, Melia Volkensii Mukau on a 20-acre piece of land within the campus premises. The exercises will play a significant role in managing soil erosion that is rampant with the campus premises and adjacent farms. The area is facing massive gully erosion that leads to loss of soil fertility and threaten the destruction of the soil structure. Planting the Melia VolKensii on an extensive piece of land will also play a significant role in conservation of nature by increasing the area’s tree cover and contribute to the efforts of increasing carbon sequestration measures. The plantation will bring a cooling effect to the community that is ravaged by extreme high tempartures and droughts in most months. The school intends to renovate/ revive a dam that was built within the premises. The dam will collect storm water and rain water and make it available for irrigation within the school premises that will be used as a demosntartion centre for communities in the lower eastern. The school will hold community outreach programmes in several areas in lower eastren on the benefits of restoring ecosystems using indigenous trees. Moreover, communities will be taught to shun away from deforestation that destroys natural ecosytems eexposing the areas to extremes threats of climate variability and climate change.

Using afforestation programmes to engage with the communities will empower them to learn about the practise as an income generation activity. Professionals from the school will teach the community about the imporance of pklanting fast growing and environmentally-friendly trees for commercial purposes to get aconomical gains. Thus, the school will assist the community increase economic sources rather than relying on activities some of which that causes environmental destruction.

We have a plan to work closely with Caritas that is within the Catholic Diocese of Kitui in matters climate smart agricultural practices. We also have a plan to partner with the Kenya Climate Smart Agriculture Project, that is KCSAP. Kenya Climate Smart Agriculture Project draws its professional from the school. The school and KCSAP will collaborate to increase agricultural productivity and enhance resilience /copying mechanisms to climate change risks in experimental sites in communities adjacent to the campus. Morevover, Kenya Animal Genetic Resources Centre are working closely with the school to improve breeding of livestock through artificial insemination.

The school collaborates with the Arava International Center for Agriculture Training (AICAT) in Israel by sending students to receive adequate training on climate smart agriculture. The students act as ‘change makers’ by informing the school and societies on the best practices for agricultural production that conserve the ecological resources and upholds climate action efforts.

***P 1:*** Which partnerships do you seek as the school of agriculture and enterprise development to achieve green education goals?

***P 2:*** The school aims to partner with the Kenya Seed Company to produce hay at a large scale. Production of hay will ensure that livestock keepers with the community have quick access to pasture and cushion them against climate change impacts like droughts that leads to drying of streams and deterioration of pasturelands.

In-depth collaborations with Kitui County Government to ensure that the campus becomes a centre of “demonstration” on climate smart agriculture. Communities within Kitui Cxounty and parts of lower eatren will be visiting the school premises to learn more about agricultural innovations and practices that they can replicate at home to solve poverty and hunger crisis facing most of the communities in the region.

***P 1:*** What are some of the opportunities that exist for the school to contribute to climate action?

***P 2:*** Setting up of the Kitui County Government offices within the campus to open up to other government agencies collaborations with the campus.

The university reforms, that will lead to relocation of the School of Environmental studies to Kitui Campus. It will bring more experienced professionals to help the campus engage in vigorous climate action. Increased number of students will provide more manpower to participate in events like tree planting among others to make the campus more active in climate action.

The campus has several students taking agricultural courses that provide adequate manpower to engage in the university’s greening activities within the community to address climate change. (human resources)

Well-informed and qualified professionals ready to implement climate smart agricultural practices that address climate change impacts in the local communities and at the national level.

***P 1:*** What are major constraints to the school’s effort in climate action?

***P 2:*** Water scarcity is a major problem that prevent the school from setting up greenhouses and a demostration facility on agricultural innovations. However, a memorandum of understanding between Kenyatta University through the school of agriculture and Kitui County Government seeks to address the challenge of water scarcity. There is a plan to drill boreholes within the school premises to abstract water.

1. **SCHOOL OF ARCHITERCTURE**

***P3****:* Does the school have an Environmental policy/Sustainability Policy/climate change policy? What about a Sustainability Management Plan?

***P 4:*** Yes, we teach students on climate resilience. It is our policy to have inbuilt environmental issues in the curriculum. In our curriculum, we emphasize content on climate resilience, wise use of land and how best to utilize this finite resource especially when it comes to built environment and environmental planning. We also incorporate environmentally sensitive issues e.g. adopting energy saving techniques, harnessing energy from environment and buildings designed to attain environmental protection. We strive to ensure students appreciate the concept of clean environment practices.

***P 3:*** Which greening activities has the school has implemented in the last 5 years?

***P 4:*** Yes, we assist in designing buildings witthin and without KU. We ensure as a school they are designed and planned to tap on green energy sources e.g. solar energy. We are also involved in guiding the planning and zoning of settlemnts. The way settlements are planned also, must take care of environment. For instance, some land must be reserved for green zones to act as carbon sinks

Students are involved in a number of greening activities such as clean up and tree planting. They also visit informal settlements to see how best these areas can be planned to enhance environmental conservation and thus mitigate climate change. The school mainly plans these activities through the student’s union, KUSA and clubs within the school. There are a number of clubs in the school: Architecture Club, Planners Club, KUNEC. In every programme there is a club. For instance, the Architects club visit informal settlements to see what kind of footprint activities can promote environmental conservation.

***P 3*:** Does the school receive any funding for activities on climate change/action?

***P 4:*** Yes, KUSA usually extends some funding through the students’ clubs that are oriented towards environmental conservation. There is also some funding that comes from organizations such as UNEP, NEMA, UN HABITAT, to support student activities on environmental conservation. KU is the headquarter for Regional Expertees, i.e the Regional Centre for Expertees-Greater Nairobi (Kiambu, Nairobi, Kajiado and Machakos). The centre implements a number of activities for NEMA on climate change issues in partnership with students and staff. So, KU provides the space while NEMA helps in technical and resource support. The staff and students are also involved in creating awareness in schools on matters climate change in partnership with other organizations. The centre has a clear framework that support students and staff in climate action.

***P 3:*** Are there partnerships that the school is seeking to achieve green education goals?

***P 4:*** Yes, climate change is phenomenon affecting everyone and all the sectors of our economy. There are opportunities for all schools in KU to collaborate and have one common goal in fighting climate change. Climate change therefore should be mainstreamed across the disciplines in KU since it is a crosscutting issue.

The university also needs to appreciate the experts in all fields. For example, in my school there experts in built environment, environmental assessment etc. these should be recognized by other schools and they can be invited to give talks to students on maters environmental conservation, urban planning etc.

***P 3:*** What Challenges does the school face during partnerships and collaborations on matters climate change?

***P 4:*** The biggest challenge is poor coordination among schools in KU in fighting climate change. For instance, there are so many clubs in KU founded with the aim of fighting negative environmental problems. The problem is coordination. There is need to have a common front amongst all schools on matters climate change and these should be clearly stated in the university strategic plan. Resource mobilisation and coordination is also another challenge.

1. **CLIMATE CHANGE DIRECTORATE**

***P 5:*** What is the range of sustainability policies that your institution has that relate to education in general, and university education in particular?

***P 6:*** We have the National Climate Change Learning Strategy, Climate Change Act, 2016 especially, Section 21 on mainstreaming climate change in education curriculum.

***P 5:*** What is the goal (if any) of your institution with regard to climate change action? And what do you expect of universities in achieving the goal?

***P 6:*** As CCD we generate information through research to contribute to climate change science on impacts. We also rely on university publications to develop policies and we challenge universities to move towards high quality publications

***P 5:*** Which specific activities (*if any*) does your institution engage in collaboration with universities in Kenya on climate education/ action?

**P 6:** We are seeking to improve adaptation measures in the country but this should be informed by research. The National Climate Change Learning strategy provides for development of specific courses along thematic areas such as Engineering, Agriculture. These should take into consideration the two broad aspects of mitigation and adaptation. The key policies for consideration are NCCAP, Climate Change Act, 2016

Universities should create a platform for discussion of climate change matters. Universities can leverage on existing platforms such as (YOUNGO) that brings together to discuss climate change through global forums

The institution has developed guidelines to support universities to develop curriculum in climate change

1. **CENTRE FOR INTERNATIONAL PARTNERSHIPS AND COLLABORATIONS**

***P 1:*** Are there partnerships that exist between Kenyatta University and other stakeholders that relate to climate action?

***P 7:***  Yes, we have several partnerships with ESRI that relate to geo-mapping. We have UNESCO Chair for Higher Education Development for a Green Economy and Sustainability (HEDGES), Kenya National Commission for UNESCO (KNATCOM) and Water Resources Authority. The primary purpose of the partnerships is to provide staff, students and communities with adequate capacity building on environmental conservation issues. Emerging issues such as climate change are addressed during the capacity building forums. Staff, students and communities acquire information and skills of identifying sustainability challenges in their locality and empowerment to provide suitable solutions.

The collaborations provide an opportunity for students to actively participate in physical climate action initiatives. For example, we work with students’ clubs that engage in environmental and climate change related activities to create murals and other forms of art. The art work is primarily used for environmental and climate advocacy; the university community acquire information about environment and climate change to change their lifestyles and support efforts to address climate change. The collaborations have been a success because several workshops, conferences and capacity building training have been organised for staff, students and communities to acquire knowledge and skills on sustainable development.

***P 1:*** How is the university engaging with the community (*if at all*) in an effort to address climate change impacts?

**P 7:** Through visits to children homes, tree planting exercises, conferences in Mombasa and involving other universities like University of Embu and communities in Kitui to develop funding proposals. During the visits to children homes, Kenyatta University staff and students educate the children on sustainable lifestyles they need to adopt to ensure ideal liveable spaces. The tree planting exercises are undertaken to teach the students and communities on sustainable practices they can adopt to conserve the environment. The primary goal of the conferences is capacity building on sustainable development priority areas and how communities, staff and students can collaborate in implementation of suitable activities. The Centre for International Partnerships and Collaborations collaborates with the United States Agency for International Development (USAID) and German Academic Exchange Service (DAAD) during the university-community engagement activities. During the implementation of the activities under the collaborations, the Centre for International Partnerships and Collaborations, lecturers and students are involved.

***P 1:*** Are there partnerships/collaborations that relate to curriculum at Kenyatta University?

***P 7:*** Yes, we have the Modern Competencies of Academic Teachers (MOCAT) that provides an opportunity for the lecturers to sharpen their online and blended delivery skills of environmental education knowledge to the students. MOCAT improves the online pedagogic methods of teaching students on environmental education.

***P 1:*** What challenges impede the implementation of the recommendations and strategies of the partnerships and collaborations?

***P 7:*** One is the COVID-19. The pandemic forced people to embrace virtual technologies to carry out their activities. For us, use of virtual technologies prevents the Centre for International Partnerships and Collaborations from undertaking or implementing activities that reduce in-person appearance. Another one is funds, the collaborations and partnerships dictate areas that we should not go beyond the funding.

***P 1:***Which partnerships do you seek to strengthen Kenyatta University role in climate action?

***P 7:*** We give out recommendations to the university management and community in general to get enhanced support of implementing practices recommended by the Sustainable Development Goals. For example, we have secured collaboration with the School of Business to initiate the paperless or the digital learning in in the Master of Business Administration (MBA) courses. At the School of Engineering we partner to implement green technologies, at School of the Architecture we collaborate with them in green building design and construction, and School of Education to initiate green teaching. The centre works with the Higher Education Partner and KNATCOM to initiate the green teaching that aims to build the capacities and competencies of staff and students on climate change and environmental education.

***P 1:*** What opportunities exist for KU to contribute to climate action?

***P 7:*** One is the paperless or digital learning. Schools can adopt this approach to cut their consumption of papers that strain extraction of raw natural materials to make products. We also advocate for printing on the both sides of the paper in cases where paper work is non-avoidable.

We have the solar systems that the School of Engineering and the France Government have initiated that can help the university lower electricity cost and reliance on hydropower.

We have the opportunity to scale up sustainable practices such as use of natural lighting during the day to avoid use of electricity in offices. This will help the university to contribute to responsible consumption and production efforts.

The Sustainable Development Goals provide us with opportunities to look for collaborations and partnerships. When we are looking for opportunities we search for those tied to a specific SDG, like currently we are implementing activities that related to Sustainable Development Goal 12 on Responsible consumption and production. But in the past, the SDGs have helped us focus on thematic areas of research and study like mobility of students and cultural integration. Through that we have facilitated students and staff from our institution to visit other continents especially the North America, South America, Asia and Europe on experience sharing on cultural issues. Reports are generated from the visits that we utilise during the capacity building of the university staff and students.

1. **SCHOOL OF ECONOMICS**

***P 1*:** Yeah, so, the first question is to find out the extent of climate change coverage in your curriculum in your courses.

***P 8*:** Well, we have courses where we actually address issues of climate change directly like there is a master program we have, in the Master of Economics, Cooperation and Human Development we have a course where we look at climate change and human development. You know, so that we are looking at how we, the students, the curriculum talks, covers how climate change impacts human development and you know, in human development, we look at per capita income. So, climate has a direct impact on per capita income through its effect on agriculture and related industries and services. So, definitely at the end of the day, like we know, one of the direct impacts is reducing yields in agriculture. So, then it translates to the performance, overall performance of the economy, which again translates to per capita income but at the same time, climate change through also the direct effects on production also has a direct link to food security and also health which is also a component of human development index. So, the nexus between climate change and how it impacts the overall human development index is captured in that particular course. We also have in the other masters program, we have a course on Development Theories and Strategies and you know, one of the things covered here in development theories and strategies is the sustainable development goals and exposure to the Sustainable Development Goals, where you know, climate is an important elaborated issue and being a current relevant issue, then it is something that also the students are brought aware to with regard to strategies so that we are talking about enhancing development without hurting the environment which is the mother of all production. So that is there, including in the undergraduate, a course on Economic Development. So generally then, it means that any student who goes through the School of Economics at undergraduate level and up to Masters level has an exposure to teaching within the curriculum on climate change. Now we also have emanating from that, students actually doing projects and theses in climate related areas. So like current year, I’m supervising a student who is at PhD who is studying on Adaptations to Climate Variability in Maize Production in Kenya. So I think that is something that we are not leaving behind. I am aware of also two students in a class that I have just taught research methods, that one is looking at Maladaptation, another one is looking at Climate Change and its Impact on livelihoods of pastoralists in Turkana so I think so far, there is a way in which climate change is embraced in our training and research.

***P 1*:** So for these development theories and strategies, is it a master's level course?

***P 8*:** It's a master’s level course and at undergraduate I told you we have a course in Economic Development which we even teach to BA students. We also teach it to BA students. We also teach it to students in Public Policy, the Department of Public Policy, we teach that unit.

***P 1*:** So it's a cross cutting course?

***P 8*:** It’s a cross cutting course. So while we are teaching about theories of development, there is a perspective of emerging trends in development where, you know long time it was MDGs, now we are talking about the SDGs.

***P 1*:** So the course is across all departments?

***P 8*:** All our students do it in the School of Economics and as I've told you, it is also done, by the way, it is also done by students who are in Education who are being trained to teach Business Studies. So Education students whose one subject is Business Studies, do this course. Then all BA students who do economics, it is a core unit and the students who do Bachelors of Public Administration, and Policy from the department of I think it is a department in the university under School of Humanities, it is also a core unit for them.

***P 1*:** Do you feel that the content on climate change is sufficiently covered in these three courses?

***P 8*:** Well, you know there is a lot in climate change, because like now if we want to go deep in issues to do with the measurement, looking at sensitivity, looking at vulnerability, and all those, we don't capture that. It only becomes relevant for students who choose to do research in that area that then extended reading comes but in the courses, we just elaborate that the direction that development planning and strategies are going they are not ignoring issues of climate. So it's just like, you are told you look at how relevant is the environment in this. The important place of environment, the important concerns about the emissions that are then contributing to global warming and therefore creating long term impacts, but the details of measurement of analysis, no, we don't go there. So if we would say that now through our program, somebody completely has an understanding of the dimensions of climate change, measurement of its indicators and the rest.

***P 1*:** So it's just to provide a basic understanding,

***P 8*:** It’s just to provide a basic understanding so that that individual leaving the program is aware that climate, I mean the environment and our climate is very important and cannot be ignored.

***P 1*:** Are there greening activities or initiatives that the school is engaged to matters climate action, environmental conservation?

***P 8*:** Of course you know, we may not necessarily be very proactive that we are now doing this as a way to be sensitive about the environment but you see, there are certain things that we do, just naturally because we have been brought up that way. One is like, of course like in the entire university, people are being encouraged that we ensure that our lights are off when we leave. Now as you came in this building, you will realize that the way the building is, there are some offices I wish you met me in my office. There are offices where you cannot stay during the day without the lights on. So it means that even if somebody is working here during the day the lights will be on. Therefore, one of the things we do is to continuously remind the staff that every time you leave, ensure that you have your lights put off so most often we will not find lights on in the building at night. So that is one way of conserving the natural flow, so that we ensure some form of sustainability. That is one important area otherwise most of the issues are more related to general university policy, like keeping the environment clean, managing our waste and the rest you know, they are all managed within the provisions that the university makes.

***P 1*:** Have you ever received any direct support from the government that relate to climate change education or action?

***P 8*:** No

***P 1*:** Any support from the private sector maybe be in terms of research, in terms of initiative?

***P 8*:** Well as a school no, I don't know as individual researchers whether that has been there because individuals in the school are engaged in researches, collaborative researchers some on sustainability of food systems. So they are those support to various institutions in research that is relating to conservation of our food systems, enhancing productivity of our food systems in the country but you know these are things you cannot say it is the school that has been engaged but because the individuals form the school, I want to appreciate that there are a number of staff that are engaged in researches related to that for different institutions.

***P 1*:** It's part of school because you're the providing professionals.

***P 8*:** The school comprises of individuals so at the end of the day, whatever output they give there, it's a form of community outreach because they're using their knowledge to support institutions outside there some of them in terms of development of programs that then extend support to climate agriculture, what do we call it? Smart farming?

***P 1*:** Yeah, smart farming.

***P 8*:** Yeah, and some of them are also engaged in evaluation of such programs as they are outside there.

***P 1*:** Does the school engage the community itself maybe the surrounding community or certain community to address issues of sustainability?

***P 8*:** I don't remember any, you know, we have had community CSR through our students where we visit. We use, you know. We enter through institutions like we have visited a children's home in Mathare and recently we have also visited a rehabilitation center in Ruiru. Now one of the activities that we do during such times is waste in the environment, where we have, so that there is some form of environmental clean-up and you know, like the last time that the students went to Mathare, you know, the issue of the polythene and the rest, which has been a real problem. So, the issue of engaging with those children to remove these and also sensitize them that it is always good to ensure that you dispose of these in an organized way. This we do through a club in this school that is called Kenyatta University, Kenyatta University Economics KUESA, Economics Students Association, Kenyatta University Economics Student Association. Yeah. So they do this while they also do other activities for leisure purposes, but they have been very keen on that. Yeah. So it is another very strong instrument that can be used to reach out to the young, to propagate knowledge on climate, environment and sustainability of our practices.

***P 1*:** And do you have any other partnership that you have managed to start to maybe address some issues of climate change?

***P 8*:** Not specifically? Like you see the master program that I'm telling you where we have exclusively a course on climate change and human development. It is a collaborative program. So we partner the NGOs, we partner with a University in Italy. Now.

***P 1*:** The name. The name of the university,

***P 8*:** University of Pavia, in Italy. And then in Kenya, Tangaza University College, Tangaza University College, and then the NGOs. So now you see Tangaza University, Kenyatta University and University of Pavia in Italy. And then we have NGOs. One of them is CISP, CISP, it is it is an abbreviation of an Italian name, but the English translation is the International Committee for the Development of Peoples but use the CISP is an abbreviation of an Italian form. I don't speak Italian. So it's very difficult for you to Comitato something. But the English translation is the International Committee for the Development of People's. We also have other two, which are active in supporting the program, but I don't know what because they are also Italia VIS and COOPI. But we are also working with UNDP in the same program. So, that is why you see that it is very, very clear that the course was incorporated in that particular program, because you cannot teach development without talking about climate. So that is the only collaboration that we have, but in terms of now an external collaboration where we have partnered to look specifically at climate issues we don’t have.

***P 1*:** So, the university and the NGOs, you partner to co-create the knowledge or?

***P 8*:** We partner to co-create the knowledge. We partner in research activities, the research so far that we have done none is touching on climate and the researches we have done have touched more on on COVID and livelihoods. The other one we have done has been on more on budgeting for Child Protection. Yeah, we have not and now we are we are focusing on researchers on health, debt sustainability. Yeah. So those are the areas but we I don't know whether in because we are yet to select projects to evaluate. Yeah, they are maybe projects that we're targeting, renewal or renewal or recovery of resources, because many of the projects that we are going to evaluate are in slums. This project was supported under the Kenya government Italian government debt swaps. You know, they are programs where you are talking about debt relief. So you you are indebted to a country by bilateral agreements. But now, instead of instead of saying you pay the debt, you reroute the debt to support human development programs. So we are yet to look at the various they are very many in Kenya. They are very many projects. Some are in education, some are in health, some are in water, some I think are in energy. So, some are in sanitation also, so what, especially in the rehabilitation programs, slum rehabilitation programs, I am yet to know, the critical points of focus of those, because on behalf of the cooperation for Italian Development Agency, we are supposed to, to do a research to give feedback on impact. Yeah, so I can't say for now, maybe if you came two years after today, I would have told you how we have collaborated and weather the coverage included climate related concerns.

***P 1*:** And apart from that, do you have any other partnership that you aspire to develop to engage more in climate action?

***P 8*:** There was within here, you know, we have a UNESCO chair in the School of Environment recognized by the university in the HEDGES program. Are you aware of that?

***P 1*:** Yes, we usually work with them.

***P 8:*** So in that program, the School of Economics is enlisted as one of the important because of greening jobs, and many other things, ensuring that we, we expanded our, our activities with our students in matters related to climate and, and those issues because of jobs, and other things. So initially, we had been talking with, she's called Mary, yeah and the school of economics is in it. So through this, I don't know whether it would be also good to actually that agency that we are doing research on behalf, you know, they are they also have a program on environment and there was one time they were actually interested in getting experts on climate and I nominated some I nominated Mary to be part of the panellists to discuss this. We are keen to see if they can expand concern, which we can be in now that we are with them in that other broader collaboration. We will want to see if that other area of concern, we can tap into it. Yeah, it is something that is potential. But again, we have not started the discussions around it, yeah.

***P 1*:** Okay, what is the name of the agency?

***P 8:***  The agency? it is the Italian agency for international cooperation, Italian agency for international cooperation, it is within the Italian Embassy. And it is the one that manages resources that support projects that the Italian government implements abroad. So for us here we abbreviated it as AICS. That is what we are told AICS, AICS, yeah, you know, the Italians read the things backwards and forwards. So Italian agency for international cooperation, but it they call it AICS the abbreviation because you see the abbreviation stems from the Italian the Italian way. But now you know, they have to give us the translation for Kenya. We of course, we have other collaborations. But you see now the future. The future focus is also driven by global and national policies. So you will find that like right now, globally, or regionally in Africa, the more the more focus now is on the impact of the proposed regional market under the Africa continental free trade area. So now most research is looking at can we be able to simulate what is the likely impact on different things. So right now, there is also that global, global impact, I mean, global concern on the link between implementing the rules of the continental free trade area on climate adaptation. so, so you see, most of our collaborations are driven by regional, global, international and national agenda. Yeah. So, so therefore, you find that the collaborations that exist, they tend to be driven by that, or they tend to be also driven out of the concern of bilateral partners are in the same policy direction that they can. So if you find that there is no drive towards a certain element, then research is quiet about it, interventions are quiet about it. yeah

***P 1*:** And what opportunities exist for the School of Economics to contribute to climate action?

***P 8:*** Well, a lot of opportunities. Of course, one is, you know, we teach, so, maybe reviewing our curriculum to mainstream important dimensions, which are not already covered. So, may be across all the programs, so that opportunity exists, so that we are saying when the individual within the context of generally, what would we want? What is the basic issue we want? at least every student to leave the university with, it can even go about collaborating with the entire university departments and school to have a common unit, you know, a common unit just like communication skills and collaborations, something that directly looks at climate change, climate change and development generally, it is something that can work. So that in the teaching area, we are able to, we are able to capture it in research, because we teach, we do research, and then community outreach. So there is opportunity to expand our research on areas matters relating climate change, more evidence, more evidence should come so that, we are able to inform policy direction on several issues that impact the environment, including the way we produce the way we design in our infrastructure. Yeah. So it is there. As economists, as economist, our major area of contribution is modelling. Just like the mathematics people, modelling those relationships and in forming data collection, so that we can have more evidence based discussion on matters climate and how they relate to outcomes. Outcomes, both primary and secondary in our general economy. Yeah. So it is an area where the school can be, can can play a critical role and or can make an enormous contribution. Of course, in a community outreach, when we are talking about community outreach are looking at opportunities that are there is to, to enter into policy dialogue, you know, what research brings it brings evidence, but in community outreach then, how do we ensure that the information coming from these researchers actually translate into the policy debate.

So the there is opportunity for us to engage in, to actively engage in policy dialogue, using evidence from research so that, you know, it's a way of what can I say? It's a way of increasing the volume of noise sometimes that, yes, this one, we want to do it. Yeah. It is good in terms of with regard to, to adaptation with regard to managing climate impact, in this direction, it is good. In this direction, we need to be cautious, you know, and why are we supposed to be cautious? We need to really bring out the evidence that comes from this. So in the policy area, this is very critical. But beyond just influencing policy, one thing that the university has, which other people may not have, is that we have young people, and the young people we are training are at an age where they are in their most active life. Through the associations that we have in the university. Like I was telling you through the clubs, I was telling you through KUESA. It is possible to undertake community education. Yeah, community education, you know, when we were growing up, there used to be chief’s *barazas,* but there used to be chief’s *barazas,* now when I was in the university, we used to go for evangelism. And you know, we would go to a place and stay there even for a week. We go to churches, we preach the Gospel, and we make altar calls, people get saved, you know, and we also go to the crusades and preach. Now and people used to listen to us. People believed our Gospel. And we add energy, that energy, I don't have it now. But I still have students who have that energy that if you say, we are going to transform our country, in terms of attitudes, and behaviour, it is something that is possible that can be stepped up. So that the crusade for environmental sustainability is not just left there. How do we even use a mob? A mob, you know, like the School of Health Sciences, they can do medical camps, okay? School of Environment, School of Agriculture, and other schools. We are aware of technologies and how they should be done. Suppose in a year, there was, we are saying we are going to this county and the agenda is going to be about climate-related education. We do it in primary schools, we do it in the local churches, you know, don't you think it can bring some impact?

***P 1*:** Yeah. It can bring.

***P 8*:** So that it is a very intentional community engagement that can actually enhance climate environment sustainability, we look at our farming practices and what is wrong about it, what is good about it, so that we can actually be enhance these sustainable family otherwise, if we are remaining, we are saying oh, let another institution come and support extension. Is it not possible to generate materials that these young people can actually use so that in an annual basis, you say, we are going to have our climate ambassadors, and they are going to be supported by maybe some kind of support even if it was to be mobilized from corporate to go even out for a week? Suppose economics did it, education did it, environment and agriculture did it where would we be? We would be very far. So these are opportunities. I'm just talking about opportunities that can be exploited to actually enhance our activities on climate change.

***P 1*:** And then what challenges does the School of Economics face in an effort to engage in matters climate action?

***P 8*:** Well, for now, I cannot identify any because it has not been our primary agenda.

***P 1*:** Okay. Do you have an action plan or a policy or you just rely on the general university?

***P 8*:** We actually just utilize the general university policy. We don't have our own in-house.

***P 1*:** Thank you so much for your time.

***P 8*:** You are done? But that one of having crusades? Yeah. Make sure you follow it.

***P 1*:** I wanted to mention two things. One thing, one of the major output of the project is that we have revised the leadership program the certificate course.

***P 8*:** So it has been incorporated?

***P 1*:** Yeah, two topics, one topic on leadership and climate change, and the other one on sustainable development. And now students will have to do a project based on climate action, they link to their area of study so that they get more understanding of the issues, emerging issues. And we hope that during the next semester, that begins in September, the the new revised course will be on offer.

***P 8*:** That is okay. Yeah, but I'm talking about climate ambassadors.

***P 1*:** Yes. Then for the ambassadors. So far, the project has recruited 100 students across all schools, great, we are doing a Green Day within KU with a vision roll to out to other universities. So this Green Day, we will create awareness on issues to do with climate change and environmental conservation. And the Ambassadors will have branded t-shirts, they will have tent, they will walk around KU. And the first Green Day falls in this month on 24th. So we will have green days, every last Friday of the month, beginning this month.

***P 8*:** Oh, I'll miss it. Because I'll be in a conference.

***P 1*:** we will take your concern and now begin to roll it to the community.

***P 8*:** Yeah. Let us strengthen it with within KU. And then once it peaks, yeah. Let us allow a build-up of communities around each ambassador. That can now take the message beyond KU. Yeah. You know, climate is a serious issue. Now, you know, like, the livelihoods in Northern Kenya, how do we, you can get ambassadors, they can be within KU here. But they do not know exactly what we are talking about. So these ambassadors should have people around them. That can help them sing their song. Within and without KU so that our impact is not just here. You know like when they say we go hiking as clubs instead of going to hike, can they use the same money to visit those places which we see in the news? Visualize what is happening there. And what reversals can be done, or are we just going to be at the receiving end of the negative consequences?

***P 1*:** Yeah. Thank you very much for your time. I really appreciate the feedback. It's great, and it will play a very good role in our report.

***P 8*:** Thank you. Yes. Thank you very much. Thank you for coming and I hope you wll be able to conclude your research well.

***P 1*:** Yes, we will share the report.

***P 8*:** Thank you. So you are a student here?

***P 1*:** No, I'm not a student.

***P 8*:** You are?

***P 1:*** A research assistant in the project, but I did my undergraduate and postgraduate in KU, in the School of Environmental Studies.

***P 8*:** Oh, that is great. Thank you very much. It’s still morning. Have a good morning.

***P 1*:** Okay you too.

1. **SCHOOL OF EDUCATION**

***P 1:*** I wanted to the to find out the extent of climate change content coverage in the school of education curricula.

***P 9:*** We have a unit. Yeah. That deals with that. Yeah. And it's taught under environmental. But education students are taught

***P 1:*** Okay. So it cuts across all department in the school?

***P 9:*** Yeah, it is. It is a common unit. And I don't know whether you are recording it.

***P 1****:* Yeah. I'm recording.

***P 9:*** Yeah, it’s a unit which is taught. EEN 100 Environmental education and its taught to all the students in this school, before the department was in the school education before it was carved out and taken to the environmental to the to that particular School of Environment. But basically the schools are taught and the coverage is really 35 hours, it goes into the depths.

***P 1:*** Okay. Do you feel the content of climate change coverage in this unit is sufficient?

***P 9:*** It might not be sufficient. You know at undergraduate they are supposed to get the basics for them to understand the operation. But I want to say that besides covering the climate change. Those ones who are being serviced from the geography department, they have also a unit called Climatology also deals with the climate. So basically, I would want to say that the general information, they have will not go into the mitigating that climate change is, it gives them an understanding of what is expected when it comes to climate change.

***P 1:*** The other question is, is the School of Education involved in any greening activities or initiative to support climate action?

***P 9:*** School of Education, no. It now goes to the Department of Environmental Studies. Because ours we purely deal with the issues that touch on educational matters. But when it comes to greening, the nitty gritty is done by concerned department. And that is the department of, the School of Environment. Ourselves here, we don't really do that. Not unless now we look at it broadly because when a unit is taught it is taught on behalf of the school. So they do that greening themselves there but on our behalf. So if it is done on our behalf then it is being done. But specifically, at the school, we are not. As a unit we say yes because that what they do, they plant trees, yeah and they take care of the environment.

***P 1:*** And do you receive any direct support from the government in matters climate action?

***P 9:*** Not here. Probably from the department because we don't deal with the climate change. But the department I think. I don't know whether you were briefed is also to check with the department concerned. Because it is services us some of the questions, some of the answers you want they are found there and whether the government supports. They might not be so categorical on whether it is done.

***P 1:*** This is the department under the School of Environment?

***P 9:*** Environment.

***P 1:*** Okay. Thankyou Prof. And is the School of Education engaging with the community or any school in matters of education for sustainable development?

***P 9:*** Development?

***P 1:*** Yes.

***P 9:*** Yeah. Community outreach we are there, that is part of what we are supposed to do. Community outreach we assist right, left and centre, we give them information that touch on their life. Information that they use to change their lifestyles. Information that change their environment, looking at the issue of climate change, because it is sensitization of what is expected. Sometimes you come in and we support them in terms of finances, at times, the issue of famine we also come in. That’s sustainability development, in terms of counselling. So as a school we are fine. Already we have dealt with it far and wide. Yeah. So I think we are doing well.

***P 1:*** Okay. Well in the aspect of financing is it through as a School of Education or the whole university?

***P 9:*** The School of Education. The university does its own part. The university in a small way, we have members through the department through the school go out in what I called earlier outreach. And then, and also involve our students. They go to the neighbouring schools, neighbouring communities. It’s only that last year during COVID the activities were somehow not done, because of the obvious reasons. But this time around, it has not picked up. Given that now we are complaining of hunger due to that climate change. The rain seasons, all the seasons have really changed. And we need to, although I don’t know whether this is part of your question. We need to take care of the environment. And then plant more trees. Be friendly to the environment so to speak.

***P 1:*** And how was the community outreach, the counselling, how as this idea developed? Was there an engagement between the School of Education with the community?

***P 9:*** There are some students together with the members of staff with connections out there. And they go there and then they involve the school. We support them in terms of materials and ideas. We have some schools like Kiwanja is part of us. So some of the parents there they work here. And they come to tell us their needs and it is on that basis that we respond to the needs. And the outreach itself is out of a demand from outside the university. Where there is that particular need for it. And people requests and people pass through there the lecturers the students they so request. There is a time about two years ago I had some students who wanted us to go to Kibera and I gave them an okay, they went to Kibera to do some kind of cleaning. We took care of the environment. Students completed and they've done a very good job. So it's not really confined within here. We want to them for the sake of cutting on costs to be around the university. But still we allow them to go far. There is a time they could get transport but now with the COVID. Things have really come down.

***P 1:*** Okay. And does the school have any partnerships that relate to climate action apart from engagement with the community, maybe the private sector, the government?

***P 9:*** No. Not unless now back to that particular. I said since they service us, they can answer they can be specific to what we will do. But as a school without involving the department, as a school we do the in our own way. Individuals see a need, call on us to support.

***P 1:*** Yes.Okay. And do you have any partnership that you aspire to create or develop as a school in matters sustainability?

***P 9:*** Sustainability in terms of what?

***P 1:*** maybe just in terms of the action themselves in terms of research in terms of mainstreaming climate content, is there a partnership that we aspire as a school you want to

***P 9:*** Partnership is first and foremost with the community. I think that’s the starting point to understand the issues that surround the climate change, then will be able to understand, if it's a partnership that has been created and to be strengthened to that of the community.

***P 4:*** We have not started it yet but I feel that it is the way to go. Yeah. Because the beauty with the donors is that they support you but not for long. If you can get to involve a community, then you are sure that kind of partnership will continue. The way I am seeing it if it starts, we would want ideas shared. What is that we want the university to do. And what is that they themselves will do and that one will be sustained for long. But if we look for finances elsewhere we might not get them, so we shall be able to get resources from within and engage with the community so that we first ask them that this is what we are willing to go the direction that they want. It is a voluntary basis.

***P 1:*** Yeah. Okay. Thank you prof. And this one ties to the aspect you have mentioned on community. So what are the opportunities that you think exist for the School of Education to exploit, apart from the engagement with the community?

***P 9:*** Opportunities in terms of what now?

***P 1:*** Maybe seek any support from another entity apart from the community? Maybe a government parastatal and NGO?

***P 9:*** The school has a better chance of coming up with a proposal that can go to government to non-governmental organisations and also outside the country. The school has the capacity because it has what it takes. It has people who can sit if we try. So the opportunities are there, and people are expecting us we have researchers of dimension of our standing. So the opportunity that we have is that we can draw from within and then we can write and requests for this, so we beyond the community in terms of getting through the financial support and leverage change in ideas and how it is implemented also to be able to, we can also be able to borrow these ideas to be implemented. So the schools have that particular chance. And I think is what you want to refer to as an opportunity, we raise up above the community. So that we can reach others that are not reached by the community.

***P 1:*** Yes. Okay. And are there challenges that you foresee that the school may face in an attempt to address climate issues?

***P 9:*** One is finances. That is a serious one. Yeah, because as much as we are saying this is doable where will money come from? That’s the first one, challenge. Number two, time. Quite a number of people are busy doing their own things and to get them to commit their time to the activities. Number three, is that besides being there, it's linked to time, we have other activities that we must do, where we are employed to work. Sometimes communities, the challenge and a serious one communities see it differently. When they see people they see money and changing their attitude, may, changing their attitudes, because once they see people who have come from the university they have gone into their community to probably to sensitize them on something, they are expecting something at the end and that expectation is a bad culture. And that one is there, you can’t talk to people and then leave them without leaving something behind. That perception I don’t know how we shall be able to, to finish it. The other one is that suspicion from the local community. They may be suspicious because they don't really know why you're going there and you have not gone to another place. Why pick on them and not the others. That suspicion, especially the time of politics. Political affiliations, religious affiliations. So that is a challenge that reduce the effectiveness of the university itself.

***P 1:*** Okay. And do you have any short term goals in terms of teaching and research that relate to climate education?

***P 9:*** Come again?

***P 1:*** Do you have any short term goals? Maybe for matters, for teaching and research? As a school to support climate change? Are you planning maybe to come up with a new unit? Or a unit now that is, has more information on climate issues?

***P 9:*** I said that since we have that particular department? These others I don't see how they will integrate that unit. But since it's a general unit, it's a common unit for all the students, it can be done from there. What is there is to check on what is being taught, whether it reflects yes, that is something that can ensure it is done. But not to move to move it, move it from where it is to other departments because it will lead to conflict of ideas.

***P 1:*** Okay, that's all Prof. I really appreciate for the time and the responses. Yes. It was good engagement and the feedback was, I appreciate.

1. **SCHOOL OF ENGINEERING**

***P 10*:** Can I introduce myself again?

***P 11*:** Okay, yes,

***P 10*:** As I said, I'm working on a project transforming universities for a changing climate. And at the moment we are collecting qualitative data in a qualitative survey on climate change on universities action on climate change. So I would like to ask you some questions regarding the School of Engineering, the extent in which you are covering the climate change content. And if you have policies on climate change or sustainability in general. Yeah. Does the School of Engineering have any environmental or sustainability policy on climate change?

***P 11*:** Yes, it does.

***P 10*:** Okay.

***P 11*:** Yeah,

***P 10*:** one, as a school or as a university,

***P 11*:** We align ourselves, our policies with the universities policy. So this is derived out of the university policy. That is both the environmental policy, sustainability policy and climate change policy?

***P 10*:** Okay. So the policy, it is called? Which name do you give it?

***P 11*:** We give it a climate change policy? Yes, climate, climate. We give it environmental and climate change policy.

***P 10*:** Environmental and climate change policy. But it's only for the School of Engineering?

***P 11*:** Yeah, its only for the school of engineering only.

***P 10*:** And regarding maybe the extent which climate change content is covered in the School of Engineering courses, or maybe as a school, do you have common courses which tackle climate change.

***P 11*:** What we do is, we when we are teaching ethics in engineering, ethical practices in engineering, that is where we cover it, we don't have it as a unit on its own, but it's covered under the ethical practices,

***P 10*:** Under ethical practices. So under this ethical practices, it is covered as a topic, or is it a topic in ethical or maybe just a sub topic

***P 11*:** It is a topic in environmental sustainability and Climate change.

***P 10*:** Oh Environmental Sustainability and climate change? Okay. Do you have maybe departmental courses, which also tackles climate change?

***P 11*:** They're not departmental. What I'm saying is that it's a school school common unit which is called the ethical practices in engineer engineering

***P 10*:** Engineering. Okay. So other than the school Common courses, do you have any departmental course? Maybe we have in our school? And

***P 11*:** No when I say it's a school, common course, it means it's taught in all departments when you.

***P 10*:** So it's only taught in this ethical practices in engineering.

***P 11*:** No

***P 10*:** No other unit?

***P 11*:** No

***P 10*:** Okay. And, according to your knowledge in this unit, do you think the content in this unit is sufficient, the climate change content is sufficient?

***P 11*:** I wouldn't say it's sufficient. But because of the many units that the school of engineering graduates undergo, we try to introduce to them the concept of mitigating climate change the actions that should be taken to mainstream it. But I doubt if it is sufficient, maybe much more could be done. But then that would only be probably in short courses, or seminars that can be organized through the the University,

***P 10*:** School of Engineering, doesn't organize for these seminars.

***P 11*:** No, we have not started yet.

***P 10*:** Okay. Are there greening activities that the school is engaged in to address climate change?

***P 11*:** Yeah, we've been all around the school if you observe, we planted a lot of trees. And we ensure that we use where the offices auditorium, are not in use, we switch off our lights so that we have low carbon emission.

***P 10*:** Okay. That's good. Any other greening activity, other than tree planting

***P 11*:** Maybe keeping the compound clean. I don't think there is anything else we are doing. But we are doing the best that we can. Because you know, once you green once you plant trees, you you help in reducing the carbon.

***P 10*:** That's true. But maybe the students have the students engaged in maybe any outside outreach activities, any outreach greening activities, or just planting trees within KU.

***P 11*:** It's only within KU, we didn't get, we haven't had any activity outside KU

***P 10*:** okay, just within KU.

***P 11*:** Yes

***P 10*:** And who are involved in planting these trees, or at least keeping the compound clean.

***P 11*:** We have people from estate who do that. But within a building, we have members of staff who were deployed, they come two times a week to ensure that the building is clean.

***P 10*:** What about the frequency of planting the trees?

***P 11*:** No, we only did it once. Because our space is not as not as big.

***P 10*:** So in other words, planting of trees, you you you've done it once

***P 11*:** Yeah, we’ve done it once. No because of space

***P 10*:** Because of space. Does the school receive any support from government for climate change Education and reduction?

***P 11*:** No.

***P 10*:** So the school has never received any support or you have not applied?

***P 11*:** We didn't know there was even a support that exists.

***P 10*:** Okay. So how is the school engaging with the community, school’s effort to address climate change?

***P 11*:** We engage the community by sensitizing them the need to observe the national framework of climate change. So we educate. we receive students from secondary schools and primary schools who come over and we talk to them as we take them around the school. Yeah, that’s the kind of Activity we engage the community.

***P 10*:** But you don't go to the community to maybe enlighten them on climate change issues, the importance of planting trees, the potential measures.

***P 11*:** No. we’ve not done that.

***P 10*:** Okay. What are the activities in the school? Or what activities is the school implementing that relate to climate actions. The activities which the school implement the School of Engineering implements that relate to climate action

***P 11*:** other than what I’ve just said

***P 10*:** other than just other than tree planting and cleanup,

***P 11*:** we don't have anything else

***P 10*:** no other thing. But engineering is such a broad concept where you will normally use the emissions and the building materials.

***P 11*:** No, we have no emissions here because we don't have any machines we are using. The kinds of machines we are using a more they use the consume power, but not not diesel or petrol. Other than the generator, which is only used when there is a power outage from the kplc supply. We don't have any other equipment that will be emitting carbon.

***P 10*:** So you are going green,

***P 11*:** Yeah, we are green. We try as much as possible to go green. We also teach on matters of renewable energy. So that's another way you could say the school is helping in mitigation of climate change because we have a department a full-fledged Department called the Energy Technology Department that teaches on matters of renewable energy that is solar. We have actually a very big project on solar, solar energy, wind energy, geo thermal, we train our students on that and actually you could say we are contributing to the National Climate Change national framework by producing human resource that is knowledgeable on matters of renewable energy.

***P 10*:** Okay. That's good. I like the courses which you are teaching because they are enlightening students on matters on the greening the campus Generally the wind the solar energy. So the solar energy, is it the one at KU, the one at the website. The one they are saying that KU has a solar energy plant.

***P 11*:** Yeah, that is led by one of our lecturers Mr. Earley Zako, and this he does in partnership with other lecturers from the school and the students.

***P 10*:** Yeah. So we partner with maybe people from within or outside

***P 11*:** Yeah, people from within people from physics department, the School of pure and Applied Sciences.

***P 10*:** Okay. What about the wind one?

***P 11*:** We don't have any wind plant within KU we only teach

***P 10*:** you only teach, but you don't have

***P 11*:** We don’t have practical.

***P 10*:** So what partnership does the school have that relate to education, sustainable development and climate action? partnership which the school have, okay, does the school have any partnership that relate to education, sustainable development and climate action?

***P 11*:** No, we don't have any partnership.

***P 10*:** What activities are the school implementing that lead to climate action that one you’ve said. What opportunities exist with the school to contribute to climate actions, opportunities that exist for the School of Engineering to contribute to climate actions.

***P 11*:** There are so many opportunities like we’ve, and we've done a proposal to the same where we've requested the university to consider, putting up smart parking, parking lots, where they could be covered with the solar panels. And these would help us in generating our own energy. So that we again help in mitigating climate change by using solar energy, renewable energy, and that is part of greening the environment around the School of Engineering. And once we, once this is done, it's piloted at the school, it can be rolled out to the rest of the university.

***P 10*:** So any other opportunity.

***P 11*:** The other opportunities that probably exist is that it is like in partnering with the industry, with the parastatal such as the Kenya metrological Department for training of our students, when they go for industry attachment. Also, Well, I don't know whether the partnership we have with ketraco would be taken to play a role in climate change. Because we take our students there to learn about power distribution and the role that KETRACO also plays in ensuring people have electricity at a low cost. So I don't know whether that could be considered as part of the partnership. But we do have those parastatals that where we take our students to for the industrial attachment or training.

***P 10*:** So other than KETRACO, which other industry do you take your students for attachment

***P 11*:** We go to KENGEN, the GDC geothermal Development Corporation, Kenya power we also take some to the hospitals because of the biomedical engineering nature and also to Kenya pipeline. Kenya Port Authority, I’ve mentioned kplc even private firms, private consulting firms such as Howard Humphrey

***P 10*:** So, any other opportunity that exists between the school and maybe this other, these other industries

***P 11*:** Yeah, the opportunities that exist between the school and the industry in other areas such as such as implementation of the engineering policies. And this ensures that we address matters on sustainable development goal. I don't know that is SDG 13, that talks about climate action and industrial partnership to enable, you know, design, green energy, to design buildings that ensure that we are going green. So we impart engineering skills to our students so that even when they go out, they will be applying those skills, and thereby mitigating climate change actions.

***P 10*:** Are there challenges that school faces in an effort to take part in climate action?

***P 11*:** Of course, challenges are there one is getting enough money to take our students for educational trip, where they could be seeing you know, where they're supposed to be educated and see the country, their own country, and also help in contributing to climate change action. We probably they only probably go once in the lifetime in the five-year cycle that they would be in the undertaking the degree course. But it would have been desirable, but they go almost every year, every other semester, for our trip around the country, so that they also know their country. Yeah, yeah.

***P 10*:** Okay, other than the financial challenge part of it, any other challenge that the school faces in an effort to take part in climate action.

***P 11*:** The other thing maybe we face is that we would want to have the experts in climate change coming over to give talks to our students and staff. So that's also another challenge that we say we could be facing. And things like that, that's about it, we would need climate change experts.

***P 10*:** Okay, the project that we're working on a transformative effort changing climate, one of the intervention that they've done is to review the growing leaders program growing leaders program is climate change is a certificate course offered here at KU to fourth year students are the final year students who to prepare them for the market job market skills. So the project has reviewed two two modules in this project, their sustainability to impact knowledge on climate change. I don't know if the students of engineering normally take this unit, or most of them don't take it. The growing leaders program.

***P 11*:** Growing leaders Program they take part in it that I know that.

***P 10*:** Yeah. Because the project has reviewed some of the modules to include the sustainable development and climate change. Yeah,

***P 11*:** we take part in YALI the Young African Leaders Institute, growing leaders program, was also saying they take part in it yali.

***P 10*:** Okay. Okay, so what are you planning to do to maybe bring the experts of climate change in the School of Engineering? Or do you have a slot for that climate change content in the School of Engineering?

***P 11*:** Yeah, we actually we are soon about to revise our curriculum. And when we do that, we, we hope to include a unit on climate change. Because this is where this the trend where the world is heading to. And in in that we also during our stakeholders, meeting, we'll try and invite the experts from climate change to see whether the, we have addressed the issue of our curriculum properly.

***P 10*:** Okay. So, when are you planning to revise the curriculum,

***P 11*:** maybe by the end of the year,

***P 10*:** by the end of this year. So meaning by next year, you should be having

***P 11*:** We should be able to be implementing those climate change connections.

***P 10*:** Okay. Any question you have for me?

***P 11*:** What are the? What, once you do these research? Or what is the uptake of that research that would benefit the school? And what information can you provide the school or the can you advise the school to be doing to enhance its policy on climate change?

***P 10*:** Okay, the research we're doing on climate change on on the university's action on climate action, we are majorly trying to build on the knowledge of climate, the climate change knowledge, that is already existing, and maybe to write some papers and maybe contribute into policy on the climate change action, because currently, they are less publication on the climate change issues, especially by the universities. And at KU, the project is implementing. One of the output of the project is the Green Innovation Hub, which houses the climate change modules and information. And we are using students to help spread their great awareness and carry on with the information of the climate change. Yeah, so with the information that we get, we are planning to see the to look at the gap, which exists in the climate change gap existing at Kenyatta University, this at school levels, and maybe at the University in general, and make maybe make some policy suggestions to the university depending on the information that will get you. Yeah, maybe there's a school which needs climate change, you need for information you can suggest to the university, for instance, the School of Engineering you said that they need experts in climate change. If it is true, then we can make that suggestion to the university. So if they have climate change expertise, they can suggest to you to create more awareness to teach climate change contents to the school. Yeah. Okay, maybe last question, maybe just where we started about the policy and the sustainability, what is the school teaching and research greening goals in the short term, what are your goals, the greening goals and maybe the short term

***P 11*:** In the short term like, just as I’ve said, we want to incorporate climate change in our curriculum in all the departments within the School of Engineering, then we also want to take a determined role in mitigation and adaptation of measures that would lead to climate change, mitigation or regulation. Then, we want we are doing research and especially through the agricultural and biosystems engineering department, we have projects that are geared towards climate change action. So we are taking part in that and we are taking it seriously. There is a deliberate effort to that effect.

***P 10*:** What about in the long run?

***P 11*:** In the long run, it's now through the support by the university that we could like I said, initially put up solar power panels on rooftops on our car park. So that we, we go green in terms of power supply.

***P 10*:** So that's the long term plan or any other long term plan that you have as a school,

***P 11*:** as a school is to make sure even as we expand, wherever, whatever compound we're going to take the whatever buildings that we are going to erect, would be greenhouses will be houses that are greening the environment. Because we are planning on putting up prefabricated labs more you know, lecture theatres and in these will ensure that they are green houses are green and the compound within the environment will also have trees.

***P 10*:** Trees but you say that the compound is squeezed

***P 11*:** Yeah no but the one we occupied now we have more space where we're going to put up the more trees loves

***P 10*:** Okay, thanks. I think that's a good strategy as a school of engineering. I'm grateful for the time you've given me.

***P 11*:** Most welcome. Okay, thank you so much.

***P 10*:** Thank you

1. **SCHOOL OF ENVIRONMENTAL STUDIES**

***P 12:*** Does Kenyatta University have an Environmental policy/Sustainability Policy/climate change policy or a Sustainability Management Plan?

***P 13:*** Kenyatta University has a general policy on environment. However, there is no specific policy dubbed Climate change policy. Issues of climate change are captured under the general environmental policy.

Kenyatta University Master plan has provision for open spaces which are manly use for tree planting, this aligns with the climate change mitigation measure: reduction of Carbon emissions in the atmosphere through trees as carbon sinks.

***P 12:*** What are the University’s teaching and research greening goals in the short and long term?

***P 13:*** The school goal endeavors to promote research, teaching and outreach in all spheres including climate change and general green conversation ad transitions

***P 12:*** To what extent is climate change ontent covered in the school’s curricullum?

***P 13:*** University curriculums are Programme based. In environmental studies programmes, climate change is mounted as a postgraduate programme in the Department of Environmental Science and Education. The content on climate change is also organized as units/Courses in all other programmes in the school of Environmental Studies. Climate change conversations are also enhanced through the environmental clubs and organized talks from experts such as UNEP

***P 12:*** Which greening activities has the university implemented in the last 5 years? (Greening of buildings, campus spaces, other). Are the activities at the university, school or departmental level or in the wider KU community?

***P 13:*** Tree planting – the School spearheads all the tree planting activities in the university. The school manages the University tree nursery and has partnerships with KFS and KEFRI. The school leverages on these partnerships to acquire seedling donation and also information on tree species that can enhance mitigation and also promote adaptation to climate change among communities… mostly in Kenya. The university has so far a tree cover of about 60%. The school also has partnership with KICC in which the school promotes planting of fruit trees within the university. Currently approximately 500 fruit trees have been planted in the university. Experts from the school provides advice to the university on tree conservation which has been promoted through establishment of KU Botanical garden which is characterized with some indigenous tree species.

Plastic/ Recycling project: Through the environmental club domiciled in the school, recycling of plastic waste is promoted in partnership with Coca-Cola and other private corporates of interest.

The members of school, through the environmental club, conducts environmental sensitization and cleanup programmes with communities such as the KM community, secondary schools and primary schools.

Students and member of staff in the school conduct climate change related research projects that directly or indirectly impact the community. There involvement in both National and county level climate change adaptation and mitigation planning/ strategy formulation provides a fertile ground for transfer of knowledge and skills that are important in addressing climate change related issues.

***P 12:*** Does the university receive support from the government for climate change education/climate action or education for sustainable development in general? What kind of support does the government provide?

***P 13:*** University receives government support through research projects that are tackling climate change agenda. They fund this priority area through NRF

Support on tree seedlings provided by KEFRI and KFS

***P 12:*** Which partnerships exist with stakeholders outside the university that relate to education and sustainable development? What are some of the activities covered in the partnerships?

***P 13:*** The School partners with UNEP, Nairobi City County Government, NEMA, KEFRI, KWS, KFA to enhance climate mitigation and adaptation actions within and without the campus

**P 12:** What are major constraints to university’s effort in climate action?

***P 13:*** The university financial reforms that has led to budget cuts in expenditure within the university has contributed to low implementation rate on climate related projects or programme. The University does not sponsor students to environmental related activities that are without the campus citing hosterity measures.

Competition amongst interested parties/ universities may inhibit participation of university communities in climate change related actions/ activities

University policy is inclined to academic and less on entrepreneurship which blurs the opportunities that may be harnessed in climate change related space

Lack of total independence in programme development and curriculum development in universities has contributed to controls on nature of programmes being developed – through Cue- this may to some extent affected organic integration of innovative climate change related programmes.

1. **SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

***P 3:*** Any policy on climate change at the school level?

***P 14:*** No policy on climate change or climate action at school level.

***P 3:*** Is there any content on climate change in the curriculum?

***P 14:*** There is no common course across the departments on climate change. However, there is a unit called environmental studies in the department of geography where climate change issues are taught. In addition, Kiswahili and Literature, there are creative activities on climate issues. There are also ecological theaories covered by different writers such as Kithaka Mberia where climate issues are covered. Environmental issues are also discussed in psychology, history. There are studies on environmental history. Eco-critisms are also being covered in works of literature, same case, issues of pollution e.g. Nairobi River are covered in literary works.

***P 3:*** Are there any greening activities carried out by your school?

***P 14:*** There are three clubs in the school: sociology club, public policy and psychology club. There are activities on climate change carried out by students in these clubs for instance environmental advocacy.

***P 3:*** Are there any stakeholder engagements on matters climate change?

***P 14:*** Yes, the geography department partners with a number of organizations that are involved in climate change issues.

***P 3:*** Are there opportunities that might exist in your school on climate action/climate change?

***P 14:*** Yes, there are a number of opportunities that could be explored:

The students in the school feel endangered in terms of employment opportunities; therefore, the school should think of integrating current issues such as climate change across the courses to enhance employability of the graduates from the school

Students can also be involved in writing story books on climate change issues in very simple language; these books can be sold to school children at affordable prices

There are also opportunities for dramatization/of climate change content

Opportunities to write short stories, novels in even in local languages that reflect the local context

The school should be made aware or explore on organizations that fund climate change issues and see how collaborations with the school can be established.

Fortified content and students to be made aware

There are already many writers that are out there on climate issues e.g. Ole Kulet has written a lot on changes in Masaai land brought about by changes in climate.

To encourage activism on matters climate change

Leverage on new programmes

Students develop cartoons on climate change; TV programmes, radio programmes will attract audience

Skits on environmental issues-climate change can be done by students

***P 3:*** What challenges exist in getting partnerships and collaborations on matters climate change/action?

P 14: Lack of knowledge on organisations that can partner with the school

Universities are conservative.

Exploring avenues for collaborations is difficult.

People are not inspired to look for opportunities.

Mounting courses that reflect climate change is a long torturous process due to the bureaucracy in the universities with regard to approval of new courses.

Lack of systemized content.

1. **SCHOOL OF HOSPITALITY, TOURISM AND LEISURE STUDIES**

***P 3:*** Does the school have a climate change policy?

***P 15:*** No specific policy on climate change/action

***P 3:*** To what extent is climate change content reflected in the curriculum?

***P 15:*** There are course with environmental aspects. A common course on Flora and fauna is taken by all students in the school. And it exposes students on climate change aspects. However, the content is inadequate if it were to fully expose students to matters climate change.

***P 3:*** Are there greening activities the school is involved in?

***P 15:*** Yes, tree planting; trips on environmental conservation. These activities are implemented by students through their clubs.

***P 3:*** Does the school receive any support from any agency to support climate change?

***P 15:*** No support directly to the school.

***P 3:*** How is the school engaging with communities on climate action?

***P 15:*** There are tree planting, trips and talks on climate issues.

***P 3:*** Any partnerships on climate change with stakeholders?

***P 15:*** There are a number of partnerships with eco-tourism Society of Kenya, whose main agenda is sustainable tourism activities.

There is also partnership with Wildlife Club of Kenya; Sustainable Travel Agenda; KWS KFS

These organizations offer opportunities for students on attachments. The organizations also are invited to give talks to students on environmental matters.

***P 3:*** Any funding on climate change/action initiatives?

***P 15:*** Not really. The funders keep on shifting the priority areas. Currently, the priority area is on fighting diseases and thus climate change is not a top priority.

Most of the projects on climate change are donor funded. The donors have self-interests and not really fighting the core problem.

***P 3:*** Any challenges in seeking opportunities on climate change/action?

P 15: here are challenges in coming up with courses that address climate change. There is a lot of bureaucracy in getting approval for new courses/programmes. The commission for university education is very keen on sustainability aspects in these courses/programmes.

1. **SCHOOL OF LAW**

***P 16*:** So you are in the school of environment.

***P 1*:** No, but I'm a former student at KU. So the project is being

***P 16*:** Which discipline?

***P 1*:** Environmental studies. The project is being implemented by the whole university. The PI is …

***P 16*:** What are you doing now?

***P 1*:** Sorry?

***P 16*:** What are you doing right now?

***P 1*:** Right now? We are writing reports.

***P 16*:** Other than this project?

***P 1*:** Nothing else.

***P 16*:** But, you did environment?

***P 1*:** Yes.

***P 16*:** What do you want to do?

***P 1*:** I did the environment. I just finished my master's. I want to gain some experience before I proceed into the PhD.

***P 16*:** Okay.

***P 1*:** Yeah,

***P 16*:** Yeah. Why I have asked you, we actually have this, we are launching what we are working on, we have an event on Monday evening at 5.30. We are launching a film. The film is on environmental rights. Okay. Yeah. So we've actually it's a documentary on environmental rights, the LAPSSET case. *Si you know* LAPSSET.

***P 1*:** Yes, I know LAPSSET.

***P 16*:** And the Lamu people and the mangrove and then then the Turkana, Friends of Turkana, the Gibe dam and all the environmental issues. So that is what we have documented. And we are launching on Monday at 5:30 pm. So if you want to come, you can come, its here at 5:30. It starts at 5:30 and then after that there’ll be a dinner. For people on environment, I think it is informative.

***P 1*:** Okay. Yeah, that's quite interesting, because under the project, we have also launched a green office. And we have two students who are on an attachment. So I think it's a great exposure for them. Yeah.

***P 1*:** So do the school have any environmental climate change policy or an action plan.

***P 16*:** Why would we have a policy and an action plan? we don't, but we teach environmental law, and we have students who are in the environmental club. We have an environmental club and students just to sensitize them on matters of the environment. We teach environmental law, we only teach at undergraduate level, we don't have a master's program at the moment. But at an undergraduate level, we teach environmental law to third years. It's an elective, meaning that it's not compulsory for all students. At the mast ers level we also teach a component of environmental law and natural resource management from that perspective of managing the environment from the perspective of natural resources. But action plan, *hizo uliza,* KU has an occupational health, I don’t know what *ushampata inaitwaje?*

***P 1*:** No, but I know, there is an environmental policy for the whole university.

***P 16*:** Yes. Even there is a guy who teaches in your school, is someone called Dr….

***P 1*:** Yeah Dr. ….

***P 16*:** *Anakujanga hapa kufanya assessment, huyo ongea*. He is called John? Talk to him, he normally comes here to do assessments.

***P 1*:** And in terms of greening activities,

***P 16*:** What is greening?

***P 1*:** Like maybe tree planting, community clean-ups.

***P 16*:** Imagine, of course our students are doing those like in 2019. We had students, I don't know whether you came across something called the UN Millennium campaign. It's something that involves university students. Yeah. So our students had a project where they were to plant ten thousand trees all over Kenya. And they did. In terms of clean-ups when we do community outreach, we do legal aid but we also clean Ngara. We have cleaned Ngara market and the surrounding. Yeah. Another greening activity?

***P 1*:** So they are mainly spearheaded by the students, or the schools also has some maybe initiative that we can say they originate from the school itself?

***P 16*:** No. they are spearheaded by the students. Yeah, they, I mean, of course, it would be a good thing for lecturers to take it up. But the lecturers here are just like the lecturers as they don't to do anything over and above teaching.

***P 1*:** Okay. And for the courses that you have said. Do you feel, I was asking for the courses you have mentioned do you feel like climate change, do you feel that climate change content is well covered, or just a highlight?

***P 16*:** No, no no, it is well covered, in fact, we make sure that we test climate change when the lecturer sets exam when we talk about emerging issues in every unit. So some of the emerging issues we've identified in environmental law is climate change. Yeah, so we are very keen on that. And also we are we also teach laws of refugees and internally displaced persons. And now you know that they're refugees that have come about because of climate change. So we are also teaching the whole issue around climate change, displacement and refugees. We also teach human rights law to second year. So environmental law is to third years, law of refugees and internally displaced persons is to fourth years. So those two are electives. So it means there is a possibility that if a student does doesn't do them, then they may leave the school without ever hearing about climate change. But in second year, we teach human rights law, when we teach human rights law, because article 42 refers to the environment as a right, so we also touch a bit on climate change, not so much, but we touch a bit, we're exposed students. And then we also teach international human rights law in fourth year, when we talk about emerging issues, we also talk about poverty as an emerging issue, which is driven by climate change. When you see people who had were making a livelihood out of land, and now because of climate change, the land is no longer useable, then we teach that in the master's program, which we are very advanced in. We will be looking at natural resources, law. And when we look at natural resources law, you know, when we talk about natural resources law. And when we look at natural resources law. You know when we talk about natural resources we're talking about the natural wealth of Kenyans. So we are referring to everything, including land, including rivers, including animals, everything. So in that sense, we will also have a strong component of climate change. Yeah.

***P 1*:** So this, the second unit is across all departments or from?

***P 16*:** Human rights law, is for second year and its compulsory. All the units that the second years do are compulsory. They don’t choose, they just come, find everything on the time table and they do. International human rights law in fourth year is also compulsory. Yeah. And then you know, law students learn through mooting. So there are moots on environmental law, which is the famous one which is known as Stetson S T. E. T. S. O N. It's coordinated by the University of Nairobi here in Kenya. So we always make sure that our students have a team where they participate in the Stetson moot. The Stetson moot which is a moot on environmental law and It does touch on climate change, and also, other moots like the African human rights law moot, this year, has a big component on environmental law. On climate change. It's actually about Charcoal burning. They give you a hypothetical question, but it touches so a moot is a hypothetical question where students then assume it's a real question and they talk about the law and then they present before real judges. Yeah, so at least now the moot for this year for all African human rights moot, that is a mood for all African universities, teams in African law schools can all register and compete. Our students were the winners last year. So we are the defending champions the moot this year has a component of climate change. So in that sense, we do feel that a student who passes through our school in one way or another will encounter issues of climate change. They wouldn’t do the four-year law degree have never heard about environmental law and much more climate change. Yeah.

***P 1*:** And do you receive direct funding from maybe a government to support the climate action?

***P 16*:** No, just that. December last year in 2021, we received some small funding about slightly above 4000 US dollars from something called an organization called Global Green grants fund, global green grants fund. So for us, it was to work with the Kenyatta University Legal Aid Clinic, which is run by the school to do legal aid, but the donor insisted that because the donor is more concerned about you see, it's called green, green, it has the word green. So it's about environmental issues. So the donor insisted that we must have a component as we do legal aid, we must talk to Kenyans about environmental issues. So with the money or with the grant, we have a TV show that is running alongside KU TV. So one of those shows included a show on environmental law, where we talked about climate change plastic pollution. Yeah. So that's the closest we've come to.

***P 1*:** Besides that, is the School of Law engaging maybe with the surrounding communities on some initiative to address challenges in terms of environmental conservation and climate action?

***P 16*:** Okay, maybe my answer to that would be, we haven't done much in that regard, the only thing we've done is just to clean up Ngara. And the tree planting was not even here. So I do agree that there is an opportunity there because you know, there's been high school, just yet near us. So there's an opportunity for us to engage in the community with the community, and also, as we engage with the community, to even sensitize that generation of young people and issues to do with climate change. So it's not that isn't that's an opportunity for us, we've not explored it as much.

***P 1*:** And for the clean-up, how did you arrive at them? Who initiated the idea?

***P 16*:** The students of environmental law club.

***P 1*:** And what partnership besides, are there partnership that exists between the school and maybe other stakeholders, it could be government corporate, the CBOs to address issues of sustainability?

***P 16*:** I should also have said that the theme of our LLM program, the main theme of the entire program is sustainable development. So of course, when we talk about issues of sustainable development, we're going to get into the debate around development and the environment. So that's the running theme in the program. So that even if it talks about, one of the specializations is international trade and investment. It has a large component on how to balance development and the environment. Also issues of migration. Again, when we talk about labour and migration, we will be talking about migration that comes as a result of climate change. Yeah, so in terms of what you’ve asked me, it's not like we have, you know, solid partnerships where we are working on other than teaching and the other than teaching what is in the curriculum, both the proposed LLM and the LLB and the environmental club. It's not like we are purposely or intentionally working on environmental issues. Of course, we would like to, but that would have been to be driven by lecturers who have expertise in that area. And by the way we have many, we have four. Yeah, we have four, so maybe you people are working on greening in the universities. That's an opportunity for you because the School of Law really has nothing intentional or purposeful, that is driven by the school on issues of sustainability issues, issues of climate change, issues of greening. No, we don't, because even the partnerships we have, of course, we could say we have partnerships with NEMA because when we teach environmental law, we invite them to come and teach a component of it, we could say we also have a relationship with NEMA in the sense that they offer our students internship, we could say the same as the Ministry of Environment, but in terms of you know, having sat together and agreed that this is what we are going to do. We don't have that, no.

***P 1*:** So and rather than the opportunity that you have seen the intent to seek with the communities around, what other opportunities are there for the School of Law to explore to contribute to effort of climate action?

***P 16*:** Okay, what are the opportunities like is what we have done, we have documented those two cases, the LAPSSET case case, and the Friends of Lake Turkana case, the LAPSSET case is called Save lamu. So we've documented it and we've deconstructed the legal principles, and it is going to be used for educational purposes to the ordinary Kenyan. So in terms of the LAPSSET case, ordinary Kenyans will be able to hear and see what the court said, the arguments that were made about climate change that comes with the destruction of the mangroves and also the destruction of the environment to create room for the port. So we have deconstructed our students and lecturers have been able to deconstruct the principles in terms of the of the case in the lake Turkana. The case the the community lost the case in court. So what we concentrated on was the advocacy strategies to save the lake, so that then climate change doesn't come about in their environment, and their livelihoods are not destroyed. So that's what we've documented, two cases will be screened in the entire Sub Saharan Africa. So they will educate communities within Kenya and communities within Sub Saharan Africa, on how to assert their environmental rights. Yeah, so that's important. It's a form of public awareness and a form of public education, and justice and educating people on environmental rights and what they mean. So that's one thing that we have done. And also, we're taking the film to the communities themselves, the communities are the ones that have been interviewed in the film, they are the ones speaking. But we are also going to screen them to the communities themselves. So we'll take the film to Turkana and the film to Lamu. Ebu ask me the question again. So that's one thing we've done. Ask me.

***P 1*:** The opportunities that you seek, so that you can strengthen your climate efforts?

***P 16*:** Okay. I have also told you that our students participate in what is known as the UN Millennium fellowship. So the UN Millennium fellowship university students come up with a project based on the SDGs. So we encourage our students to do that, to participate in the UN Millennium fellowship, but we don't specifically tell them, you must do climate change, or you must pick the SDG that has climate change. They pick all manner of SDGs. But when they once in a while, like in 2019, they picked on climate change. So we also see that as an opportunity for our students. And then also what have told you to encourage discourse, legal discourse on issues of climate change the whole question around mooting, the moot court competitions, we are not yet we are participating in the competitions that exist. But we also have capacity as a school to do a moot court competition that has an aspect of climate change, because as a school, we were the ones who who offer or were the ones who ran the all Kenyan moot court competition, it was students who organized and hosted for all the law schools in Kenya. So in that there is an opportunity to ensure that the moot question has an aspect of climate change, then that means that you participate in law schools in Kenya, and a lot of the time all law schools participate, the students will research and argue on issues of climate change.

So that's also an opportunity to see drives the discourse because also, if moot competition has a theme that contains something to do with climate change, then we'll invite judges from the environment and land court to, real judges we don't do fake judges and real judges to be the ones to judge students. So students will research will also call people from NEMA will also call people from the Ministry of Environment, students will research and it will result into some form of a discourse, legal discourse around those issues. And the moot court competition is always accompanied by conference around the theme. So if again, we haven't done that so far, but I can try to push the students to do the 2023 competition. The all Kenyan moot competition. The all Kenyan moot competition which is a competition for all law schools in Kenya organised and hosted by Kenyatta University School of Law students, that they put an aspect of climate change that way we will have a conference component component where all actors in Kenya will meet and talk about climate change. Students themselves will have to research and make submissions on climate change. Students themselves will have to research and make submissions on climate change. And that then encourages legal discourse around, it teaches students issues of climate change like now its’ going to happen with the all Africa human rights one has an aspect of climate change. So if we put in the next one for all Kenyan law schools, that will also create, you know, the same form of momentum.

***P 1*:** Okay.

***P 16*:** Yeah.

***P 1*:** And what do you foresee the school, developing some greening goals in terms of these are the goals that we intend to achieve by this timeframe to now seen as we are contributing to climate action, in terms of revising the curriculum, any activities you foresee implementing?

***P 16*:** You see what I told you, we actually have four people who have done environmental law, two are doing it at PhD level, two have done it at the master’s level, three are doing it at PhD level, one has done it at master’s level, so they must be very good in it. But the problem is that the amount of time involved in working with students, those lectures may not be willing to commit. So what my suggestion would be so you people, this project is working on greening within the universities, I think have those goals there, at a higher at the level of the university, then they be cascaded here. If they're cascaded here, then the school will, whatever and also, you can involve our lecturers.

***P 1*:** And lastly, on the partnership, is there an organization you have really identified that you want to partner together to incorporate issues of sustainability?

***P 16*:** Okay, partnerships. You know am not even in the environmental law lecturer so, but I can tell you with precision, it's not like they're doing much. Okay. The organization you know, the University of Nairobi, or the law school is very strong on environmental law. So they even have the centre. Yeah, the one that is called CASELAP. So they do have activities where they involve our lecturers, because our lecturers are actually students there, PhD students there. But in terms of this one organization, which I can say that we have identified, okay, we are working with this one, the one we've produced the film with the Konrad-Adenauer-Stiftung. Yeah, so this one's do rule of law in Sub Saharan Africa. But you know, that also includes environmental issues. So maybe we can talk about this one. But I also know, there's an organization called Natural Justice. Yeah, natural justice. They do a lot of natural resources issues, but they're very strong on climate issues. So when we did a moot court, competition on business and human rights, they joined us in a big way and they have offered our students internship along the way. So maybe those ones and the other than that, me am not on environmental law P.

***P 1*:** And have you encountered any challenges while participating in climate action like during the filming or in during the clean-ups?

***P 16*:** Okay, the clean-up is not a problem because, of course, those ones are happy when the market is cleaned. But in terms of the film, government officials refused to be interviewed like the Kenya port authority in Mombasa refused to be interviewed. The county commissioner refused to be interviewed. And of course even outside of ourselves, the Lamu fishermen had already undergone a lot of harassment by the, by the, by the by government officials as they were trying to assert, you know, their environmental rights. So I think the idea is even NEMA itself refused to be interviewed for the film. So I think it may not be. What did you ask?

***P 1*:** The challenges you face?

***P 16*:** Yeah, that's a challenge in the sense that a government officials declined to give space for the interview. Exactly. They see like, you know, you are you are trying to invade their space. Yes. And even cause an uprising among communities. Yeah so that has been you know, one challenge, then, of course, there is always this debate between development and the environment. Yeah. So that, because even as the fishermen in Lamu are saying they do not want their environment to be destroyed. Of course, they want development. Even the people in the Turkana as they're saying they want the lake to remain of course, they want development. So that's a challenge. And then also there that we wanted to do. We've been wanting to do many cases. Of course, we lack funding we've been wanting to do the Kibwezi oil spillage, where Kenya Pipeline spilled oil in a river. We’ve been wanting to do; you know the one that caused cancer in Marsabit. There was some dumping that.

***P 1*:** The asbestos.

***P 16:*** Exactly. We have wanted to do that one. It’s just that we don’t have money. Yeah, so that's also a challenge, funding. And then I think even generally we can say even just community awareness on environmental rights. Yeah, because even us as citizens, *wacha* government in development even us we are very active in destruction of the environment in their own small ways. Yeah, so that's also an issue. Another Challenge, the one off activities. Yeah, we don't have you see, like the way you started by asking whether we have a greening policy? Yeah, we don't have. We don't have set goals towards which we are working. Things are mainly driven by what donors to ask us to do. Others are driven by the whims of their students, the environmental club. Yeah, it would be a good idea. If we are really to contribute as a university as a law school, it would be a good idea to have, you know, something coordinated. That again is a challenge we don't have. Yeah, I don't know whether we lack expertise, or it's something we've not thought about, but I don't think it's a lack of expertise. I think it's something we've just not thought about as a school.

***P 1*:** Yeah. Okay. That's all. We have covered all the questions and really appreciate for making time for the short engagement. I'm sure I'll share the report once it's done by maybe late next month, we might have the final draft. Yes.

***P 16*:** Sow what is the project? I mean, what are the tangible outcomes of the project?

***P 1*:** We have reviewed the growing leaders, the certificate course.

1. **SCHOOL OF MEDICINE**

***P 1:*** Does Kenyatta University have an Environmental policy/Sustainability Policy/climate change policy? What about a Sustainability Management Plan?

***P 17:*** No. The school does not have Environmental policy/Sustainability Policy/climate change policy or a Sustainability Management Plan. We largely rely on Kenyatta University environmental policy to engage in environmental friendly practices stipulated in the policy.

***P 1:*** What is the goal (if any) of school with regard to climate change action? How is this reflected in the university strategic plan and/or Master plan?

***P 17:*** As a school we have realised that climate change and environmental sustiambility issues are cross-cutting to all sectors and disciplines. Thus, there is a need to expose our students to the two phenomenon through coursework. We intend to revise some of our depratmental courses to mainstream climate change content. The content to be mainstreamed will mainly cover emerging health risks that are posed by climate change. For example, the increase of tropical illneses like malaria due to climate change challenge will be taught to the students.

***P 1:*** To what extent is the climate change reflected in the school’s curriculum (university common courses, school common courses, departmental core courses, stand-alone units at undergraduate or postgraduate levels or undergraduate/graduate level programmes).

***P 17*:** No, we don’t have a course that directly expose our students to climate change issues. Students from our school taking some courses from the school of pharmacy are taught some concepts about climate change and environmental. However, our school will review courses to incorporate content on climate change impacts like floods, extreme heatwaves and their effects on community health systems and livelihoods.

***P 1:*** Which greening activities has the university implemented in the last 5 years? (Greening of buildings, campus spaces, other). Are the activities at the university, school or departmental level or in the wider KU community?

***P 17:*** We engage in TV programs talk back shows to enlighten the audience on changes that climate change is presenting to communities. Issues addressed include increasing diseases like cholera due to climate change impacts like floods that reduce the sanitation conditions of a community. The talkback shows are conducted by well-informed faculty members in national TVs and KU TV. Through the talkback shows communities learn the increasing diseases brought forth by climate change and solutions that they can adopt to minimize the occurrence and contribute to sustainable community livelihoods.

***P 1:***Who is involved in the implementation? (Specific units, Faculty, students)

***P 17:*** The faculty members are engaged in the TV talkback shows. The faculty members are well-informed on several matters on climate change, environmental sustainability and health issues and used the TVs to talk to the general audience.

***P 1:*** Does the university receive support from the government for climate change education/climate action or education for sustainable development in general? What kind of support does the government provide?

**P 17:** No, the school does not receive any support from the government for climate change education/climate action or education for sustainable development.

***P 1:*** How is the university engaging with the community (if at all) in an effort to address climate change impacts? (Engagement with schools, county and national government, industry and CSOs)

***P 17:***  We conduct medical education and awareness in communities around Nairobi Metropolitan Area. During the event the local community members are taught and trained on how climate change is increasing the occurrence of diseases such as flu.

Additionally, the students conduct medical camps in Mombasa and lower Eastern countries that last for several days to educate members on diseases accelerate by climate change. During the medical camps, the students engage in diagnosis to help local communities identify their ailments and receive medical care. The medical camps last for several weeks.

***P 1*:** Which activities is the university carrying out in the community or with the communities (awareness creation, actual implementation of projects)? How were the ideas and the activities in question arrived at (level and nature of stakeholder engagement)?

***P 17:*** The school recognizes that societies are facing increasing threats from frequent diseases occurrences that disrupt community livelihoods. Thus, the school through its well-experienced experts that include faculty members and students collaborate to improve the societal wellbeing through providing medical care through community extension services like medical camps and education and awareness

***P 1:*** Which partnerships exist with stakeholders outside the university that relate to education and sustainable development? What are some of the activities covered in the partnerships?

***P 17:*** The school has a partnership with the Lizzie Wanyoike Foundation during which activities like students’ exchange and community exchange.

***P 1:*** Which partnerships do you seek to achieve green education goals?

***P 17:*** The school is seeking partnerships to on several thematic areas, First, sensitizing schools on climate change impacts including increasing diseases brought forth by the menace. The school also to engage with other faculties by training and teaching them the effects of climate change to social practices. During the faculty engagement, issues such as climate change impacts such as floods and heatwaves and their effects on storage of drug will be discussed. The faculty engagement will create widespread and in-depth awareness that climate change is an existential threat to community livelihoods and health sector. The school intends to develop curricula to guide the faculty capacity building. The school also seeks partnership through disease surveillance, the practice will play a significant role to ensure that there is timely forecasting of diseases likely to occur in a community including these exacerbated by climate change.

***P 1:*** What are some of the opportunities that exist for Kenyatta University to contribute to climate action?

***P 17*:** Several opportunities exist for the school to engage in enhanced climate action. One of them is working with the disaster management units. During which, the school can be actively involved in offering assistance in providing medical care to communities hit by extremes of climate change. There is also an opportunity for the school to work with humanitarian aid organisations that work on thematic areas such as societal challenges caused by extreme weather conditions. The school through its well-experienced professionals can advisory and medical care to communities struck by the menace.

Another opportunity to exploit is research to generate evidence-based data. Research on emerging impacts caused by climate change can play a crucial a role in informing the communities on climate reality impacts occurring in their locality. The evidence-based data can also be used during decision-making on sustainable approaches to address extremes of climate change facing the local communities.

***P 1:*** What are major constraints to university’s effort in climate action?

***P 17:*** One of the challenges that the school is likely to encounter during its involvement in climate action is lack of personnel of facilitator well-versed in climate change issues.

The school is also likely to encounter inadequate grant funding on matters related to climate change.

1. **NATIONAL ENVIRONMENT MANAGEMENT AUTHORITY (NEMA)**

**Department/Section: Environmental Education, Awareness and Training**

***P 5:*** What is the range of sustainability policies that your institution has that relate to education in general, and university education in particular?

***P 18:*** We have the

1. National Environment Policy
2. National Education for Sustainable Development Policy

***P 5:*** What is the goal (if any) of your institution with regard to climate change action? And what do you expect of universities in achieving the goal?

***P 18:*** The Climate Change Act 2016 mandates NEMA to perform key functions namely:

Monitor, investigate and report on whether public and private entities are in compliance with the assigned climate change duties

Ascertain that private entities are in conformity with instructions prescribed under section 16 of this Act. (Section 16 refers to Duties of public entities)

Regulate, enforce and monitor compliance on levels of greenhouse gas emissions as set by the Council under this Act.

Integrate climate risk and vulnerability assessment info all forms of assessment and for that purpose liaise with relevant lead agencies for their technical advice

Report annually to the National Climate Change Council

By nature of their mandate; universities are expected to train and research on climate change

Universities being Parastatals universities are expected to establish Climate Change Units and implement climate change actions and report to the Authority

***P 5:*** Which support do you provide to universities for climate change education/climate action or education for sustainable development in general? (Policy, financial, technical, regulatory, research, other)?

***P. 18:*** The Authority supports the universities in the implementation of the National Education for Sustainable Education Policy through the Regional Centers of Expertise (RCEs) which are all hosted by different universities**.** The Authority also helps in the implementation of the Kenya Green Universities Network**.** The Authority works with universities in several research areas such as; *Transforming Universities for a Changing Climate (Climate-U).* The Authority provides internships/attachment to university students and some of them get attached to the Climate change desk at Authority.

***P 5:*** Which specific activities (if any) does your institution engage in collaboration with universities in Kenya on climate education/ action?

***P 18:*** The Authority works with some universities to review and implement climate change curricular. The Authority provides guest speakers on various issues including Climate change to students training programmes.

***P 5:*** Which formal partnerships exist with education stakeholders that relate to education and sustainable development? What are some of the activities covered in the partnerships?

***P 18:*** Some institutions have entered into Memorandums of Understanding (MoUs). Other institutions are members of the Regional Centres of expertise on Education for Sustainable Development. Some of the activities undertaken include: Research, training, community projects, practical activities and co-hosting of conferences and meetings

***P 5:*** Which partnerships do you seek with universities to address climate change?

***P 18:*** As as the authority we seek to engage more with instituions of learning in areas such asResearch**,** Capacity building on climate change action**,** Climate change adaptation project and Climate change mitigation projects

***P 5:*** What are some of the opportunities that exist for your institution to contribute to climate action through universities?

***P 18*:** Working with students’ university communities to take action on climate change and action research opportunities to come up with practical climate change actions

***P 5:*** In your opinion, what are major constraints to university’s effort in climate action?

***P 18:*** Allocation of funds to climate change activities such as research, training and practical climate change adaptation and mitigation**.** The universities do not have strategies on climate action failing to take advantage of the students’ population at their disposal.

1. **NATIONAL RESEARCH FUND (NRF)-DEPARTMENT OF RESOURCE MOBILIZATION AND PARTNESHIPS**

**P 3:** What is the range of sustainability policies that your institution has that relate to education in general, and university education in particular?

***P 19:*** We have in place research funding guidelines. There are also policies on writing competitive calls for proposals in particular priority areas. There is a programme for funding research infrastructure.

***P 4:*** What is the goal (if any) of your institution with regard to climate change action? And what do you expect of universities in achieving the goal?

Yes, we have previously funded research in the area of environment specifically agriculture and environment. There is an international multilateral …called Food system and climate that call for proposals.

***P 4:*** Which support do you provide to universities for climate change education/climate action or education for sustainable development in general? (Policy, financial, technical, regulatory, research, other)?

***P 19:*** We support conferences in wide rage of areas. We also do capacity building in terms of writing winning proposals. We also organize workshops and invite universities to come and disseminate research findings. We also organize webinars and invite universities and organizations doing research.

***P 4***: Any formal agreements between NRF and Universities?

***P 19:*** Yes, we have working partnerships and MoUs signed between NRF and Vice Chancellors in the universities in general areas.

We fund research through universities and universities must be accountable for the funds disseminated of course through the PIs

***P 4:*** Which partnerships do you seek with universities?

***P 19:*** The challenge is funds. If funds were available, we would do strategic calls especially in the area of climate change, which is a global challenge today. I see climate change as a priority area…you can see the current drought devastating this country. For the past 40 years we have never experienced such drought situation, and this is due to climate change. So yes, if there was adequate funding, we could really focus on calls in this area.

***P 4:*** Opportunities for NRF on climate action?

***P 19:*** Climate change is a priority area today. And it is our wish as agency funding research that we could strategize and make calls in this area. Universities are already research institutions, being on of their core mandate areas.

Universities are supposed to solve societal challenges. We should challenge universities to give policy direction in climate action. Mitigation and adaptation at local levels. Universities should work with communities to help address some of the challenges brought about by climate change.

***P 4:*** Challenges faced by universities?

***P 19:*** Amount of time allocated for research is very little. Faculty members are not engaging in research because of the workload. We need to put about 30% of faculty time to research.

Funding is also a big challenge.

1. **SCHOOL OF PURE AND APPLIED SCIENCES**

***P 4:*** Any policy on climate change/climate action at the school level

***P 20***: No policy

***P 4:*** Any climate change content in the curriculum?

***P 20:*** Yes, most of the courses in Plant science department and Biotechnology and Microbiology address matters on climate change.

There is also a lot of research being carried out in the school, though at individual level in trying to re-engineer plants that are drought resistant/drought resistance in West Pokot and Nyanza.

Also a lot of research on the diseases that are coming up due to climate change; changing rainfall patterns, temperatures etc.

There is also research activities on Mangroves along the Kenyan Coast.

***P 4:*** Any greening activities?

***P 20:*** None at school level, but clubs and departments are engaged in these activities.

***P 4:*** Any funding for climate change/action?

***P 20:*** None at the school level, but individuals have written proposals that are funded. For instance, at the department of biotechnology, individual researchers have been funded to carryout research. Also at the department of plant sciences

***P 4:*** Are there any engagement with communities on matters climate change?

***P 20:*** Yes, the researchers at the school are engaging with communities, farmers etc. for example there is a project on plants that feed on pests-affecting sorghum production

***P 4:*** Any stakeholders’ involvement on matters climate change/action?

***P 20:*** Yes. When projects are being done, farmers have been involved. Communities like in the case of Marigat have been involved in conservation of medicinal plants

There are also a number of partnerships for example, National Museums of Kenya, KWS in identification of plants and animals that have been impacted by the negative effects of climate change.

There is also partnership with Ruforum on research

NRF has also been involved in funding research projects.

There was a research project by the school on the impact of climate change in Rift Valley lakes

Specifically, Lake Baringo that was funded by Ruforum. KWS and the hotel industry were partners in the project. The hotel industry had been affected by the rising waters, submerging their enterprises.

***P 4:*** What opportunities do you envision for the school on matters climate change/action?

***P 20***: One can derive many opportunities from the research projects; for students and even staff. Even reaching out to organizations to fund PhD students on climate change topics

***P 4:*** Any challenges in seeking collaborations between the school and relevant organizations?

***P 20:*** Funding is a big challenge. Most of the research in these areas is capital intensive. Hence getting adequate funding is a major challenge.

There are good proposals written but are not funded

Too much workload among staff members hence no time for research.

No resources in the universities to support research.

1. **STATE DEPARTMENT OF HIGHER EDUCATION**

***P 3:*** What is the range of sustainability policies that your institution has that relate to education in general, and university education in particular?

***P 21:*** There are no direct policies on sustainability. However, the state department has general guidelines e.g. on sustainable development on education for sustainable development.

***P 3:*** What is the goal (if any) of your institution with regard to climate change action? And what do you expect of universities in achieving the goal?

***P 21:*** Yes, we are focusing on policy in the area of climate change. For instance, national policies and international policies. There is Sustainable Development Goals geared towards SDGs. As a department, we are also advocating for programmes in the universities that address environmental issues.

***P 3:*** Which support do you provide to universities for climate change education/climate action or education for sustainable development in general?

***P 21:*** We mainly focus on technical and financial support. We help connect and network universities with NGOs. Also, the National Research Fund is targeting funding for research in key priority areas. NRF, NACOSTI, KENIA all these are under the state department and our role is to coordinate.

***P 3:*** Any specific activities undertaken by the department on climate action?

***P 21***: There are two programmes under UNESCO that I can say relate to climate action i.e. GCD and Education for Sustainable Development.

***P 3:*** Any formal partnerships?

***P 21:*** No, what we are encouraging universities to do is to enter into partnerships with organizations advocating climate action. However, we facilitate processing of MoUS signed by universities with relevant organizations.

***P 3:*** Any opportunities you foresee between the department and universities on climate action?

***P 21:*** Mainly our work is to coordinate general activities in the university sector. However, we encourage partnerships. for example, the University of Nairobi had partnered with Wangari Mathai Institute to advocate to environmental conservation.

***P 3:*** In your opinion, what are major constraints to university’s effort in climate action?

***P 21:*** Funding is a big challenge. Universities must be adequately funded to do more research especially in the priority areas such as climate change. This will guide policy making by relevant agencies.

The universities also need to create partnerships with both local and international bodies such as the UNEP, UNHABITAT. To create strategic partnerships to address climate change. To me, this is lacking.

There is also lack of linkage between research findings and action.