



KAGUMO TEACHERS' TRAINING COLLEGE

ENVIRONMENTAL POLICY, PROCEDURES AND STANDARDS MANUAL

2026



KAGUMO TEACHERS' TRAINING COLLEGE

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BACKGROUND OF THE COLLEGE

Kagumo TTC - which started as a primary school has a long history as an institution of learning; a history that stretches back to the early years of the 20th century. The land parcels on which the college stands were acquired for institutional purposes through the intervention and mediation of the African Council in 1928. However, the actual construction of the first buildings which included an office for the principal began in 1930.

The institution incorporated a primary teachers' training college in 1944 with a humble enrolment of eight (8) students and a small staff of six (6). Later, it expanded to cater for an increased demand for teachers in the country. This significant expansion was strengthened further when Kagumo became an academic complex through the introduction of a secondary school wing in 1949. In 1982, the college underwent another significant upgrading. It started offering the Diploma in Teacher Education (DTE) curriculum whose graduates were posted to secondary schools. In this upgrading, the college was responding to the demands of the social and economic dynamics of the time. The first batch of 283 DTE trainees graduated in 1984.

The college grew successfully through the 1980s. However, 1990 occasioned the phasing out of some subjects in the humanities. These were Kiswahili, C.R.E., History and Geography. This consideration, among other reasons, was aimed at increasing the capacity of the college to accommodate the highly needed science-based subjects. Consequently, Physics, Chemistry, Biology and Mathematics were introduced into the diploma curriculum. The aforesaid transformation was taking place as the then newly introduced 8-4-4 system of education was approaching its secondary level maturity stage, with the first lot of the 8-4-4 trainees being admitted for the DTE course in 1993.

Another development was the upward revision of the course duration from two (2) to three (3) years. Similarly, the duration of the teaching practice was increased to two terms taken during the final year of study.

In 2022, the college realigned its training to adapt to the Competency-Based Curriculum - the Government's new education system. The first cohort of 314 Diploma in Secondary Teacher Education (DSTE) trainees was admitted then.

OUR VISION, MISSION AND CORE VALUES

Our Vision

A Transformative, Self-directing and Competent Teacher

Our Mission

To provide inclusive and market-driven teacher education and training

Core Values

We commit to championing the following core values as the guiding principles in our undertakings:

God's guidance	We depend on God and recognise God as the ultimate owner of all talents, resources, and opportunities that we use on a daily basis
Integrity	We are honest, impartial and trustworthy at all times as we relate with our colleagues, customers and all stakeholders. We deliver our services in a manner which is fair and free of discrimination or preferential treatment
Professionalism	We value our work, and act in a reliable manner that depicts our expertise and competences. We deliver as a team and take great pride in our accomplishments
Innovation & Creativity	We promote accessibility and affordability, seek new and more effective approaches to education, while exercising creativity as we chart inventive paths into the future
Team Work	We foster teamwork by creating a culture that values collaboration and seeks out different perspectives. We value the significant contributions that come from a wide range of viewpoints, experiences, and knowledge.

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Mrs. Irene Mwangi	Chief Principal, Secretary to the Board of Management
	Board of Management Chairperson

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POLICY APPROVAL

The Environmental Policy has been approved and issued under the signature of:

Mrs. Irene Mwangi
CHIEF PRINCIPAL

Signed this Date 17/7/2026

Mr. Joanally Ndegwa BOM CHAIR
CHAIRPERSON, BOARD OF MANAGEMENT

Signed this Date: 17/7/2026

FOREWORD

Kagumo Teachers' Training College is committed to advancing environmental sustainability as a fundamental component of quality education and institutional excellence. In an era marked by increasing environmental challenges - ranging from climate change and biodiversity loss to resource depletion and pollution - the role of teacher training institutions in shaping environmentally responsible citizens has never been more critical. This Environmental Policy affirms the dedication of the college towards integrating sustainability into its core mandate of training competent, innovative, and socially responsible educators.

This policy is anchored in Kenya's national development and environmental frameworks, notably Kenya Vision 2030, which recognises a clean, secure, and sustainable environment as a key pillar of national transformation. It is further guided by the Education for Sustainable Development Policy for the Education Sector, which emphasises the integration of environmental education across all levels of learning. In addition, the policy aligns with the National Environmental Policy and is implemented within the provisions of the Environmental Management and Coordination Act, ensuring compliance with national environmental standards and regulations.

At the institutional level, this policy provides a strategic framework for embedding environmental sustainability across teaching, learning, research, and operational practices. It supports ongoing education reforms, particularly the Competency-Based Curriculum, by promoting the acquisition of knowledge, skills, values, and attitudes necessary for sustainable living. Through this approach, the college seeks to produce graduates who are not only professionally competent but also environmentally conscious and capable of influencing positive change in their future classrooms and communities.

The college recognises that environmental stewardship is a shared responsibility. Successful implementation of this policy will depend on the active participation and collaboration of all stakeholders, including management, staff, trainees, and partners. It calls for a collective commitment to responsible resource use, environmental conservation, and continuous improvement in environmental performance.

As we adopt and implement this Environmental Policy, Kagumo Teachers' Training College reaffirms its commitment to contributing to national and global sustainability goals. The college will continue to provide leadership in environmental education and practice, ensuring that

sustainability becomes an integral part of institutional culture and a guiding principle for present and future generations.

PREFACE

Environmental sustainability has become a critical priority in Kenya's development agenda, particularly in the face of increasing challenges such as climate change, resource depletion, waste mismanagement, and environmental degradation. Institutions of learning are uniquely positioned to respond to these challenges by integrating sustainable practices into their core functions of teaching, research, and community engagement. Kagumo Teachers' Training College recognises this responsibility and has developed this Environmental Policy as a framework to guide its environmental management efforts.

This policy is informed by key national frameworks, including Kenya Vision 2030, which underscores the need for a clean, secure, and sustainable environment, and the Education for Sustainable Development Policy for the Education Sector, which advocates for the integration of sustainability principles into education and training. It is also aligned with the National Environmental Policy and implemented within the legal provisions of the Environmental Management and Coordination Act, which collectively provide guidance on environmental protection and sustainable resource use in Kenya.

The purpose of this Environmental Policy is to establish a structured and coordinated approach to environmental management within the college. It outlines principles, strategies, and responsibilities aimed at promoting efficient use of natural resources, proper waste management, pollution control, biodiversity conservation, and environmental awareness. The policy also seeks to strengthen compliance with statutory requirements while fostering a proactive culture of environmental responsibility among staff, teacher trainees, and the surrounding community.

In addition, the policy supports ongoing education reforms such as the Competency-Based Curriculum, which emphasises the development of knowledge, skills, values, and attitudes necessary for sustainable living. By embedding environmental sustainability into teacher training, the college contributes to the preparation of educators who are capable of integrating environmental education into classroom practice and influencing positive behavioural change in society.

This document is intended to serve as a practical guide for decision-making and action, ensuring that environmental considerations are mainstreamed across all college operations. Its successful implementation will require strong leadership, adequate resource allocation, continuous capacity

building, and active participation from all stakeholders. Through this policy, Kagumo Teachers' Training College reaffirms its commitment to environmental stewardship and to contributing meaningfully to sustainable development in Kenya and beyond.

EXECUTIVE SUMMARY

The Kagumo Teachers Training College Environmental Policy provides a comprehensive framework for integrating environmental sustainability into the institution's academic, operational, and community functions. It is aligned with national development priorities articulated in the Kenya Vision 2030, the Education for Sustainable Development Policy for the Education Sector, and relevant environmental legislation including the Environmental Management and Coordination Act. The policy recognises the critical role of teacher training institutions in promoting environmental stewardship and preparing educators capable of fostering sustainable practices in society.

The policy is structured around key thematic areas that collectively guide the college towards sustainable environmental management. It emphasises environmental education and curriculum integration, ensuring that sustainability concepts are embedded across all subject areas and aligned with the Competency-Based Education. This is reinforced through interdisciplinary teaching, practical learning approaches, and co-curricular initiatives such as eco-clubs.

In waste management, the policy advocates for structured waste segregation, adoption of the 3Rs (Reduce, Reuse, Recycle), composting of organic waste, and collaboration with licensed waste management service providers. Complementary to this, water conservation measures include the adoption of water-efficient technologies, rainwater harvesting systems, and continuous monitoring to promote responsible usage.

The policy further promotes energy management through energy efficiency practices, regular audits, and gradual transition to renewable energy sources such as solar power. In biodiversity conservation, the college commits to tree planting programmes, protection of green spaces, establishment of botanical gardens, and conservation of indigenous species.

To safeguard environmental quality, the policy outlines measures for pollution control, including proper management of air, water, and noise pollution, as well as safe disposal of laboratory chemicals. It also addresses climate change mitigation and adaptation by promoting climate-smart practices, integrating climate education into training, and encouraging resilience strategies such as water harvesting and drought-tolerant agriculture.

This policy highlights sustainable procurement practices by prioritising environmentally friendly products, reducing single-use plastics, and engaging suppliers with sustainable credentials. The Health, Safety, and Environment (HSE) component ensures safe working and learning conditions through proper chemical handling, provision of protective equipment, and regular safety training.

The policy also fosters a culture of research and innovation, encouraging teacher trainees and staff to undertake environmental research and develop practical solutions such as recycling initiatives and green energy technologies. Finally, it underscores the importance of community engagement and outreach, promoting partnerships with local communities and participation in environmental awareness activities, including global events such as the World Environment Day.

Overall, this policy positions Kagumo Teachers' Training College as a proactive institution committed to environmental sustainability. Its successful implementation will enhance environmental performance, strengthen educational outcomes, and contribute meaningfully to national and global sustainability goals.

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LIST OF ABBREVIATIONS AND ACRONYMS

DTE - Diploma in Teacher Education

DSTE - Diploma in Secondary Teacher Education

HSE - Health, Safety, and Environment

LED - Light-emitting diode

NEMA - National Environment Management Authority

TTC - Teacher Training College

CHAPTER 1

1.1 INTRODUCTION

This Environmental Policy for Kagumo Teachers' Training College is anchored in Kenya's national commitment to sustainable development as articulated in Kenya Vision 2030 and the Education for Sustainable Development Policy for the Education Sector (Kenya). These frameworks emphasise the integration of environmental stewardship, quality education, and sustainable livelihoods, positioning education institutions as key drivers of environmental awareness and responsible citizenship.

Guided by the National Environmental Policy and relevant legal frameworks such as the Environmental Management and Coordination Act, this policy affirms the right to a clean and healthy environment and promotes participatory, accountable, and integrated environmental management within the college.

The policy further aligns with national education strategies that advocate for competency-based learning and the mainstreaming of environmental sustainability across teaching, research, and institutional practices. It therefore provides a framework for embedding environmental responsibility in teacher training, fostering innovation, and nurturing graduates who are equipped to contribute to sustainable development in Kenya and beyond.

1.2 BACKGROUND

The Kagumo Strategic Plan 2023-2028 recognises the need to improve the learning, working and living environment to enable the college to fulfill its mandate. The strategies to attain this include: carrying out an environmental audit annually, planting trees and flowers, scheduled cleaning of all physical facilities, construction of a biogas system and biodigester and segregation and recycling of solid waste, among other measures.

A report on the mid-term review, monitoring and evaluation of the 2023-2028 Strategic Plan held in August 2025 reported an achievement score of 43% on this strategy. It was noted that rainwater harvesting was inadequate because gutters and tanks needed to be upgraded, a nature trail identified as per the college Master Plan was yet to be established and in addition, the refurbishment of staff

offices was incomplete. It is thus imperative that a clear environmental policy be outlined to fast track the programs set out to improve our environmental practices.

1.3 RATIONALE

A clear and actionable environmental policy is essential for Kagumo TTC to ensure compliance with national regulatory frameworks and to promote a safe, healthy, and sustainable learning environment. The findings from the 2025 environmental audit highlighted critical gaps in waste management, occupational health and safety, infrastructure maintenance, and resource efficiency that require a coordinated institutional response to fill.

The policy is therefore justified as a strategic instrument to address improper waste handling practices. These include inadequate bin provision, poor segregation, and unsafe disposal methods such as open burning. The institution will significantly reduce environmental pollution and health risks by formalizing partnerships with licensed waste handlers and establishing proper waste collection, segregation, and disposal systems. This includes but is not limited to designated scraping yards and safe disposal pits.

Equally, the audit underscores the need to strengthen health and safety systems. The absence of structured risk assessments, inadequate emergency preparedness, and limited awareness among staff and students pose a great risk. This therefore, by way of mitigation, necessitates a policy framework that institutionalises regular health and safety audits, the formation and training of safety committees, the provision of first aid services, maintenance of accident registers, and implementation of fire safety measures. These are such as fire audits, fire action plans, and trained fire marshals. Clear communication through displayed policies, emergency contacts, and workplace safety information is also critical in fostering a culture of safety.

Infrastructure-related concerns, including uncovered drainage systems, poor stormwater management, and unsafe waste disposal locations, further justify the need for policy-guided improvements to ensure environmental integrity and prevent hazards. Additionally, the policy will guide sustainable resource use by promoting energy efficiency measures such as transitioning to LED lighting, enhancing rainwater harvesting, and exploring renewable energy options like solar water heating. These, alongside continuous sensitisation on water and energy conservation.

Overall, the environmental policy provides a structured and enforceable framework through which the college can systematically address audit recommendations, ensure regulatory compliance, mitigate environmental and health risks, and model sustainable practices for future educators.

1.4 POLICY STATEMENT

Kagumo Teachers' Training College is committed to promoting environmental sustainability through responsible resource management, environmental education, and sustainable institutional practices. The college recognizes its critical role in preparing teachers who will foster environmental stewardship among learners and communities.

This policy provides a framework for integrating environmental considerations into all aspects of the academic, administrative, and operational functions of the college.

1.5 LEGAL AND INSTITUTIONAL FRAMEWORK

This policy is guided by:

- Kenya Vision 2030
- Kagumo TTC Strategic Plan 2023- 2028
- County Government Act 2012
- The Water Act 2016
- The Penal Code (Cap. 63)
- Public Health Act Cap 242
- Foods, Drugs and Chemical Substances Act Cap 254
- EMCA (Waste Management) Regulations, 2006
- EMCA (Water Quality) Regulations, 2006
- EMCA (Air Quality Standards) Regulations, 2014
- EMCA (Noise and excessive Vibration Pollution) control Regulations
- Energy (Solar Water Heating) Regulation 2012
- Occupational Health and Safety Act, 2007
- Medical Examinations Rule, 2005
- Noise Prevention and Control Rules 2005
- Fire Risk Reduction Rules, 2007
- Hazardous Substances Rules, 2007

- The Occupier Liability Act, (Cap 34)
- Sustainable Waste Management Act 2022

1.6 GOAL OF ENVIRONMENTAL POLICY

To promote environmental conservation and sustainable practices within the college.

1.7 SPECIFIC OBJECTIVES

The college shall:

- i. Integrate environmental education across all training programmes.
- ii. Promote efficient and sustainable use of natural resources.
- iii. Minimize waste generation and environmental pollution.
- iv. Encourage environmental research and innovation.
- v. Foster positive environmental attitudes and practices among teacher trainees, staff and other stakeholders.

1.8 SCOPE

The Environmental Policy applies to all college staff, teacher trainees, and stakeholders, and covers all academic, administrative, and operational activities of the college.

1.9 GUIDING PRINCIPLES

The implementation of this policy shall be guided by the following principles:

- a) Sustainability – responsible use of resources for present and future generations.
- b) Precautionary Principle – prevention of environmental harm.
- c) Polluter Pays Principle – accountability for environmental damage.
- d) Participation – inclusion of all stakeholders.
- e) Integration – mainstreaming environmental education across disciplines.

1.10 ROLES AND RESPONSIBILITIES

Board of Management

- a) Providing Strategic Leadership - embed environmental sustainability into the institution's vision and strategic plans. Environmental goals should be woven into the overall development agenda of the college.
- b) Policy Approval and Oversight - the Board is responsible for formally approving the environmental policy to give it legitimacy and authority within the institution.
- c) Resource Allocation - the Board plays a key role in ensuring that financial and material support is available.
- d) Establishing Governance Structures - the Board should support the establishment of an Environmental Committee within the college and ensure that this committee is functional, inclusive, and active.
- e) Ensuring Compliance with Regulations - guided, the Board must ensure that the college complies with national laws and standards. They should encourage regular audits and inspections to help identify gaps and guide improvements.
- f) Promoting a Culture of Sustainability - the Board should support awareness programmes, recognize good practices, and encourage participation at all levels.
- g) Supporting Capacity Building - the Board should support training for tutors, staff, and students. This ensures that those responsible for implementation of the policy are well prepared.
- h) Monitoring and Evaluation - the Board must ensure that progress is tracked and regular reports on key areas such as waste reduction, water use, energy consumption, and environmental activities are given.
- i) Encouraging Partnerships - the Board should support partnerships with external organisations to connect the college to broader environmental efforts.
- j) Risk Management and Sustainability - the Board should ensure that environmental risks identified are managed effectively. Planning ahead reduces disruption and protects the institution.
- k) Review and Continuous Improvement - the Board should ensure that the policy is reviewed periodically to keep the institution responsive and forward-looking.

Chief Principal

- a) Providing Institutional Leadership - the chief principal will make environmental sustainability visible and important in the life of the college through clear communication. The chief principal will ensure that environmental goals are discussed in meetings, reflected in plans, and reinforced in daily routines and align them with the college mission and vision.
- b) Translating Policy into Action - the chief principal ensures that the environmental policy is translated into workable plans. This includes developing annual action plans with clear activities, timelines, and responsibilities.
- c) Coordinating Implementation Structures - the chief principal will oversee the establishment and functioning of the Environmental Committee. This team will coordinate activities, monitor progress, and engage the college community in environmental activities.
- d) Resource Management - the chief principal will allocate funds, materials, and time. This may include purchasing waste bins, supporting tree planting, maintaining water systems, or investing in energy-efficient equipment.
- e) Ensuring Compliance with Regulations - the chief principal will ensure that environmental practices meet national standards and regulations.
- f) Promoting Environmental Education - the chief principal will ensure that environmental education is integrated into teaching.
- g) Building Capacity - the chief principal will organise training for staff and students. This ensures that everyone understands their role and is able to carry it out effectively.
- h) Fostering a Positive Culture - the chief principal will encourage behaviour that supports environmental sustainability. Simple actions such as switching off lights, proper waste disposal and respect for shared spaces should be emphasized.
- i) Monitoring and Reporting - the chief principal will ensure that environmental activities are monitored and reports are prepared and shared with the Board of Management.
- j) Engaging the Community - the chief principal will support community engagement initiatives. Trainees should participate in outreach activities and partnerships with local schools and organisations.
- k) Managing Challenges - the chief principal will address all environmental challenges with patience and clarity.

- l) Ensuring Continuous Improvement - the chief principal will encourage reflection and improvement.

Teacher Educators

- a) Integrating Environmental Education into Teaching - bring environmental ideas into the classroom using existing lessons to highlight environmental connections.
- b) Using Practical and Experiential Approaches - organise simple field activities such as tree planting, composting, or water monitoring which will help students connect knowledge with action. These experiences stay with them longer than classroom notes.
- c) Guiding Behaviour and Attitudes - tutors can encourage responsibility, care, and critical thinking by creating space for discussion, allowing trainees to reflect on their own habits and choices.
- d) Supporting Environmental Projects and Activities - tutors will guide students in environmental projects. They can also support co-curricular activities such as environmental clubs.
- e) Facilitating Research and Innovation - tutors play a key role in encouraging inquiry. They will guide teacher trainees in collecting data, analysing findings, and drawing conclusions. They will also encourage creative innovations to solve environmental problems in college.
- f) Assessing Environmental Learning - include environmental aspects in assessments through written assignments, practical tasks, and project work.
- g) Promoting Awareness and Engagement - organize discussions, debates, and awareness sessions. They can also encourage participation in events such as World Environment Day.
- h) Collaborating with Other Stakeholders - collaborate with the Chief Principal, the Environmental Committee, and support staff and engage with the community during outreach activities.
- i) Supporting Compliance and Good Practice - ensure that environmental standards are maintained.
- j) Mentoring Future Teachers - by modelling environmental responsibility, tutors influence how future teachers will teach and lead, thus extending the impact of the policy far beyond the college.
- k) Continuous Reflection and Improvement - reflective practice strengthens both teaching and policy implementation.

Teacher Trainees

- a) **Practicing Responsible Daily Behaviour** - teacher trainees are expected to use resources carefully. Switch off lights when not in use, avoid wasting water and dispose of waste properly. These actions may seem insignificant, but they form the foundation of environmental responsibility.
- b) **Participating in Waste Management** – teacher trainees are responsible for separating waste at source. They are to use the correct bins for organic, recyclable, and general waste, avoid littering and encourage others to do the same. They can also take part in recycling initiatives. Reusing materials, supporting composting, and reducing waste generation all contribute to effective waste management.
- c) **Conserving Water and Energy** - teacher trainees are expected to use water responsibly. They are to report leaking taps and avoid unnecessary use. They are to use energy carefully by switching off lights and electrical devices in the hostels and classrooms, when not required.
- d) **Engaging in Environmental Activities** - teacher trainees are encouraged to participate in environmental activities such as tree planting, clean-up campaigns, and conservation projects.
- e) **Supporting Environmental Education** - they can support peer learning by sharing ideas and experiences. Group discussions, presentations, and collaborative projects deepen understanding and build confidence.
- f) **Participating in Research and Innovation** - they can take part in simple research activities for example, they can study patterns of waste generation, water use, or energy consumption within the college.
- g) **Promoting Awareness among Peers** - they can encourage responsible behaviour through their actions and communication. A teacher trainee who practices proper waste disposal inspires others. A group that leads a clean-up activity motivates wider participation.
- h) **Engaging with the Community** - teacher trainees are to extend their role beyond the college by engaging with local communities and schools in environmental activities.
- i) **Upholding Environmental Standards** -teacher trainees are expected to follow institutional guidelines. These include proper handling of materials in laboratories, maintaining cleanliness in shared spaces, and respecting environmental rules set by the college.

- j) **Demonstrating Leadership** - they can take initiative in organising activities, proposing new ideas, and guiding their peers. Developing leadership in environmental matters prepares teacher trainees for their future role as teachers and community leaders.

Support Staff

- a) **Maintaining Clean and Healthy Environments** - support staff ensure that classrooms, offices, hostels, and common areas are kept clean. They manage waste collection and ensure that bins are emptied regularly. They help prevent littering and maintain orderly surroundings.
- b) **Implementing Waste Management Practices** - they oversee the collection, sorting, and temporary storage of waste. They ensure that waste is placed in the correct bins and handled appropriately. Where segregation systems are in place, they help maintain order and guide users when needed. They also support recycling and composting efforts. Organic waste may be directed to compost areas. Recyclable materials are separated and prepared for collection.
- c) **Managing Water Systems** - support staff will monitor taps, pipes, and storage facilities to identify leaks and report or repair them promptly. This prevents unnecessary water loss. They will also maintain cleanliness around water points to protect water quality and ensure safe use. Support staff will manage and maintain the rainwater harvesting systems.
- d) **Supporting Energy Conservation** – they will ensure that lights and equipment are switched off when not in use, and monitor usage patterns to identify areas where energy is being wasted. Maintenance staff will ensure that electrical systems are functioning properly because faulty equipment can consume more energy and pose safety risks. Timely repairs will improve efficiency and safety.
- e) **Caring for the Physical Environment** - support staff will maintain gardens, trees, and open spaces. They will water plants, manage landscaping, and support tree planting initiatives. They will also help in maintaining compost areas and school gardens.
- f) **Handling Hazardous Materials Safely** - support staff, especially those working in laboratories and cleaning services, will ensure proper use, storage, and disposal of chemicals and cleaning agents so as to prevent harm to people and the environment.

- g) Supporting Institutional Compliance - support staff help ensure that daily practices meet the set environmental standards. This includes proper waste disposal, safe water handling, and maintaining hygienic conditions.
- h) Participating in Awareness and Training - will be trained on sound environmental practices on waste management, water conservation, energy use, and safety procedures.
- i) Collaborating with the College Community - will collaborate with the Environmental Committee and management to help improve systems and address challenges.
- j) Monitoring and Reporting - will report where waste is mismanaged, where water is leaking, or where facilities are being misused for quick action.
- k) Addressing Challenges - support staff may face challenges such as heavy workloads, limited equipment, or lack of awareness among others. These challenges can be reduced through proper support.

CHAPTER 2: POLICY REQUIREMENTS/ PROVISIONS

2.1 ENVIRONMENTAL EDUCATION AND TRAINING

Environmental education shall be integrated into all subject areas to ensure that every learner acquires environmental knowledge, skills, values, and attitudes necessary for sustainable development. Environmental issues such as climate change, pollution, biodiversity conservation, waste management, water conservation, and sustainable resource use shall not be taught as a standalone subject, but embedded within all teaching and learning areas.

Each department shall incorporate environmental themes relevant to their subject areas as follows:

- a) Science subjects shall address ecosystems, conservation, pollution, climate change, renewable energy, and sustainable agriculture.
- b) Geography and Social Studies shall address human-environment interaction, population and environment, natural resource management, environmental policies, and sustainable development.
- c) Business and Economics shall address green economy, sustainable production, corporate environmental responsibility, and environmental entrepreneurship.
- d) ICT and Technology shall address e-waste management, green computing, energy-efficient technologies, and environmental data management.
- e) Mathematics shall incorporate environmental data analysis, population growth models, climate statistics, and resource consumption calculations.
- f) Languages shall include essays, debates, speeches, comprehension passages, and report writing on environmental issues.
- g) Art and Design shall promote recycling, reuse of materials, environmental posters, and awareness campaigns through creative arts.
- h) Community Service Learning shall incorporate environmental activities and projects.

2.2 WASTE MANAGEMENT

2.2.1(a) The college shall implement waste segregation systems

The college shall implement waste segregation systems at the source to ensure proper handling and disposal of waste. Waste shall be separated into the following categories:

- i. organic (biodegradable) waste
- ii. recyclable waste (paper, plastics, glass, metals)
- iii. non-recyclable waste
- iv. hazardous waste (laboratory waste, chemicals, e-waste, batteries)

Clearly labelled and colour-coded bins shall be provided in classrooms, offices, hostels, laboratories, and common areas. Awareness signage shall be displayed to guide proper waste disposal. This will be guided by the NEMA national colour-coded waste segregation system under the Sustainable Waste Management Act 2022 to improve recycling and environmental health. The NEMA approved colour coding scheme includes:

- i. Green: organic/biodegradable waste (food waste, garden waste).
- ii. Blue: recyclables/dry waste (paper, plastic, metal, glass). iii. Black: general/residual waste (non-hazardous, non-recyclable). iv. Red: hazardous/biomedical waste (needles, items contaminated with bodily fluids).
- v. Yellow: specific hazardous materials.

2.2.1(b) Promote the principles of Reduce, Reuse, and Recycle (3Rs)

The college shall promote the principles of Reduce, Reuse, and Recycle (3Rs) to minimise waste generation and environmental pollution.

The college shall:

- i. Reduce waste through efficient use of materials and resources.
- ii. Encourage reuse of materials and equipment where possible.
- iii. Promote recycling programs for paper, plastics, glass, and metal.
- iv. Promote paperless communication where possible.

- v. Encourage use of reusable containers and materials.

2.2.1(c) Organic waste shall be composted where feasible

Organic waste generated within the college, including food waste and garden waste, shall be composted where feasible. The compost produced shall be used for landscaping, tree planting, and college gardens. Composting activities shall also be used for educational and practical learning purposes.

2.2.1(d) Waste disposal shall comply with licensed waste management standards

Waste disposal shall comply with licensed waste management standards and environmental regulations. The college shall engage licensed waste collection and disposal service providers and ensure proper disposal of hazardous and non-recyclable waste in accordance with environmental laws.

2.2.2 E-Waste Management

The college shall:

- i. Collect obsolete electronics separately.
- ii. Partner with certified e-waste recyclers.
- iii. Avoid disposal of electronics in general waste streams.
- iv. Establish a collection point for e-waste at the ICT office.

2.3 WATER RESOURCE MANAGEMENT

The college shall promote water conservation by adopting efficient water management practices and fostering a culture of responsible use among all stakeholders.

This can be achieved through the following:

- a) Installation of water-saving technologies such as low-flow taps, dual-flush toilets, and sensor-based fixtures in hostels, classrooms, and administrative blocks.
- b) Regular maintenance of plumbing systems should be prioritized to detect and repair leaks promptly, thereby minimizing water loss.
- c) Invest in rainwater harvesting systems to collect and store runoff water for non-potable uses such as irrigation, cleaning, and sanitation.

- d) Landscaping with drought-resistant plants and the use of drip irrigation methods can further reduce unnecessary water consumption.
- e) The college will organise sensitisation programs, workshops, and campaigns to educate all members and the surrounding community on the importance of sustainable water use.
- f) Incorporating water conservation topics into the curriculum and encouraging student-led environmental clubs can enhance participation and ownership of conservation initiatives.
- g) Monitoring and evaluation mechanisms, such as tracking water usage and setting reduction targets, can help the institution assess progress and improve strategies over time.

Through a combination of technological, managerial, and educational approaches, the college can effectively promote sustainable water resource management.

2.4 ENERGY MANAGEMENT

This is the proactive monitoring, control, and optimisation of energy consumption to reduce costs, enhance sustainability, and improve operational efficiency. It involves implementing systems to track usage, and often requires complying with regulations.

In Kagumo TTC, energy management will focus on reducing carbon footprints, increasing energy efficiency, and transitioning to renewable sources. Key actions will include the following:

- a) Turning off lights when leaving a room.
- b) Opening curtains and using daylight.
- c) Switching off computers and projectors after use.
- d) Unplugging chargers when they are not in use.
- e) Encouraging shared use of equipment instead of duplication.
- f) Regular maintenance of the generator.
- g) Replacing fluorescent lighting with an LED lighting system.
- h) Proper designing of buildings to allow natural light and good ventilation.
- i) Expanding use of solar power for water heating and lighting in the offices, tuition blocks, hostels and streets.
- j) Carrying out regular energy audits.

- k) Promoting sustainable transport options such as walking, cycling, and carpooling among students and staff, which can help reduce emissions associated with daily commuting.

2.5 BIODIVERSITY CONSERVATION

Biodiversity conservation is an essential component of sustainable environmental management because it promotes ecological balance and enhances the quality of the learning environment.

The college shall support biodiversity by doing the following:

- a) Preserving existing natural habitats within its premises and creating green spaces such as botanical gardens, tree nurseries, and wildlife-friendly zones.
- b) Planting indigenous tree species and maintaining vegetation cover to provide habitats for birds, insects, and small animals, thereby enriching local biodiversity.
- c) Avoiding practices that degrade the environment, such as excessive use of pesticides and improper waste disposal.
- d) Strengthening conservation efforts, by focussing on awareness creation and active participation among students and staff. *This can be achieved by establishing environmental clubs, organizing tree-planting activities, and marking important events such as World Environment Day to promote environmental responsibility.*
- e) Integrating biodiversity conservation into the curriculum and research activities.
- f) Monitoring biodiversity within the college through regular assessments and encouraging partnerships with environmental organizations can help sustain these efforts.

2.6 POLLUTION PREVENTION AND CONTROL

Pollution prevention and control are essential strategies to reduce environmental harm, focusing on eliminating pollution i.e. reducing waste and emissions at the source and mitigating pollutants already generated. Effective management involves enacting regulations, implementing cleaner technologies, and reducing emissions into air, water, and land to ensure sustainable ecosystems and public health.

Kagumo TTC will adopt a preventative approach through planning activities and operations in ways that minimise environmental pollution.

2.6.1 Air Pollution Control

The college shall protect air quality as follows:

- a) By discouraging open burning of waste which releases harmful gases.
- b) Tree planting because trees absorb carbon dioxide and release oxygen. They also trap dust and improve the overall atmospheric health.
- c) Good ventilation in classrooms to reduce indoor air pollution.

2.6.2 Water Pollution Control

The college shall protect water quality by ensuring the following:

- a) Waste is never disposed into water sources or drainage systems.
- b) Laboratory chemicals are handled carefully and disposed following proper procedures.
- c) Cleaning agents used do not harm aquatic life.
- d) Maintaining clean surroundings around water points.
- e) Fixing leaks, preventing stagnant water, and managing wastewater properly.

2.6.3 Soil Pollution Control

The college shall protect soil quality as follows:

- a) Ensuring waste is not being dumped carelessly so as to prevent soil degradation.
- b) Enhancing proper waste segregation.
- c) Composting organic waste to reduce pollution.
- d) Avoiding excessive use of chemicals in gardens to help maintain soil health.

2.6.4 Noise Pollution Control

The college shall protect noise quality through:

- a) Controlling loud music.
- b) Managing activities that generate excessive sound.
- c) Carrying out sensitisation on impacts of noise pollution to learning and the importance of caring for one's hearing.

- d) Putting up signage to designate quiet zones.

2.7: SUSTAINABLE PROCUREMENT

The College shall promote environmentally responsible procurement practices by prioritizing environmentally friendly, sustainable, and energy-efficient products and services in all purchasing decisions. The procurement process shall support environmental conservation, waste reduction, and sustainable resource use while ensuring value for money and quality standards.

2.7.1: Environmentally Responsible Procurement

The College shall prioritize the procurement of environmentally friendly and sustainable products that minimize negative environmental impact throughout their lifecycle, including production, transportation, use, and disposal.

The college shall give preference to the following:

- a) Recycled and recyclable products.
- b) Energy-efficient equipment and appliances.
- c) Durable and long-lasting products.
- d) Non-toxic and environmentally friendly cleaning materials.
- e) Office supplies made from recycled materials.
- f) Locally sourced products to reduce transportation emissions.
- g) Products with minimal or biodegradable packaging.
- h) Renewable and sustainably sourced materials.

Procurement decisions shall consider environmental impact, product lifespan, maintenance requirements, and disposal methods in addition to the purchase price.

2.7.2 Reduction of Single-Use Plastics

The college shall reduce the procurement and use of single-use plastics within the institution in order to minimize environmental pollution and waste generation.

The college shall:

- a) Avoid purchasing single-use plastic bottles, cups, plates, straws, and cutlery where alternatives are available.
- b) Encourage the use of reusable bottles, cups, plates, and containers.

- c) Promote biodegradable or compostable packaging materials.
- d) Encourage suppliers to reduce plastic packaging.
- e) Promote refill systems for water, cleaning supplies, and printing materials where feasible.
- f) Encourage staff and students to use reusable items instead of disposable plastics.

2.7.3. Engagement of Suppliers Committed to Sustainable Practices

The college shall engage and prioritise suppliers and service providers who demonstrate commitment to environmentally sustainable practices.

Preference shall be given to suppliers who:

- a) Comply with environmental laws and regulations.
- b) Use environmentally friendly production processes.
- c) Minimize waste and packaging materials.
- d) Offer recyclable or biodegradable products.
- e) Demonstrate energy and water conservation practices.
- f) Have environmental sustainability policies or certifications.
- g) Support product take-back, recycling, or safe disposal programs.
- h) Promote ethical and sustainable sourcing of materials.

Environmental sustainability shall be included as a criterion in supplier evaluation, selection, and contract award processes where applicable.

2.8: HEALTH, SAFETY, AND ENVIRONMENT (HSE)

HSE is a multidisciplinary field focusing on protecting workers, the public, and the environment by managing risks and preventing accidents, injuries, and environmental contamination. It involves implementing policies and practices to comply with legal regulations and maintain safe, sustainable operations.

At Kagumo TTC, housing, safety, and the environment are closely linked. A safe and wellmanaged living and working environment supports health, learning, and overall well-being. The college is committed to providing accommodation and facilities that are clean, secure, and environmentally

friendly, while ensuring that all members of the college community are protected from potential risks.

2.8.1 HSE Compliance with NEMA

The college shall:

- a) Conduct health, safety audit and risk assessment to help the college identify hazards within hostels, classrooms, kitchens, and surrounding areas.
- b) Constitute and train a safety and health committee to guide safety practices, monitor compliance, and promote awareness across the institution.
- c) Provide a workplace abstract and ensure all workers are made aware of its contents.
- d) Train first aid attendants amongst staff and teacher trainees.
- e) Acquire general accidents register to help the institution track patterns, identify recurring risks, and take corrective action.
- f) Display the safety, health and environmental policy.
- g) Display emergency contact lists in hostels, offices, and common areas.
- h) Ensure housing facilities are managed with attention to cleanliness, ventilation, and proper waste management.

2.8.2 Fire safety

The college shall:

- a) Conduct a fire safety audit.
- b) Train fire marshals amongst staff and teacher trainees.
- c) Provide a fire action plan.

2.9 RESEARCH AND INNOVATION

At Kagumo Teachers' Training College, research and innovation are approached as practical and meaningful ways of improving environmental management within the institution and beyond. The college nurtures a culture of curiosity where teacher educators and trainees observe their environment closely, ask relevant questions, and develop solutions that respond to real challenges in their immediate context.

The college shall focus research and innovation on the following:

- a) Waste management, where teacher trainees shall examine patterns of waste generation, levels of segregation, and opportunities for recycling and composting.
- b) Water resource management shall involve studies on water usage, sources of wastage, and effectiveness of conservation measures such as rainwater harvesting.
- c) Energy management where teacher trainees shall assess consumption patterns, identify areas of inefficiency, and explore simple energy-saving practices.
- d) Biodiversity conservation within the college, including tree planting efforts, survival rates of planted trees, and the promotion of indigenous species.
- e) Pollution control shall examine sources of air, water, and soil pollution within the institution and propose practical mitigation measures.
- f) Development of simple, low-cost, and locally appropriate solutions to environmental challenges (*composting systems, creative reuse of materials, water-saving techniques, and small-scale renewable energy applications such as solar use*).

2.10 COMMUNITY ENGAGEMENT

At Kagumo TTC, community engagement is viewed as an essential extension of environmental learning. The college recognizes that meaningful environmental conservation cannot be achieved within the institution alone. It grows through collaboration with the surrounding community, where shared challenges are addressed through joint effort, respect, and practical action.

The college shall:

- a) Promote environmental awareness on waste management, water conservation, energy use, and sustainable land practices with nearby schools and surrounding communities.
- b) Engage the community in waste management initiatives, including clean-up activities, waste segregation, and composting, promoting cleaner environments and better public health.
- c) Encourage teacher trainees to participate in water resource management, creating awareness on safe water use, protection of water sources, and conservation methods such as rainwater harvesting.

- d) Promotes tree planting and biodiversity conservation in collaboration with schools and community groups, focusing on indigenous trees to improve air quality, soil conservation, and climate resilience.

CHAPTER 3. INSTITUTIONAL ARRANGEMENTS

3.1 ENVIRONMENTAL COMMITTEE

The college shall establish an Environmental Committee responsible for the following:

- a) Coordinating policy implementation.
- b) Monitoring environmental performance.
- c) Advising management on environmental matters.

3.2 IMPLEMENTATION

The college shall:

- a) Develop annual environmental action plans.
- b) Allocate resources for sustainability initiatives.
- c) Conduct training and capacity-building programmes.
- d) Promote environmental awareness campaigns.

CHAPTER 4: MONITORING AND EVALUATION

4.1 INTRODUCTION

At Kagumo TTC, monitoring and evaluation shall be a continuous and reflective process that helps the institution understand how effectively the environmental policy is being implemented, with a focus on learning and improvement. This process will involve establishing clear performance indicators such as waste reduction and energy efficiency, conducting regular environmental audits, preparing annual environmental performance reports, and reviewing progress to implement appropriate corrective measures.

4.2 MONITORING AND EVALUATION

The college shall monitor the following:

- a) Waste management including levels of waste generation, effectiveness of segregation, and the extent of recycling and composting.
- b) Water resource management with attention to water consumption patterns, leakages, and the performance of conservation measures such as rainwater harvesting systems.
- c) Energy management including electricity use, efficiency practices, and adoption of energysaving technologies.
- d) Biodiversity efforts, such as tree planting and survival rates.
- e) Environmental education and community engagement to measure participation and impact on behaviour change.

Through consistent monitoring and thoughtful evaluation, Kagumo TTC will be able to improve its environmental practices, enhance sustainability, and create a learning environment where responsible environmental stewardship is not only taught but actively practiced.

4.3 COMPLIANCE AND ENFORCEMENT

- All stakeholders shall comply with this policy
- Non-compliance shall attract appropriate disciplinary measures
- The college shall adhere to all applicable environmental laws and regulations

4.4 PARTNERSHIPS

The College shall collaborate with:

- Government agencies
- Environmental organizations
- Local communities and educational institutions

4.5 POLICY REVIEW

This policy should be reviewed every **three (3) to five (5) years** or as necessary to incorporate emerging environmental issues and best practices.

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