
DR. CHRISTINE OWINYI

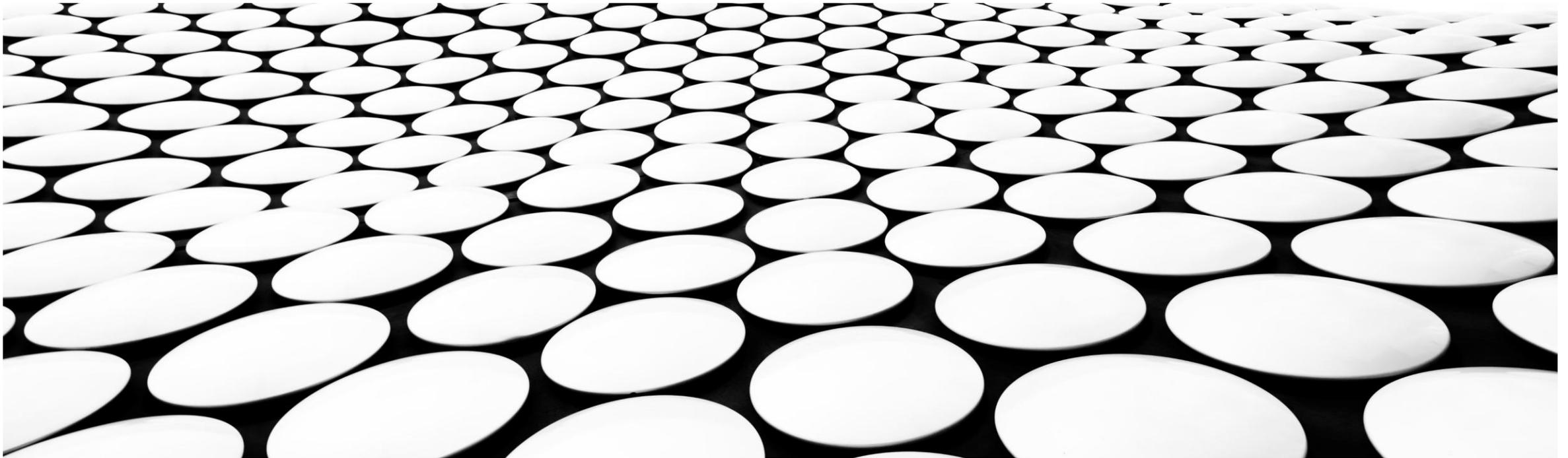


DR. CHRISTINE OWINYI IS AN EDUCATIONIST, ENTERPRISE AND PUBLIC POLICY PRACTITIONER WITH MORE THAN TEN YEARS' EXPERIENCE ACROSS ADMINISTRATIVE LEVELS OF GOVERNMENT AND DEVELOPMENT SECTORS AND HIGHER EDUCATION. SHE IS CURRENTLY STATIONED AT KENYA EDUCATION MANAGEMENT INSTITUTE (KEMI) AS A NATIONAL LEADERSHIP AND LEARNING FACILITATOR AND HOD OF RESEARCH, CONSULTANCY AND EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD). SHE IS A CERTIFIED ESD MENTOR & COACH AND E-LEARNING PROMOTER. IN HER PROFESSIONAL CAREER, SHE IS THE FOUNDING LEADER OF THE ESD MODEL CENTRES IN KENYA, MINISTRY OF EDUCATION (MOE). SHE HOLDS A DOCTOR OF PHILOSOPHY IN EDUCATION PLANNING, MANAGEMENT AND POLICY STUDIES FROM MMUST, A MASTER OF EDUCATION ADMINISTRATION, PLANNING & ECONOMICS AND A BACHELOR OF EDUCATION IN ARTS FROM EGERTON UNIVERSITY. SHE ALSO HOLDS A DIPLOMA IN ESD AND TEACHER PROFESSIONAL DEVELOPMENT (TPD), BOTH FROM OFRI CENTRE IN ISRAEL AS WELL AS GLOBAL PEACE EDUCATION FROM HWPL IN SOUTH KOREA AND TESSA CERTIFICATE; 'MAKING TEACHER EDUCATION RELEVANT FOR 21ST CENTURY AFRICA' ON FUTURE LEARN FROM THE OPEN UNIVERSITY. DR. OWINYI HAS SPEARHEADED SEVERAL PROGRAMS IN KENYA RANGING FROM EDUCATION FOR SUSTAINABLE DEVELOPMENT, GLOBAL CITIZENSHIP EDUCATION, TEACHER PROFESSIONAL DEVELOPMENT, COMPETENCE BASED EDUCATION, EDUCATION LEADERSHIP AND MANAGEMENT TO PEACE EDUCATION. THROUGH HER DILIGENT EFFORTS AS FACILITATOR AND MENTOR, DR. OWINYI HAS RECEIVED NUMEROUS INVITATIONS TO FACILITATE LEARNING IN VARIOUS PLATFORMS INCLUDING THE HIGHLY VALUED FESTIVAL IN THE UNITED KINGDOM FOR THE JEWS; LIMMUD AT BIRMINGHAM, THE LAUNCHING OF AFRICAN- ISRAEL PARTNERSHIP IN MANCHESTER, DELIVERED KEY NOTE ADDRESSES IN NATIONAL AND INTERNATIONAL CONFERENCES, SUMMITS, CAREER FAIRS AND CAMPS, PARALLEL TO HER USUAL BUSINESS OF CAPACITY DEVELOPING EDUCATION MANAGERS ACROSS KENYA. SHE HAS WORKED CLOSELY WITH MOE, UNESCO, KNATCOM, TSC, KNEC, KICD, KISE AS FACILITATOR OF CBC, ESD, GCED, PEACE EDUCATION, TPD AND OTHER ONGOING NATIONAL PROGRAMS. HER RECENT PUBLICATIONS INCLUDE PUBLISHED A RESEARCH PAPER ON "SECONDARY SCHOOL PRINCIPALS' MANAGEMENT STYLES AND TEACHER MOTIVATION" IN IJSRP VOLUME 9, ISSUE 12, DECEMBER 2019 EDITION. RESEARCH PAPER LINK: [HTTP://WWW.IJSRP.ORG/RESEARCH-PAPER-1219.PHP?RP=P96943](http://www.ijsrp.org/research-paper-1219.php?rp=P96943) AND "SECONDARY SCHOOL PRINCIPALS' MANAGEMENT STYLES AND TEACHER PERFORMANCE" IN IJSRP VOLUME 9, ISSUE 11, NOVEMBER 2019 EDITION-RESEARCH PAPER LINK: [HTTP://WWW.IJSRP.ORG/RESEARCH-PAPER-1119.PHP?RP=P959370](http://www.ijsrp.org/research-paper-1119.php?rp=P959370). SHE ALSO AUTHORED "ORAL LITERATURE FOR SCHOOLS AND COLLEGES" REVISION BOOK-2010.

HER GRIT " PROMOTE EDUCATION FOR SUSTAINABLE DEVELOPMENT, GLOBAL CITIZENSHIP EDUCATION AND PEACE EDUCATION TO BUILD A BETTER WORLD FOR ALL".

2ND ANNUAL INTERNATIONAL CONFERENCE ON OPEN DISTANCE AND E-LEARNING

**OPEN, DISTANCE AND E-LEARNING MODE OF DELIVERY AND
EDUCATION FOR SUSTAINABLE DEVELOPMENT**





SCRATCH THE ITCH

The world of work is quick at shifting the goal posts upon which education is expected to match and score by producing relevant personnel. Education is the most reliable tool to harness talent and skills of citizens that help develop industries that are research based and which rely on science and technology. Consequently, the skills so developed should lead to self-reliance to enhance the industrialization process.

To develop such personnel, each government ought to think about alternate methods of accomplishing its goals.



SUSTAINABLE ELEMENTS THAT SUPPORT PRACTICE FOR STUDENT SUCCESS

- pre-study information, advice, guidance and admission
- curriculum or programme design for student success
- intervention at key points and in response to student need
- assessment to support learning as well as to judge achievement
- individualised and personalised systems of support to students
- information and logistical systems that communicate between all relevant participants in the system
- tracking student success

Objective:

Facilitate, Lead, Challenge, Provoke, Stimulate, Inspire
and Support.

The answer is:

If not me, who?

If not now, When?

If not in this room, where else?



THE CHANGING EXPECTATIONS OF THE WORLD OF WORK.

- An initial assessment of the impact of COVID-19 on the global world of work says the effects will be far-reaching, pushing millions of people into **unemployment, underemployment and working poverty.**

- Based on different scenarios for the impact of COVID-19 on global GDP growth, the International Labour Organization (ILO) estimates indicate a **rise in global unemployment** of between 5.3 million (“low” scenario) and 24.7 million (“high” scenario) from a base level of 188 million in 2019.

- **Underemployment** is also expected to increase on a large scale, as the economic consequences of the virus outbreak translate into **reductions in working hours and wages**.

■ **Falls in employment** also mean large income losses for workers. The study estimates these as being between USD 860 billion and USD 3.4 trillion by the end of 2020. This will translate into **falls in consumption of goods and services**, in turn affecting the prospects for businesses and economies.

■ **Working poverty** is expected to increase significantly too, as “the strain on incomes resulting from the decline in economic activity will devastate workers close to or below the poverty line”. The ILO estimates that between 8.8 and 35 million additional people will be in working poverty worldwide, compared to the original estimate for 2020 (which projected a decline of 14 million worldwide).



GLOBAL CITIZENSHIP EDUCATION

GCED aspires to be a **transformative** experience, to give learners the opportunities and competencies to realize their rights and obligations to promote a better world and future.

SUSTAINABLE DEVELOPMENT

Sustainable development is development that meets the needs of the present generation without compromising the ability of the future generations to meet their own needs.

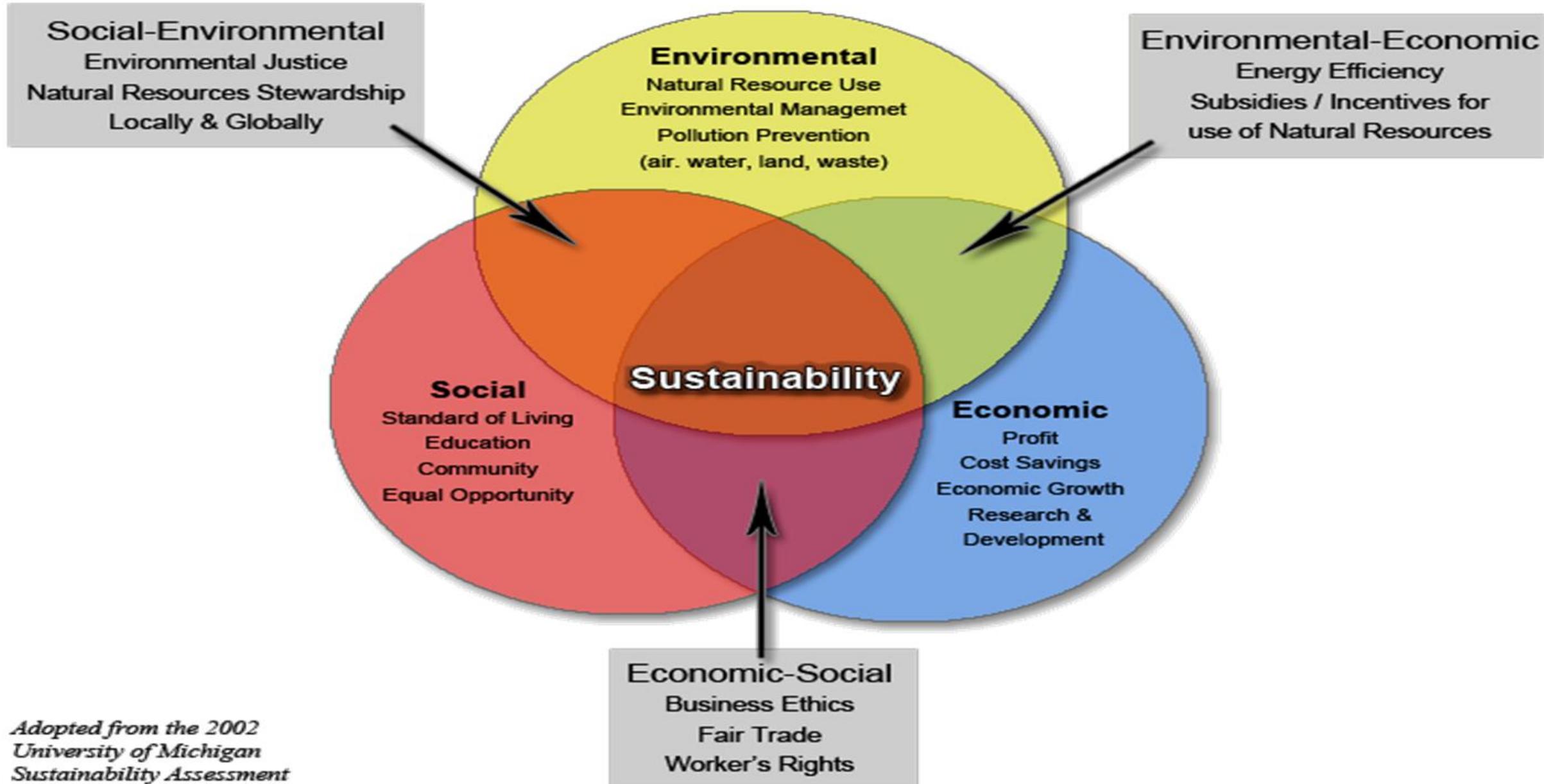
EDUCATION FOR SUSTAINABLE DEVELOPMENT

ESD is a broad and evolving concept that can be broadly interpreted as holistic and transformational education that addresses learning content and outcomes, pedagogy and the learning environment to achieve societal transformation .

PRINCIPLES OF ESD

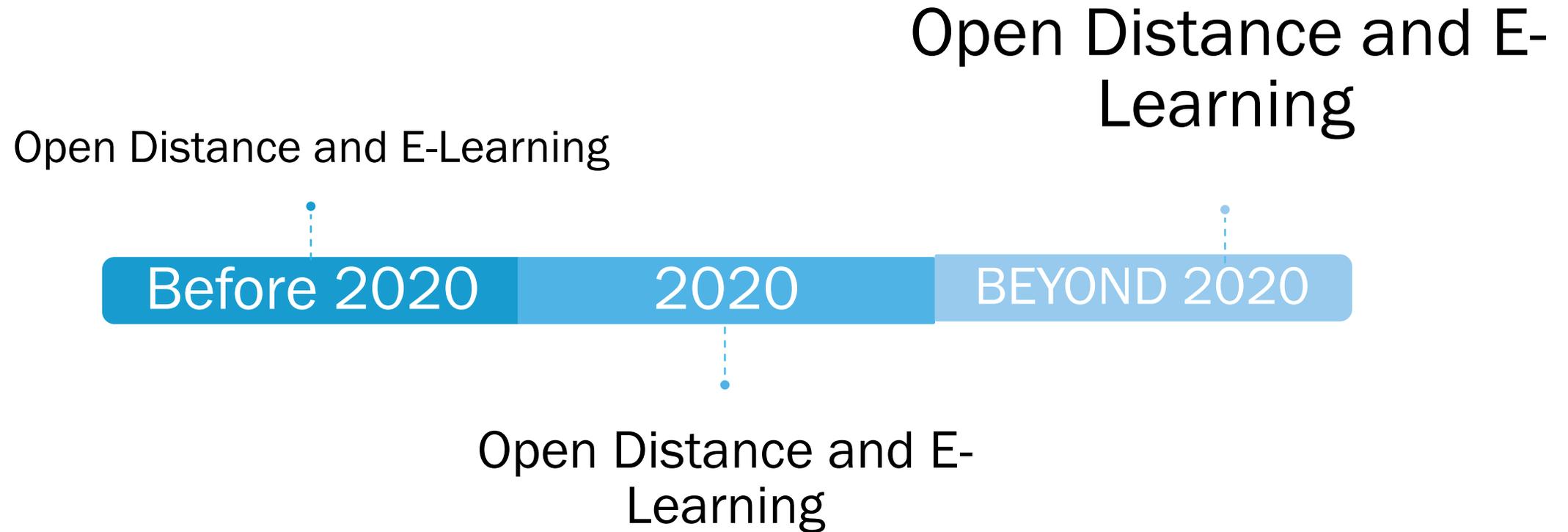
- **Learning to know**
- **Learning to be**
- **Learning to live together**
- **Learning to do**
- **Learning to transform oneself and society**

The Three Spheres of Sustainability



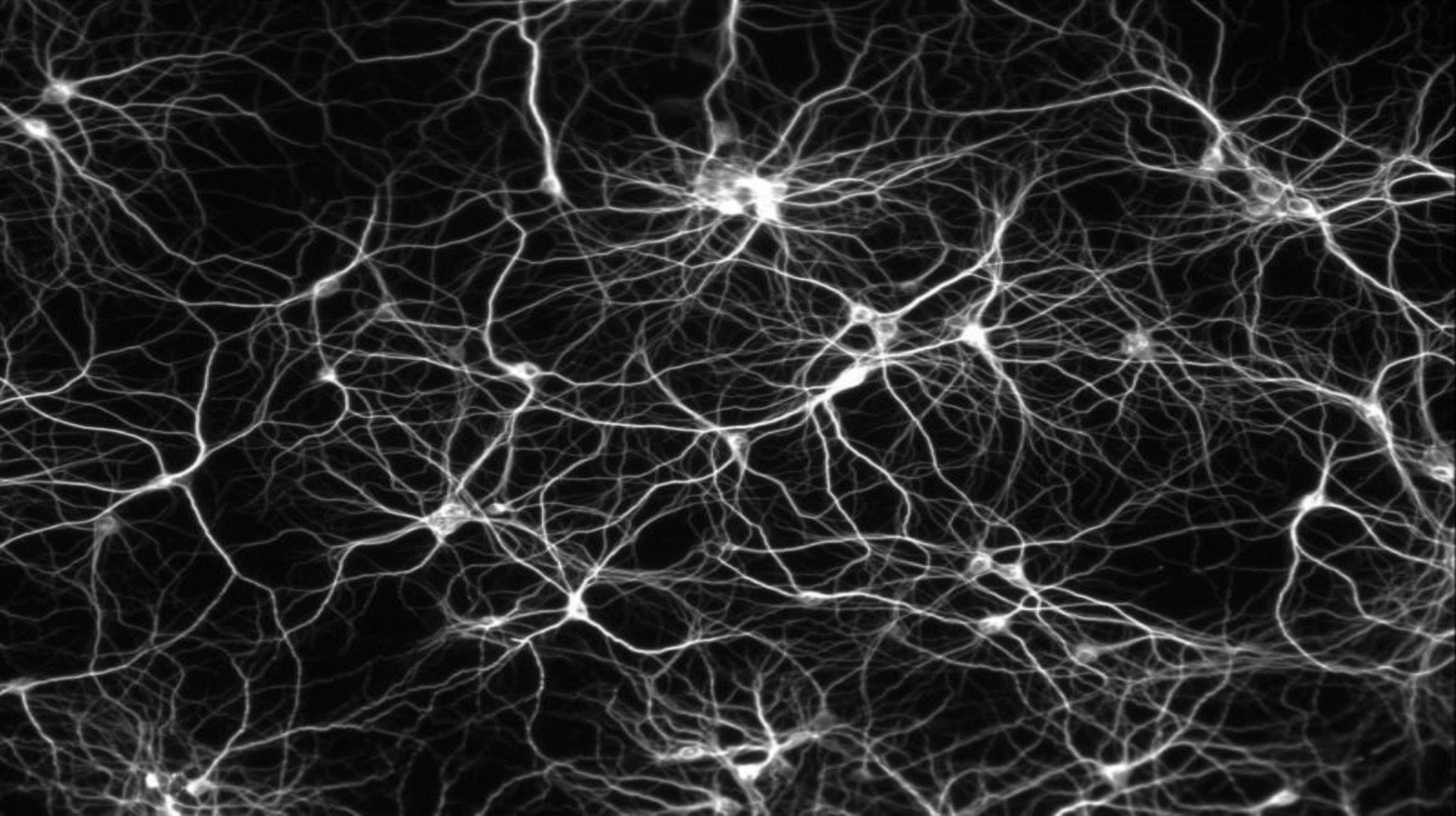
*Adopted from the 2002
University of Michigan
Sustainability Assessment*

SUSTENANCE



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- When you add value to people, you lift them up, help them advance, make them a part of something bigger than themselves, and assist them in becoming who they are made to be.





THE MAIN AREAS TO BE CONSIDERED IN OD&EL INCLUDES HOW TO:

- Increase engagement and buy-in within a classroom community
- Meet the social-emotional needs of learners in an online environment
- Set and communicate expectations
- Stay organized and manage one's own time

THE MIND IS LIKE A PAIR OF SHOE:



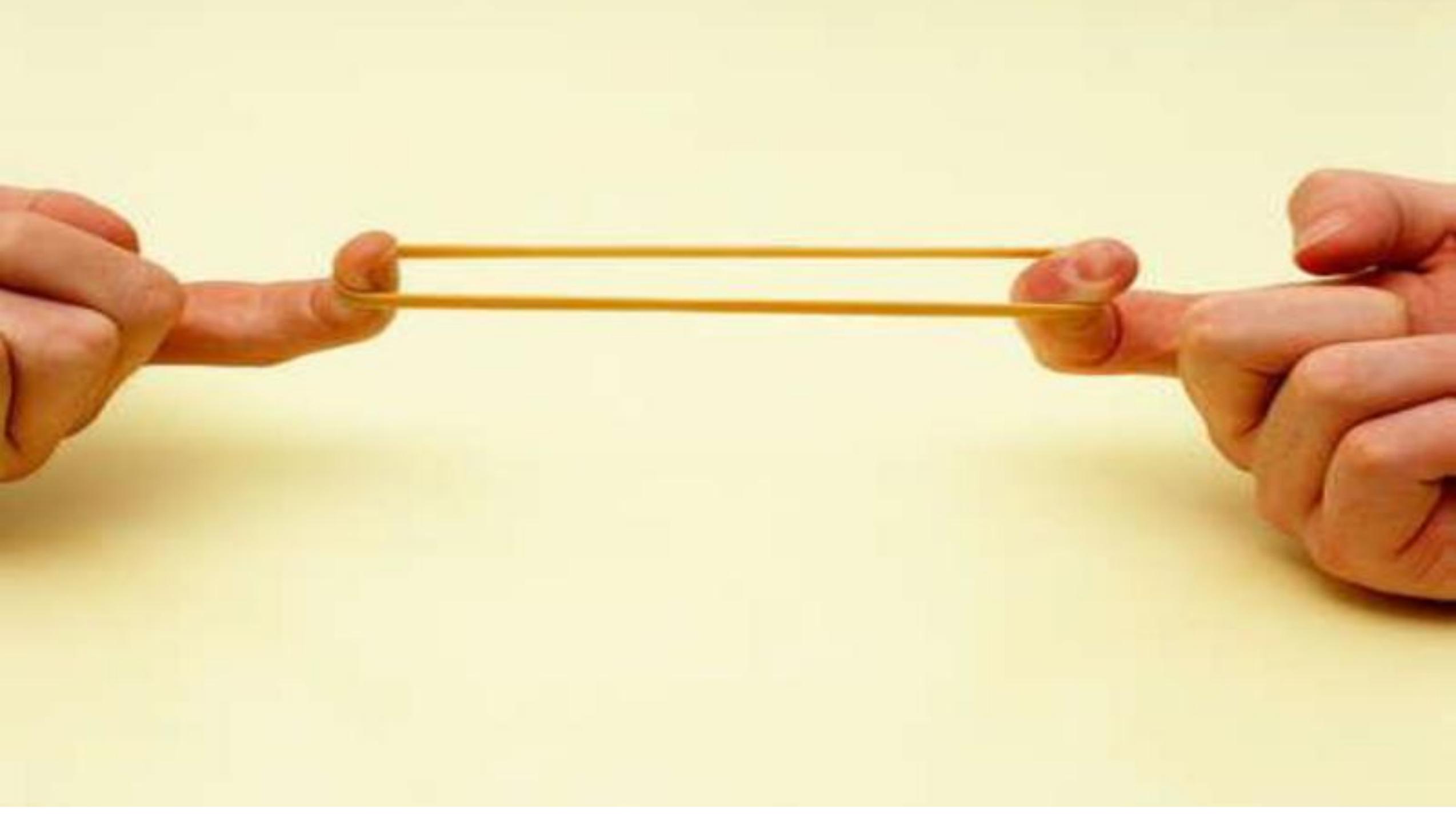
WHY OD&EL (KENYAN CASE)?

■ According to the Ministry of Education (MoE), **training** in Kenya must **grow** in order to play two critical roles in National Sustainable Development, namely provision of:

I. training opportunities and **career advancement** avenues for the increasing number of school leavers; and

II. skilled manpower that is needed at all levels of the economy.

■ Institutions of Higher learning are therefore a critical and pivotal component in the thrust for education and sustainable development in Kenya. OD&EL offers a clear pathway to succeed in this growth.



HOW ESD AND OD&EL CONNECT

- Education for Sustainable Development (ESD) offers an amicable solution through Open, Distance and e-learning as one of the 21st Century methods of teaching and learning.

Good ESD practice for ODEL programmes would include:

- a strategy for student success and the mitigation of drop-out at module, qualification and institutional levels, with a distinctive focus on the first or the early modules of study
- the strategy should be a whole-institution issue and cross-functional.
- the strategy should propose steady and realistic improvement, and investigate any backward steps in rates of student success in a timely way

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- data on student success needs to be distributed and acted on in order to underpin intervention at both general student population and individual student levels, and with learning materials and assessment strategies
 - admissions policy and practice should take account of rates of student success in transparent and honest ways with future students in mind
 - accountability within the institution for management of student success should be clear at course, qualification and institutional levels



We must start to have a conversation on how to ensure that ODeL is appreciated and valued to improve the quality of learning now without damaging the future. Focus should be on optimizing Open, Distance and e-Learning approaches for effective teaching and learning

Making A Difference (MAD) Conversations.