

# Jarida la KNATCOM

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Kenya National  
Commission for UNESCO  
(KNATCOM)

*Promoting peace, sustainable development  
and intellectual collaboration*



## Kenya hosts PACE

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## Education is the key

A famous scholar once noted that Education is the passport to the future, for tomorrow belongs to those who prepare for it today.

Africa, with Kenya in the lead is preparing for the future of African pupils.

The Government of Kenya and UNESCO in collaboration with the African Union organized the Pan-African High-level Conference on Education (PACE 2018) in Nairobi from 25<sup>th</sup>-27<sup>th</sup> April 2018, together with other key partners including Association for the Development of Education in Africa (ADEA) and the Sustainable Development Goal 4 on quality education (SDG4).

One of the key interventions that Kenya showcased during the Conference is the implementation of the Global Action Plan for Education for Sustainable Development (ESD) which have culminated in the development of the ESD policy.

PACE 2018 also provided an opportunity to share progress, success stories, challenges and lessons learned by Member States on the implementation of Sustainable Development Goal 4, thus far and to contribute to the ongoing discussions on the 2063 African Union vision “The Africa We Want”.



We also engaged the youth to sensitize them in health lifestyle options. The Kenyan youth are the resource of the country as seeing that they have the entire life ahead of them it is important to ensure that each one of them can realize the full potential without having their futures constrained or compromised by diseases that can easily be preventable.

Life Skills Education is an important component of HIV and AIDS prevention interventions, particular those focusing on young people, and form a part of a comprehensive HIV and AIDS response both within and beyond the education sector.

One of the main causes of behaviour that is maladaptive is the lack of self-awareness, clear goals and adjustment skills. KNATCOM remains at the forefront of valuing our youth we the Commission holds regular engagements to create awareness of dangers of contracting that can inhibit their ability to productivity in a skilled labour market.

*For this and much more read on...*

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# WPFDF reinforces watchdog role of Media

By Anthony Ngare

The noble role of media in championing for rights and development is perhaps on the same pedestal as the principles of Caesar's wife-beyond reproach.

This critical role was reiterated during the global World Press Freedom Day 2018 which took place in Accra, Ghana, on 2 and 3 May.

Nine hundred participants from all regions of the world took part in this UNESCO's flagship celebration. Some 90 nationalities were present at the event, organized by UNESCO and the Government of Ghana.

The Kenya delegation to the WPFDF was a blend experienced media policy makers, seasoned journalists, journalism lecturers,

journalism associations and members of civil society with a strong interest and link to human rights, press freedom and peace advocacy.

Over two days, participants focused on the role of journalism as a watchdog in society and examined the relationship between the media, the judiciary and rule of law.

One of the highlights of the event was the awarding of the UNESCO/Guillermo Cano World Press Freedom Prize to the Egyptian photojournalist Mahmoud Abou Zaid, aka Shawkan. Imprisoned in Egypt since 2013 when he was arrested while covering protests, Shawkan risks the death penalty.

The Award ceremony was hosted by the President of the Republic of Ghana, Nana



Moderator Nadia Massih (France 24) with Stephen Dunbar Johnson (The New York Times), Ferial Haffajee (Huffington Post South Africa), Kwame Karikari (Media Foundation for West Africa), Mostefa Souag (Al Jazeera) and Gwen Lister (The Namibian Media Trust)

Akufo-Addo, and the Deputy Director-General of UNESCO, Getachew Engida.

During the event, President Akufo-Addo declared that the Ghanaian people would always defend the right to freedom of expression because of their determination to build a free, open society with accountable governance. Referring to the repeal of the Criminal Libel Law in Ghana in 2001, Akufo-Addo said: "I much prefer the noisy, boisterous, sometimes scurrilous media of today, to the monotonous, praise-singing, sycophantic one of yesterday. The Ghanaian media has, in fact, enriched the nation's governance by its curiosity, investigative skills, and persistence."



*UNESCO/Guillermo Cano World Press Freedom Prize awarded to Mahmoud Abou Zaid.*

At the opening of the conference, Nnenna Nwakanma, Senior Policy Manager at the World Wide Web Foundation, reminded participants of the huge shift in the media landscape since 1991, when the Windhoek Declaration on Free, Independent, and

Pluralistic Media triggered the establishment of World Press Freedom Day. At that time, the Internet was still a guess to many, while at the end of 2018, for the first time in human history, 50% of the world will be online. For Nwakanma, this means "New writers. New editors. New tools. New outlets. New readers. Great opportunities. Opportunities to connect more. Opportunities to disseminate. Opportunities to do more".

During the second plenary, speakers discussed the risks encountered by investigative journalists, especially when uncovering corruption and political malpractice. Stephanie Busari, Africa Digital Editor at CNN, captured the essence of the discussion by saying: "You can kill, but you can't kill the stories." This session also featured the participation of Jose Ugaz, former ad-hoc state attorney in Peru, Oluwatoyosi Ogunseye, head of West Africa for the BBC World Service, Will Fitzgibbon of the Consortium of Investigative Journalism, Petra Caruana Dingli, journalist from Malta, and Job Rabkin, investigations editor at Channel4.

In his keynote address, Rabkin discussed his team's undercover investigation of Cambridge Analytica, which exposed the corrupt methods of the data analysis company aimed at influencing election results, including during the last USA

presidential elections. His intervention coincided with the news that Cambridge Analytica was filing for bankruptcy. Rabkin reminded participants that technology is changing so fast and spreading so wide that the law in most countries lags behind. "That means that we the press are often the last line of defence," he said.

At the close of the conference, participants adopted The Accra Declaration which calls on UNESCO's Member States to put in place dedicated national mechanisms for the

The annual exhibition of World Press Photo held during the conference showcased the work of the laureates of one of the most coveted and recognized photojournalism awards. Additionally, UNESCO and the German art collective Wahrheitskämpfer (Truth Fighters) exhibited portraits of 50 killed journalists.

Special coverage of the event was ensured by an embedded Youth Newsroom of 40 young journalists from all over the world.



*African delegates at the WPF 2018 discuss National Mechanisms for Safety of Journalists in Africa.*

safety of journalists and to respect judicial decisions of regional human rights courts. It also calls on UNESCO to continue providing journalists with capacity building in digital safety and security.

Around 100 events organized by UNESCO and other organizations around the world marked this year's World Press Freedom Day celebrations.

**The writer is a Deputy Director at KNATCOM's Communication & Information Programme.**

# Getting youth to embrace culture

By Julius Mwahunga

Over the past centuries, much of our heritage has been irretrievably lost. The world has witnessed, and continues to witness, the destruction and deterioration of irreplaceable treasures due to natural disasters, wars, extreme

committed itself to prevent and safeguard the disappearance of our precious and unrenewable cultural and natural heritage. Since the ratification of the two conventions, Kenya has been able to list six World Heritage Sites and inscribed 2 elements in the list



*Participants for the National Youth Workshop on Culture and heritage take capture the moment.*

poverty, industrialization, and pollution. Other underlying causes of this prolonged and continuing tragedy are ignorance, indifference, lack of care and appreciation.

By adopting the World Heritage Convention (1972), and the 2003 intangible Heritage Convention, the international community

of intangible elements in need of urgent safeguarding. As more sites and intangible cultural heritage become endangered, more pragmatic and innovative approaches need to be implored.

The Kenya National Commission for UNESCO (KNATCOM) hosted the first ever national



*Participants follow proceedings at the workshop.*

youth workshop on culture and heritage on 26<sup>th</sup> -28<sup>th</sup> March 2018 at the Kenya Education Management Institute (KEMI). Attended by over 100 youth drawn from over 44 counties, the three day workshop organized by the culture programme, sort to raise youth awareness on matters culture and heritage. In particular the workshop aimed at promoting appreciation, conservation and safeguarding of culture and heritage among the youth in Kenya.

Anchored in the **“Heritage in Young Hands”** campaign, the workshop aimed at involving young people in the preservation, conservation and safeguarding of heritage from very early stages of their lives. It is an approach to nurture young culture and heritage ambassadors to promote conservation and safeguarding of culture and

heritage within their localities. Indeed, the future of our remaining heritage will depend largely on the decisions and actions of the present generation of young people who will soon become the leaders and decision-makers of tomorrow.

The inaugural Youth workshop provided an excellent platform to discuss issues of culture conservation and protection among more than 90 young participants with an interest in culture and heritage, representing 44 counties in Kenya. The main focus of this workshop was to give the youth participants an opportunity to better understand the 2003 Intangible Cultural Heritage and 1972 World Heritage UNESCO Conventions, engage with experts and create opportunities for deeper youth engagement in heritage protection and promotion.



*Mr. Julius Mwangi (extreme right) joins the freshly elected officials of the newly launched National Youth Council on Culture and Heritage.*

The workshop moderator Mr. John Omare, Director Culture Programme welcomed guests and participants to the workshop. He outlined the workshop's broad expectations as to assist the youth to come up with activities that will lead to promotion, conservation, and safeguarding of cultural and heritage in Kenya; to enable the youth understand the 1972 and 2003 UNESCO Conventions; to enable the youth understand National Values and Principles of Governance, the role of youths in National Cohesion and Integration and to elect representatives of National Youth Council on culture and heritage.

The workshop was officially opened by KNATCOM Ag Deputy Secretary General, Ms. Christine Maingi. In her opening speech, Ms. Maingi emphasized the need for a partnership approach to conservation and preservation of our cultural heritage. "Over 75 per cent of Kenya's population is under 35years," she said. "It is therefore

imperative that any development agenda engages the youth since there are no limits of the potential and abilities of youth in safeguarding and conserving our culture, for the betterment of society," she added, while pledging the Commission's commitment to supporting innovative initiatives in heritage preservation.

The Guest of Honour Dr Kiprop Lagat, Director of Culture in the Ministry of Sports and Heritage underscored the potential of youth to propel sustainable development widely and urgently, as the carriers of our heritage to the next generations.

Ms. Judith Ogana, from UNESCO Regional Office for Eastern Africa, who also participated in the opening session, introduced UNESCO's six international conventions in the field of culture. She highlighted the urgency for Kenya to ratify the full portfolio of legal instruments, which are complementary in their scope. Ms. Ogana shared UNESCO's innovative



programmes designed for enhanced youth engagement and participation, notably the World Heritage in Young Hands (WHYH), the World Heritage Volunteers Initiative, and the “Patrimonto World Heritage Adventures cartoon series.

eradicate poverty and inequality, and foster a culture of peace,” she added.

The workshop benefited from presentations and discussions on national values, principle of governance, national cohesion and integration led by representatives from



*Mr. John Omare addressing participants during the official opening ceremony.*

She reiterated that “UNESCO considers young people as partners and a key stakeholder explaining UNESCO’s drive to encourage youth participation, partnerships and the integration of youth concerns and issues into the policy agenda of UNESCO Member States. “Through the UNESCO Youth Programme and various Culture programmes and resources, UNESCO is committed to empowering young women and men to work together to drive social innovation and change, participate fully in the development of their societies,

the National Cohesion and Integration Commission of Kenya (NCIC) and the Directorate of National Values. The participating youth were urged to embrace a culture of peace, cohesion while upholding and promoting our national values. The forum concluded with election of office bearers to the newly launched **Kenya National Council for Youth on Culture and Heritage**.

***The writer is a Deputy Director at KNATCOM’s Culture Programme.***



## By Orpha Nyakundi

The United Nations General Assembly declared 6th of April as the International Day of Sports in 2013. The day is an annual celebration of the power of sport to drive social change, community development and to foster peace and understanding.

In this year's commemorations in Kenya, the Commission partnered with UNESCO Regional Office of Eastern Africa, the Kenyan Academy of Sports, United Nations High Commissioner for Refugees (UNHCR), Valentines Cake House and Mill Bakers to mark the day.

The celebration was held at the Public Service Club in Nairobi and brought together university students, children from different

children's homes, sport groups, relevant stakeholders and guests.

The theme of the day was "Sports for Development and Peace" and it aimed to highlight the power of sports to drive social change, community development and to foster peace and understanding. Sport is a tool that can be used to bridge cultural understanding and improve people's lives socially, economically and politically. Additionally, it is an engine for gender equality and inclusion especially for the disadvantaged and minority communities.

With a series of light games and competitions, the day kicked off by actively engaging all the participants hence valuing the day as one of sports. Acrobatic performances, dances

and motivating speeches were made during the event. A match of sitting volleyball, form of volleyball for athletes with disability was played thus creating visibility for people with disabilities during the event. This highlighted the power of sport as an inclusion tool within the community and its ability to connect different people hence focusing on the commonalities.

This event was organized by KNATCOM, UNESCO Regional Office for Eastern Africa, UNESCO Kenya Youth Forum and the Kenya Academy of sports. They worked closely to realize the vision of commemorating the day in Kenya, the first of its kind. The event was successful as the programme incorporated sport activities and entertainment from various institutions. The occasion came to a close with the cutting of the cake. The



*Participants from all walks of life gather for a warm up to mark the International Day of Sports in a sporty way.*

One of the key note speeches was made by the Chief Guest Ms. Tegla Lorupe, the renowned long distance Kenyan runner. She narrated to the attendants on the power of sport to unite people and foster peace and development. The global spokeswoman for peace, women's rights and education highlighted the power of sports to drive social change across the economic divide of the country and the importance of physical activity for young generation. With the aid of her foundation, Tegla Lorupe Peace Foundation, she works through education and sports to ensure cohesion within the community.

purpose of the day was to promote sports as an enabler for development and peace regionally, nationally and globally was met. Among the issues presented at the celebrations were that, sports can be a tool for building a peaceful and better world. Sports can be used as a tool for promoting dialogue and reconciliation in a region prone to conflicts. This is a day when inclusiveness needs to be upheld and all children given an opportunity to feel loved and belonging. The old should not be left out, neither should the physically challenged be sidelined.

The cake that took the shape of a football pitch with a ball was donated by Valentine Cake house. The creativity portrayed in the cake was one of its kind, but, above all, the spirit to support the event will always be remembered and appreciated. All looked sporty with the T-shirts that had been donated by the Kenya Academy of Sports. The KAS team lead by Mr. Ratemo seemed very ready and happy to be in the team.

The day ended with all teams looking forward to the next celebrations as partners promised higher level celebrations covering a wider region and more people as well as more partners on board.

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***The writer is KNATCOM's Deputy Director at Social and Human Sciences Programme.***



*(L-R) Mr Bernard Rono of UNHCR, celebrated former long distance runner Tegla Lorupe, KNATCOM's Ag Deputy Secretary General Ms Christine Maingi, Dr Abdul Lamin of Nairobi UNESCO Regional Office and Mt. Kenya University's Prof Peter Wanderi during the International Day of Sports in Nairobi.*

# Kenya at the 20<sup>th</sup> CCEM

By George Njoroge

The Commission, in conjunction with the Ministry of Education, facilitated the planning and participation of Kenya at the 20<sup>th</sup> Conference of Commonwealth Education Ministers (CCEM) that was held in Nandi, Fiji, from 19<sup>th</sup> to 23<sup>rd</sup> February, 2018. The triennial conference that took place for the first time in forty years in the Pacific, convened under the theme ‘Sustainability and Resilience: Can Education Deliver?’ Delegations from thirty-four (34) Member States attended the Conference.

## Ministerial Meeting

Building on the outcomes of the 19<sup>th</sup> CCEM, Ministers reaffirmed that education is a fundamental human right and is indispensable for the achievement of sustainable development. Ministers committed to ensuring inclusive and equitable quality education and to promote life-long learning opportunities for all. They also recognized the need to strengthen education management systems. They further agreed to collect and use accurate, timely and relevant data to assure quality and evaluate results against targets. This will allow evidence-based interventions



*The Kenyan delegates at 20<sup>th</sup> CCEM led by CS Dr Amina Mohammed.*

Kenya’s delegation for the 20<sup>th</sup> CCEM was led by Kenya’s Cabinet Secretary in charge of Education, Amb. (Dr.) Amina Mohamed, EGH, CAV and comprised of participants from government and other education stakeholders including the teachers unions.

within the education system, improve accountability and support global efforts to enhance the quality and use of educational data. They also made recommendations on curriculum reforms, building resilience through education, education for sustainable development and strengthening education partnerships (For more details, please see the Nandi Declaration).

In the course of the meeting, which was partially chaired by Kenya's Cabinet Secretary in charge of Education, Kenya called for an increase in scholarship opportunities and diversify areas of study. She emphasized the need for more slots for science and technology fields. Kenya also appreciated the various scholarships from other commonwealth countries, including about 52 yearly slots from India, two from New Zealand and 12 from Pakistan. It was appreciated that Kenya's Universities have also began offering scholarships to other Commonwealth countries.

In her remarks, the CS also urged the United Kingdom to end its language proficiency requirements for Kenyan students because English is the medium of instruction in Kenyan schools.

## Stakeholders Forum

The Integrated Partners Forum (IPF) was held in parallel to the Ministers' Conference and included representatives from teachers, students, civil society organizations and higher education institutions. Among the speakers who presented at the Forum included Prof Chrispus Kiamba, Chair of the Commonwealth Taskforce on Higher Education, Hon. Wilson Sossion, Secretary General of the Kenya National Union of Teachers and Nominated Member of Parliament, and Mr. George Njoroge, Coordinator of the Commonwealth Students Association.

At the forum, participants discussed issues and made recommendations on inadequate consultation with teachers on changes to the curriculum and the need for 19 million more teachers in the Commonwealth by 2030; insufficient resources and recognition



*The Kenyan delegates at 20<sup>th</sup> CCEM led by CS Dr Amina Mohammed.*



High level delegates among the CS Education Dr Amina Mohammed diaphy session documents after signing.

for non-formal and informal education and to support the role of youth and community workers in the delivery of these forms of education; strengthening student engagement in decision making processes in education by developing mechanisms which ensure student views are further integrated into policy; and addressing national and international funding gaps in education.

### Strengthening Student Governance

On the side-lines of the meeting, the Commonwealth Students Association and the Commonwealth Secretariat launched a student governance capacity building toolkit, *Building our Future – A Toolkit for Student Representation*.

Speaking at the launch, the CSA coordinator and former chair, noted that the toolkit together with the *Report on Student Governance in the Commonwealth* was

a do-it-yourself pack. The package will help students all over the Commonwealth develop a national student body that is fit for purpose for their own dynamics, apart from strengthening the various university chapters.

The toolkit, which was piloted in Kenya in 2017, has aspects that deal with governance, finance, and advocacy and is based on Commonwealth values.

Kenya is set to host the 21<sup>st</sup> Conference of Commonwealth Education Ministers in 2021 in Nairobi, which will bring together Ministers and education stakeholders from all the Commonwealth Countries. Preparations for this have already begun, spearheaded by Kenya's High Commission in the UK.

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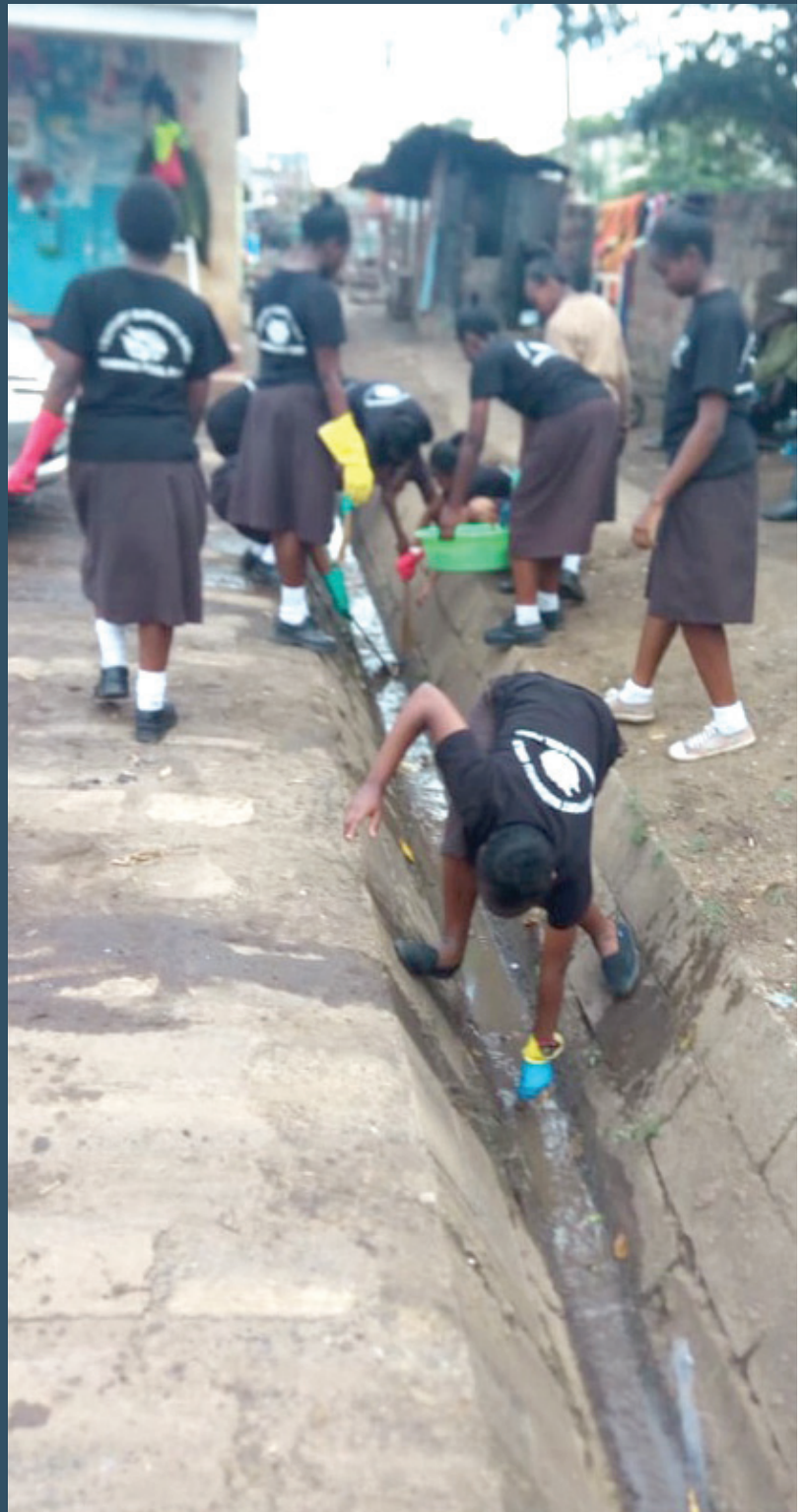
**The writer is a Coordinator of the Commonwealth Students Association.**

# Best performing ASPnet schools awarded

By Nancy Wachira

The UNESCO Associated Schools Project network (ASPnet) was founded in 1953 and is a global network with more than 10,000 educational institutions in 181 countries. Member institutions range from, pre-schools, primary schools, secondary schools and vocational training institutions and teacher training institutions.

All these institutions work in support of the four UNESCO ASPnet themes: intercultural understanding, peace and human rights, intercultural dialogue, education for sustainable development and United Nations priorities. ASPnet schools and colleges often choose activities linked to the priorities of UNESCO and the United Nations, such as peace, poverty, hunger, HIV and AIDS, pollution, climate change, illiteracy, cultural identity, gender, and child labor among others. ASPnet institutions also join the celebration of United Nations International Days and Years which provides students with opportunities to discuss the issues concerned in their local areas as well as global contexts. ASPnet study themes help students to: understand local, national and international





dimensions of problems in an increasingly complex and globalized world; familiarize with the United Nations system and also to develop awareness of the importance of international cooperation when searching for possible solutions.

In 2015, the United Nations adopted the Global 2030 Sustainable Development Agenda and proposed 17 goals, in which education is emphasized not only in goal 4 but also as one of the key factors for the achievement of all the other SDGs. Later in the same year, UNESCO issued the Education 2030 Framework for Action, which is a roadmap for the implementation of SDG4 -Education 2030. In this context, the UNESCO Associated Schools Network, with its over 10,000 member institutions, should and will make a major contribution to the effective implementation of the Sustainable Development Agenda, in particular for reaching targets 4.7 of SDG 4: By 2030, ***“ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”***.

The focus of the current 2014-2021 ASPnet Strategy is on introducing Education for Sustainable Development and Global Citizenship Education into educational contents and approaches at school level and on reinforcing the sharing and networking among schools. ASPnet provides a platform for schools to transform teaching and

learning and equip our children and young people to be agents of change, global citizens and peace-builders. As we all know, school is the foundation for education. ASPnet, one of the biggest networks of schools under the auspicious of UN advocating peace learning, sustainable development and global citizenship, should act as a pioneer for teaching and learning transforming and innovation.

ASPnet is often referred to as a ‘pulse taker’, sensitive to what is happening in the world and as a ‘pace setter’, striving to introduce new issues and concerns in the classroom so that students are better prepared to deal with both present and future challenges. ASPnet has risen to the challenge of translating the United Nations (UN) and UNESCO ideals and priorities into improved learning through the conduct of effective pilot and flagship projects and the production of innovative educational resource materials.

For education to provide a powerful response to the challenges of today and the future, a focus on the quality and relevance of education is needed. Knowledge, skills and competencies must be pertinent to the 21<sup>st</sup> century and make a contribution to forge attitudes and behaviors conducive for peace, sustainable development and to promote responsible citizenship. These skills and competencies encompass creative problem solving, critical thinking and learning to live together in an increasingly multi-cultural world. In short, non-cognitive elements and the relevance of education become increasingly important.

*“Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies. It must give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the 21st century”.*

The Kenya National Commission for UNESCO has a database of two hundred thirty (230) ASPnet institutions trained (in Primary schools, Secondary schools, Teacher Training Colleges and Technical and Vocational Education and Training) from each County. The ASPnet member schools have taken part in various competitions with other ASPnet institutions around the world and also represented the Country various International conferences such as; “COP 22”, the UN Climate Change Conference 2016 in Marrakesh, Morocco and International Symposium on School Violence and Bullying, 2017 in Republic of Korea, Seoul.

The Kenya National Commission for UNESCO through the Regional Coordinators of Education from the Ministry of Education carried out monitoring and evaluation of ASPnet projects and activities and held a conference to award the best performing schools.

The awarding Conference of UNESCO’s Associated Schools Project network (ASPnet) was aimed at guiding the strategic direction and initiate reform process of the ASPnet and help the Commission to more effectively manage and better utilize one of its largest and most powerful global networks with the aim of improving the quality of education in practice. The Programme is broadly based on

three main working mechanisms -creating, teaching and learning, and interacting that determine how ASPnet shall contribute to improving the quality of education.

Through functioning as a laboratory of ideas, ASPnet develops, tests and disseminates innovative educational material and as well as promoting new teaching and learning approaches related to UNESCO core values and priorities; through capacity building and applying innovative teaching and participative learning approaches on specific ASPnet thematic areas, ASPnet individual and institutional stakeholders internalize UNESCO values and further act as role models in their community and beyond; and lastly, through interacting, ASPnet provides opportunities for its various stakeholders to connect, exchange experiences, knowledge and good practices among schools, among individuals, within their communities, with policy makers and society as a whole. Effective coordination and targeted communication are preconditions for enabling these three working mechanisms to function.

The following ASPnet institutions were awarded during the conference: Primary schools: Tendet Primary school, Embu Urban Primary school and Mumbi Primary school; Secondary schools: Moi Girls Kaptama secondary school, Njuri High school, Kamagut secondary school and Buruburu Girls secondary school; and Technical and Vocational Education and Training institutions: Coast Institute of Technology, Wote Technical Training Institute and St. Peters Hambale Youth Polytechnic.

# The **Africa** we want in **Education**

By Mary Kang'ethe

The Government of Kenya through the Ministry of Education was accorded the honour to host the Pan African High Level meeting on Education (PACE 2018) from 25<sup>th</sup>-27<sup>th</sup> April, 2017 at Safari Park Hotel. This high level conference was jointly organized by the Ministry of Education, Kenya, UNESCO and the African Union.

Education transforms lives and is at the heart of UNESCO's mission to build peace, eradicate poverty and drive sustainable development. UNESCO provides global and

regional leadership in *education*, strengthens *education* systems worldwide and responds to contemporary global challenges through *education*. This is founded on a strong view that education is a human right for all throughout life and that access needs be matched by quality. The organization has been entrusted to lead the Global Education 2030 Agenda through Sustainable Development Goal 4.

In 2015, the international community, after an unprecedented and inclusive consultation process, endorsed the comprehensive 2030 Agenda for Sustainable Development



Kenyan President pose with some of the Education Ministers from African counties during the PACE 2018 conference on Education.

comprised of 17 Sustainable Development Goals (SDGs). The post 2015 Agenda recognises education as a main driver of development in general and as such considered fundamental for achieving all the other Sustainable Development Goals (SDGs). SDG 4 aims to: “ensure equitable inclusive quality education and lifelong learning opportunities for all”. Additionally, in 2016, the African Union, in the bid to support the new vision for

*Africa’s education and training systems to meet the knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at the national, sub-regional and continental levels.”*

PACE was therefore a follow up of the previous initiatives in streaming education in the continent.



*Kenya President H.E. Uhuru Kenyatta is welcomed at the PACE Conference by UNESCO Deputy Secretary General Mr Getachew Engida.*

development of the continent (Agenda 2063) and ‘to “create” a new African citizen that can be ‘an effective change agent of this drive’, endorsed the Continental Strategy for Education in Africa 2016-2025 (CESA 16-25). The Strategy is the African response to own the SDGs, and shape and adapt them to the specific needs of the continent, building on lessons learnt from previous education strategies and plans. It aims at “Reorienting

The Kenya National Commission for UNESCO (KNATCOM) played a coordination role in the organisation of the meeting PACE 2018. The lead organisations collaborated with the SDG4 co-conveners (ILO, UNDP, UNFPA, UNICEF, UNHCR, UN Women and World Bank), as well as with other key partners such as ADEA, Regional Economic Communities, civil society organizations and Development Partners in the organisation of the conference.

The main aim of the meeting was to deliberate on harmonisation of the Continental education commitments as provided for in the Africa Agenda 2030 and the Continental Education Strategy for Africa (CESA ) and the global education commitments by African states (Agenda 2030). In addition the meeting provided an opportunity for countries to share progress, success stories, challenges and the lessons learned in the SDG4 interpretation process to support national education policies and strategic plans.

Nearly three years after the endorsement of the SDGs, and two years after the adoption of CESA 16-25, African countries are at different stages of progress in integrating/ mainstreaming the internationally and regionally agreed targets and commitments into their national education policies, plans and practices. It is therefore important, in the pursuit of the targets set in the education frameworks, to take stock of the progress made and to identify both the challenges and the opportunities related to education legislation, policy, plans, financing, monitoring and information systems, as well as the devised mechanisms for consultation, coordination, collaboration and reporting.

Drawing on the Global and Regional commitments and guided by the theme *“Bridging continental and global education frameworks for the Africa We Want”*, PACE 2018 deepened the understanding of some key transversal issues and enable knowledge and experiences sharing for the advancement of the education agenda. PACE 2018 also provided an opportunity to share progress, success stories, challenges and lessons learned by Member States thus far and to

contribute to the ongoing discussions on the 2063 African Union vision *The Africa We Want*. It allowed African countries to reflect and prepare for two upcoming major global events, the Global Education Meeting (GEM) (December 2018) and the High Level Political Forum (HLPF) (July 2019), both intended as mechanisms for monitoring progress of the global education 2030 agenda and the SDGs.

The Pan African Meeting also enabled countries and partners to discuss some key transversal issues of the continent such as education financing mechanisms. The event was attended by over 1500 delegates from Africa and beyond with representation from 52 African Countries. A total of 42 African Ministers of Education attended the meeting and the official opening was presided over by H. E. The President Hon. Uhuru Kenyatta.

The Conference was organized into a Technical Forum and a Ministerial Forum. The technical meeting entailed panel discussions around two thematic areas namely:

**Theme 1:** Building skilled African citizenry as agents of change through leveraging the demographic dividend in Africa.

**Theme 2:** Building a conducive environment for education transformation in Africa: promoting good governance, leadership and accountability in education management.

### **Key messages from the conference**

- The need to build education, training and innovative ecosystems that have local relevance, global competitiveness and mutual recognition to enable us to equip the African citizenry with the necessary knowledge and skills needed to build the

Africa we want as identified in Africa's blue print for development Agenda 2063 was emphasised.

- Africa needs to promote quality education and generate home-grown solutions to African challenges and participate fully in, and influence the global knowledge economy
- Align of both the global and continental goals and priorities
- Speedy implementation and domestication of the Continental Education Strategy of Africa (CESA) 2016-2015 and Sustainable Development Goal 4 (SDG4) is critical for Africa's development.
- There is urgent need to leverage the demographic dividend in Africa.
- Need for African countries to invest heavily in education for the continent's future.
- Africa needs to keep pace with the rest of the world.

The main output of the meeting was the "Nairobi Pan African Declaration on Education" that was endorsed by the participating Ministers. To access the



*African Ministers of Education at the Pan African High Level Conference in Nairobi.*

Nairobi Declaration please click <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Nairobi/nairobideclarationenwebsite.pdf> . Other outputs included the launch of the Global Monitoring Report on Gender Inclusivity

The Report was launched by the Chief Administrative Secretary (CAS) Post Training and Skills, Ms. Zainab Hussein. The report was then issued to delegates in the conference.

During the Conference, Kenya also showcased best practices in education in regard to curriculum development, science and Mathematics, National Examinations, Technical and Vocational Education among other areas.

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# Press freedom or pressed freedom

By Anthony Ngare

This was the major question when media stakeholders drawn from various media agencies converged in Naivasha for a retreat to address some of the pressing issues in the press.

The Media Council of Kenya with the support of UN Women and Kenya National Commission for UINESCO organised a media stakeholder forum to review media performance of the 2017 General Election and other major issues in the media industry with a focus on gender representation during the 2017 general election on 11th – 13<sup>th</sup> May, 2018 in Naivasha.

Key presentations from Media Council of Kenya, Africa Women and Child Feature services were on the coverage of women during the election, fake news in relation to gender and adherence to the Code of Conduct for the practice of journalism during the electioneering period.

Media consultant Dr. George Nyabuga took the participants through media performance during the 2017 elections highlighting on; media capture and control, the fallacy or truth and objectivity, peace journalism and its 'uncaring attitude' and the effect of fake news, alternative truths vs public opinion. He raised issue with the coverage of women not only as news subjects but also as aspirants.

While he noted that there was an increase in the coverage of women in terms of frequency and in comparison to past elections, he also noted the objectification of women. When it came to women, focus was mostly on their physical rather than what they stood for in terms of policy.

As much as media was harsh on some of the women political aspirants, there was also the concern of how these women portrayed themselves. The use of tag lines like “*Msupana works*” “*Bae wa Nairobi*” or “*Nairobi’s Sweetheart*” on aspirants’ publicity materials gave the impression that beauty is all that they could offer, making it hard for media to portray them any different. Their performance during interviews was also found wanting.

It was noted that some journalists and news anchors were not adequately briefed for the interviews they conducted. It was also observed that some journalists and news anchors do not have clear objectives or vision as to what they would like to achieve out of their interviews?

## Gender Representation in the media

Africa Women and Child Feature Services (AWC) recognizes that when women are continually portrayed as dependent, unskilled and contributing no value in society, that

would most likely contribute to them being abused. The organization conducted a media monitoring exercise of print media over the election period between 1st June and 30th August 2017 on print coverage of gender issues.

To aid women in obtaining better coverage, AWC took up;

- Profiling of women political leaders and publishing the profiles in print and online platforms
- Facilitating the women leaders to attend radio programmes where they articulated their agenda



*Participants pose the proceeding to capture a memorable moment.*

The findings indicate that women are disadvantaged when it comes to media coverage and that men dominated news stories as well as taking the lead in covering news stories. Content analysis revealed that females dominated as survivors of accidents, natural disasters and poverty by 10.3% compared to males 0.8%. Only 3.6 percent of the stories in the print media had women or women issues central to the story, with an overwhelming 96.4 percent of the stories not having women or their issues as a central feature. One of the reasons could be due to lack of gender sensitive reporting or low treatment of stories that bring out women issues in the print media in Kenya.

- Training of media practitioners on gender sensitive reporting
- Dialogue meetings with editors on the need to provide space and airtime to women political leaders
- Training women political leaders on communication and media engagement skills
- Monitor and evaluate how media covers men and women in their news content

The recommendations from their study include;

- i. Investment in media literacy including critical thinking about sources and the potential of falsified documents.



- ii. There is need to have gender policies in place and if available, sensitize all employees including media owners, editors and journalists
- iii. Consider developing incentives such as license fee rebates or industry awards, for broadcasters or media houses promoting the gender equality in their delivery of news or information to the public.
- iv. Need to conduct tailored training for media professionals (journalists) focusing on balanced and fair news coverage and impartiality.

The Media Monitoring desk at the Media Council also confirmed most of the sentiments shared on the coverage of women during the electioneering period are what they captured in their monitoring too.

### Presidential debates

The plenary explored the effect of presidential debates, to which the participants agreed that the 2017 presidential debates were a flop. It was agreed that the media ought to take more control and lead in the organization. It was proposed to work towards having presidential debates not only an expectation but also institutionalized in the election cycle.

### A practitioners' perspective

Messer Mutegi Njau member of the Trainer of Trainers, Roselyn Oballa of Standard Newspaper, Ellen Wanjiru of Kenya Television Network (KTN) and Macharia Gaitho of Editors Guild shared their practical experience having covered the 2017 elections. Some of their sentiments were;

- The development of Elections Guidelines by the Media Council and its dissemination through trainings went a long way in guiding journalists' on how to ethically cover elections.

*"There was a considerable improvement in the coverage of elections by media – Mutegi Njau – Trainer of Trainer"*

- They however raised concern on media dependence on analysts' questioning whether this could be one of the contributing factors that is causing media lose credibility?
  - They proposed that there be some set criteria on what qualifies one to be an analyst during media programmes
  - Can media houses have it as a requirement to have political analysts declare their position/political affiliation?
- Journalists be trained on holding themselves on higher ground and not to depend on politicians for maintenance

### Current Newsroom Challenges

- Challenges of media finding a balance between commercial, advertising, editorial policy and content production. This conflict does not seem to be going away any time soon therefore there is need to have a balance of the newsroom and its contending interests.

*"How do we strike a balance between the bottom line and content production?" Ellen Wanjiru – KTN News*

- Editors are facing challenges with the journalists' coming into newsrooms. They are finding themselves having to retrain

them even on the basics. Mentorship programs and better working with media training institutions are key

- There are politicians who also have preferences in the newsroom. This poses a challenge to editors

For instance:

- There is need for a comprehensive study on the current newsroom salary scales and wages structures for better engagement and streamlining
- Have a clear definition of who a journalist is, a correspondent and a freelancer.



*Participants at the workshop following the proceedings keenly.*

*“The biggest threat to media freedom is within... Macharia Gaitho – Editors Guild”*

- Avoid any form of internal or external influence continues to be a challenge
- Is media gradually becoming a regurgitater of what has already been circulating on social media platforms?
- How can the veterans be incorporated and engaged? To have a better coordination
- Payment structures and the treatment of correspondents

- Address the lack of rotation of correspondents’ in the newsroom and negotiate for engagement of correspondents on retainer
  - It was however noted that some correspondents are generally lazy if placed on retainer they would rarely file stories
  - Some editors were non-committal on the rotation of journalists as this could affect the rapport and connection already created with sources on the ground.

It was agreed that a number of issues in the newsroom were pertinent and needed a quick resolution through roundtable engagements during monthly Press Clubs.

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***The writer is a Deputy Director at KNATCOM’s Communication & Information Programme.***

# Menstruation has no Holidays

By Jacqueline Njeru

Menstruation often is a taboo and has many negative cultural attitudes associated with it, including the idea that menstruating women and girls are 'contaminated', 'dirty' and 'impure'. Menstruating women and girls are forced into seclusion, suffer reduced mobility and dietary restrictions. Yet, menstruation is a natural biological process and an integral and normal part of human life, indeed of human existence.

Menstruation is one of the physical changes that occur in girls at the start of puberty. On average, girls start puberty between the ages of 9 and 14 years. Adolescence in girls has been recognized as a special period in their lifecycle that requires specific and special attention. The gender concerns associated with menstruation are related to its management which has to be hygienic and appropriate in accordance with the needs of girls and women so that they are able to continue with their daily routine while maintaining their dignity. The management of menstruation thus becomes a social condition that requires understanding and action on the part of individuals, communities and institutions (including schools and Government) in collaboration with all stakeholders including Faith Based and Civil Society Organizations, Private Sector and Development Partners.

One of the main challenges in dealing with MHM is poverty. Many girls can simply not afford to pay for hygienic absorbing material, pain medicine and the disposal of used materials is inadequate. Lack of sanitary towels for girls, especially those in primary schools, has been a challenge. For many girls from impoverished backgrounds, the onset of puberty marks a sharp decline in school attendance and could even lead to their dropping out. Research has shown that a girl,



who is absent from school due to menses for four days per month loses thirteen learning days which is equivalent to two weeks of learning in every school term.

A study by the Ministry of Education and an NGO, the Girl Child Network (GCN) in 2006, showed that out of the estimated 1.5 million menstruating girls who attended public primary and secondary schools at the time, 60 percent of them or close to 900,000 missed schools during their menses. According to UNICEF, one in ten school girls in Africa misses class frequently or drops out of school completely due to their periods. Also, they substitute pads or tampons for less safe and less absorbent materials such as rags, newspapers or bark. Other challenges include cultural stigmatism, lack of education or sensitization on MHM, poor and inadequate sanitation and washing facilities in primary schools and these have an adverse effect on the education and health of girls especially in primary schools.

Menstrual Hygiene Management thus requires concerted efforts from all stakeholders to secure the fundamental right to the dignity and wellbeing of women and girls.

**The writer is a Deputy Director at KNATCOM's Social & Human Sciences Programme**

# Promoting Healthy Lifestyle among the Youth

By Mary Kang'ethe

Life skills development help young people to navigate the challenges of everyday life. They enable them to develop into healthy, responsible and productive adults. Adolescent life skills are central to psychological theories that aim to understand how skills and competencies develop.

Life Skills Education is an important component of HIV and AIDS prevention interventions, particular those focusing on young people, and form a part of a comprehensive HIV and AIDS response both within and beyond the education sector.

One of the main causes of behaviour that is maladaptive is the lack of self-awareness,



*Promoting Healthy Lifestyle among the Youth.*

From a practical standpoint, the promotion of life skills has been identified as a key resource for enhancing positive and productive development in youth. As today's societies rapidly become ever more diversified both demographically and politically, our youth and adolescents face multifaceted challenges.

clear goals and adjustment skills. The workshop therefore focused on enhancing the skills with a view to developing responsible youth in our country. HIV and AIDS related education is critical for young people since it provides them with information before they become sexually active or potentially engage in risk behaviours, including drugs

and substance abuse. For young people who are already sexually active or using drugs, such education can also help protect them through knowledge and skills to enhance self-efficacy about where and how to seek help, information and services.

The HIV and AIDS pandemic is now a global crisis and constitutes one of the most formidable challenges to development and social progress. It is eroding decades of development gains, undermining economies, threatening security and destabilizing societies. HIV and AIDS profoundly disrupt the economic and social bases of families. Adolescents and young people represent a growing share of people living with HIV worldwide. In 2015 alone, 670,000 young people between the ages of 15 to 24 were newly infected with HIV, of whom 250,000 were adolescents between the ages of 15 and 19 (UNICEF, 2015).

UNESCO believes in education as the cornerstone of a sustainable and effective approach to HIV prevention. Investing in the education of young women and men is absolutely essential to HIV prevention and treatment, and to continuing efforts to end all HIV related stigma and discrimination. UNESCO has worked to overcome discrimination and ensure gender-sensitive and age-appropriate education on sexuality and reproductive health, delivered in safe and healthy learning environments that are free from all forms of gender-based violence. Education alone is not a magic bullet for prevention, but without it, other prevention approaches whether it be condoms or pre-

exposure prophylaxis will never achieve their full promise.

In Kenya, HIV continues to be a major challenge with the national prevalence estimated at 6% with 1.6 million Kenyans living with HIV (Kenya HIV Estimates 2014). Kenya's HIV epidemic is both concentrated (high incidence and infection rates among particular key populations) and general (varying across different demographic categories) and geographically with ranging prevalence rates of 25.7% in Homabay County in Nyanza region to approximately 0.4 % in Wajir County in North Eastern region. The Kenya HIV Prevention Revolution Roadmap classified counties into high, medium and low incidence with 9 Counties accounting for 65% of 100,000 new HIV infections. It is estimated that close to 88,622 new HIV infections occurred among adults annually with 13,000 being among children in the year 2013 (Kenya HIV and AIDS research agenda 2014/15-2018/19).

Although Kenya has made huge investments in the fight against HIV by having HIV prevalence over a decade, adolescents and young people still bear the impact of HIV epidemic due to limited access to information, services, stigma and discrimination. It is critical for the government to take steps to reduce stigma and increase awareness so that we, as a society, can reduce and eliminate the number of new cases of HIV infections, ensure all youth are tested and those who are diagnosed with HIV are provided with the appropriate treatment to ensure safety and wellness and, most importantly, that all youth

are enveloped in unconditional love, the type of love that frees them from fear of stigma or shame and encourages open and honest dialogue that can ensure health and safety. Prevention of all means of transmission can be achieved through behaviour change, knowledge, treatment, and the creation of a non-discriminatory environment. Social partners are in a unique position to promote prevention effort, particularly in relation to changing attitudes and behaviour through the provision of information and education and in addressing socioeconomic factors.

awareness role of Voluntary Counselling and Testing (VCT) in HIV and AIDS prevention and management; create awareness on HIV and AIDS pandemic among the adolescents; and sensitize the youths on Career guidance, mentorship and 21st century worker.

The youths were empowered with skills and knowledge on self-awareness for HIV and AIDS prevention and management; strong partnership between KNATCOM and Youth Agencies was developed; a system of continuous training of youth on prevention and management of HIV and AIDS through life



*KNATCOM's Education Programme Director Ms Mary Kangethe gives words of wisdom to the youth.*

In this regard, the Kenya National Commission for UNESCO through its Education Programme carried out a sensitization workshop on prevention management of HIV and AIDS through life skills development among the youth. With the main objective to: sensitize the youths on Self-awareness for HIV and AIDS prevention and management; sensitize the youths on Life Skills Education; create

skills for sustainable Development; enhanced capacity to mainstream HIV and AIDS through life skills development among the youth; and youth empowered with skills and knowledge on Career Guidance, mentorship and 21<sup>st</sup> century worker.

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***The writer is a Director at KNATCOM's Education Programme.***



## KNATCOM CITIZEN SERVICE DELIVERY CHARTER

The Kenya National Commission for UNESCO (KNATCOM) is committed to providing effective and efficient friendly services in UNESCO's five areas of competence namely: Education, Natural Sciences, Social and Human Sciences, Culture and Communication and Information.

SERVICES OFFERED	CUSTOMER REQUIREMENTS	CHARGES	TIMELINES
General enquiries	Telephone call	Free	Within three rings
	Formal requests		Acknowledged within (7) days
	Email		Responded to within 24 hours
	Walk in enquiries		Clients attended to within 10 minutes
Dissemination of UNESCO communications to the Government and stakeholders	None	Free	Within 7 days upon receipt of the communication
Dissemination of global research publications and stakeholders innovations in UNESCO's five areas of competence	Liaison with the KNATCOM	Free	Continual Information disseminated within 7 days upon receipt
Provision of expert advisory services to the Government and stakeholders in UNESCO's five areas of competence	Formal requests	Free	Upon requests made and within set timelines
Building national capacities for stakeholders on UNESCO policies and standards in UNESCO's five areas of competence	Meet stakeholder criteria	Free / Cost sharing if need arises	Continual
Dissemination of calls and nomination of candidates for UNESCO prizes, awards, scholarships, fellowships and study grants to ensure awareness, access and uptake by Kenyans	<ul style="list-style-type: none"> <li>▪ Meet set criteria</li> <li>▪ Provide accurate information</li> </ul>	Free	Continual and within set timelines
Coordination of national and international technical support in UNESCO's five areas of competence	Meet set criteria	Free / Cost sharing if need arises	Within agreed timelines
Promotion of international partnerships and collaborations with UNESCO on the five areas of competence	Agreed MOUs and contractual engagement	Free / Cost sharing if need arises	Within agreed terms and timelines
Co-ordinate ratification and implementation of UNESCO Conventions and Protocols	As per the Convention and Protocol requirements	Free	Within set and agreed timelines
Facilitate the establishment and adoption of UNESCO networks in UNESCO's five areas of competence	Meet set criteria	Free	Within set and agreed timelines
Registration of UNESCO Clubs	Meet set criteria	Kshs 500	Continual
Procurement of goods and services	Adhere to requirements of the Public Procurement and Asset Disposal Act 2015	As guided by the Act	Suppliers/providers prequalified biannually
			National open tender as guided by the Act Quotations as guided by the Act
KNATCOM Library services	Visit KNATCOM Library	Registration fee of Kshs 100	Monday to Friday Between 8.30am to 4.30pm
Registration in the Kenya UNESCO Youth Forum	Meet membership criteria	Free	Continual

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In the event you are not satisfied with our services, you may:-

- Firstly lodge a complaint to the officer who first served you;
- Drop your written complaint at KNATCOM's Complaints / Compliments box; and
- Further complaints or appeals may be forwarded to:

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Kenya National Commission for UNESCO  
National Bank Building 16<sup>th</sup> Floor (Harambee Avenue)  
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## Our Vision

To be a leading organization in the advancement of peace, sustainable development and intellectual collaboration

## Our Mission

To promote building of peace, eradication of poverty, sustainable development and intellectual dialogue through education, sciences, culture, communication and information

*Building Peace in minds of Men & Women*



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