



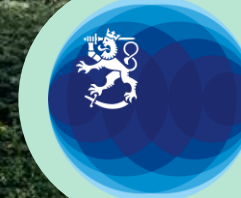
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# Co-Creating a Sustainable Future: Inclusive Curriculum Development in Kenyan TVET

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Ministry for Foreign  
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**giz**



# Agenda

- Introduction & Warm-up
- Project in a nutshell
- Testing selected elements of the toolkit
- Q&A





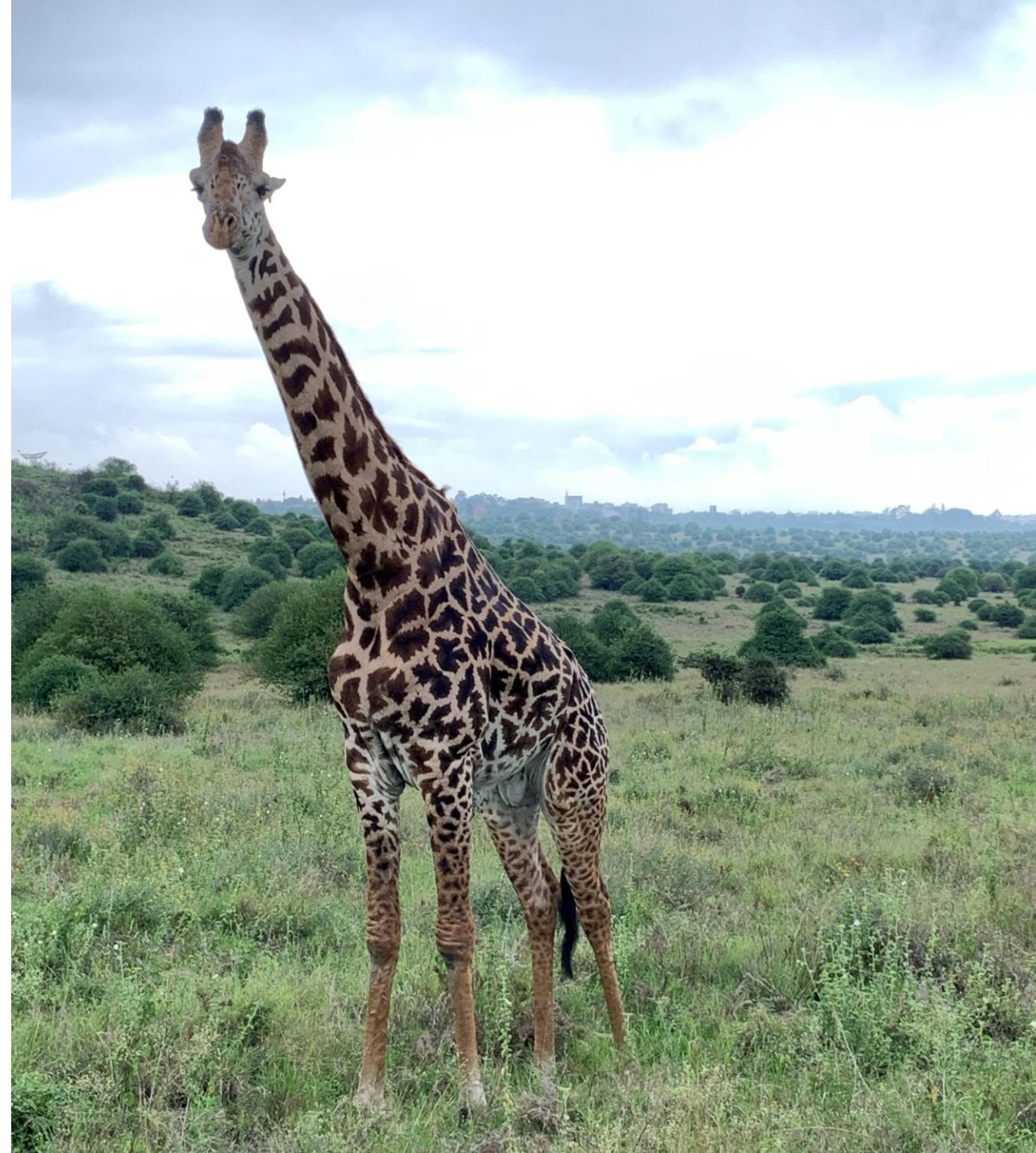


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# Introduction & Warm-up





# Thumbs up / Thumbs down

- "Sustainability equals recycling"
- "We Finns have a special relationship with nature, so all is well"
- "Social sustainability = welfare services"
- "Sustainable development is too expensive"
- "A sustainable economy is slow and hinders competitiveness"





# Kenyan TVET Goes Green Project Overview

## Goal:

To strengthen the capacity of Kenya's Technical and Vocational Education and Training (TVET) institutions to **integrate sustainability** into their teaching, curricula, and institutional practices.

## Key Actions:

1. Develop **sustainability-focused curricula** aligned with occupational standards.
2. **Empower teachers & authorities** to promote inclusive, market-relevant sustainability skills.

## Pilot Institutions & Fields:

Masai National Polytechnic – *Civil Engineering*

Thika TTI – *Automotive Engineering*

Kasarani TVC – *Welding*



# Project timeline

## KICK-OFF MEETING IN HAMK FEB 2025

9 participants from  
TTI's, CDACC,  
SDTVET & GIZ  
benchmark the  
Finnish best practices

## CURRICULA DESIGN APR 2025

Curriculum Module for 3  
vocational fields with  
CDACC & TTI experts,  
3 days workshop each  
in Kenya

## TVET TEACHER TRAINING SEP 2025

3 days in Kenya for  
each new curriculum

## TOOLKIT PREPATION OCT- NOV 2025

Guidelines for  
CDACC & SDTVET  
& KSTVET online +  
onsite in Nairobi

## ACTION PLAN DESIGN WITH CDACC NOV 2025

1-day workshop in  
Nairobi

## FINAL SEMINAR IN KENYA NOV 2025

Showcasing best  
practices

+ a RESEARCH ARTICLE on the role of  
indigenous knowledge and local communities  
in promoting sustainable TVET in Kenya.





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REGIONAL  
UNIVERSITY  
NETWORK  
EUROPEAN UNIVERSITY

# Testing the elements of the toolkit





# Step 1

- Identifying **what 'greening' means** in different disciplines.
- **Increasing common knowledge** about three dimensions of sustainable development (Environmental, Economic, Social) and United Nation's SDG
- Considering and reflecting, with the help of AI **how could the SDGs be integrated into the TVET curricula and core work tasks** in Kenya?
- Working in small groups and co-creating
- **As a result, the participants learn SDGs and new perspectives on their relation to the curriculum**





## Step 2

- **Identifying and recognising the knowledge, skills, and attitudes** required to incorporate sustainable development practices into the curriculum
  - Defining and creating **a shared understanding of what supports/hinders** implementing SDGs in the selected curriculum
  - Working in small groups to create shared understanding
  - **As a result, the participants learn what knowledge, skills, attitudes and values are helpful in the successful implementation of SDGs in the curriculum and practice.**





## Step 3

- Translate the identified knowledge, skills, and attitudes into students' learning outcomes applicable to the curriculum.
  - **Formulating sustainable development and the related knowledge, skills, and attitudes into learning objectives**
  - **Integrating learning objectives into existing curriculum – alignment with other learning objectives**
- **As a result, the curriculum has been updated with the SDGs**





# Group work

- Each group work with a piece of curriculum
- Discover with the help of AI in what way should the selected SDG be incorporated in curriculum
- Discuss about the knowledge and attitudes supporting and/or hindering the implementation

## Curriculum: Automotive engineering, Level 6

Country: Zambia

SDG 6: Clean water and sanitation

AI: "In what way should the goal of 'Clean Water and Sanitation' (SDG 6) be incorporated into the automotive engineering curriculum at a Zambian TVET institution?"

### *Performing vehicle basic maintenance*

Learning Outcome	Content	Suggested Assessment Methods
1. Service vehicle lubrication system	<ul style="list-style-type: none"> <li>• Diagnosing vehicle lubrication system</li> <li>• Replacing Engine</li> <li>• transmission and hydraulic filters</li> <li>• Greasing vehicle components</li> <li>• Testing lubrication system pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Oral</li> <li>• Observation</li> <li>• Written</li> </ul>

Our addition to the curriculum: "Student is able to.....

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We found the following knowledge, attitudes and values essential:

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# Spot and seam resistance welding:

*Set up spot equipment and materials*

## **Before:**

- Observation of health and safety in spot welding
- Interpretation of working drawing
- Selection of materials, tools and equipment

## **After:**

- Set up spot welding equipment and materials efficiently to minimize energy consumption and material waste, ensuring proper maintenance for longer equipment lifespan.
- Observe health, safety, and environmental protection standards in spot welding operations to safeguard workers and reduce pollution.
- Interpret working drawings accurately to optimize material use and minimize offcuts or rework.



# Closing the Workshop





# Thank you!

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