

# Jarida la KNATCOM

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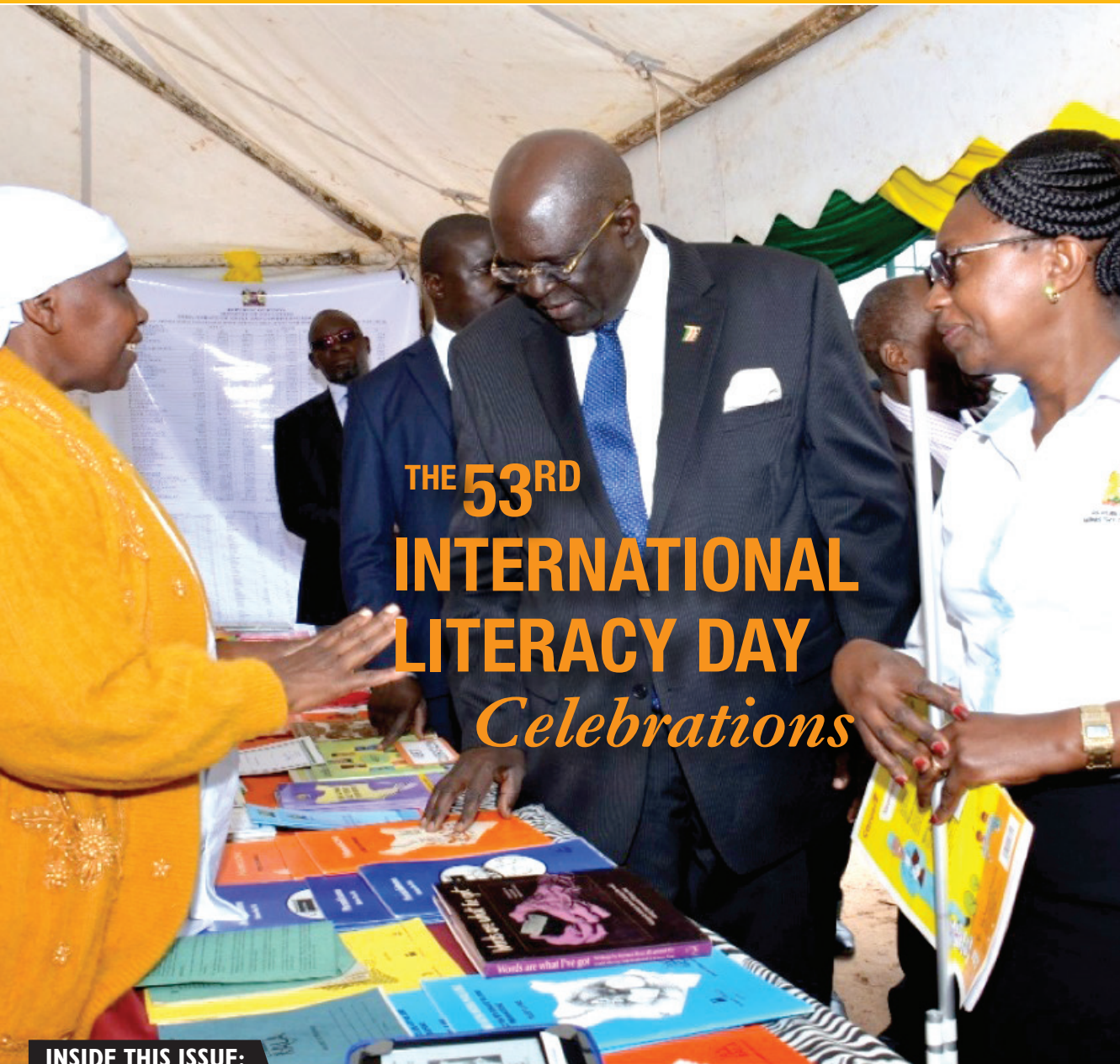


United Nations  
Educational, Scientific and  
Cultural Organization



Kenya National  
Commission for UNESCO  
(KNATCOM)

*Promoting peace, sustainable development  
and intellectual collaboration*



## THE 53<sup>RD</sup> INTERNATIONAL LITERACY DAY *Celebrations*

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DEVELOPMENT FOR PEACE-BUILDING

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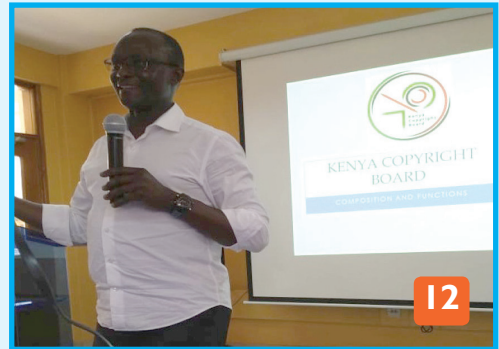
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*Jarida is a Swahili word for Newsletter*

### ENHANCING SOCIO-ECONOMIC DEVELOPMENT THROUGH LITERACY

A great man once said, *“Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity. Especially for girls and women, it is an agent of family health and nutrition. For everyone, everywhere, literacy is, along with education in general, a basic human right. Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential.”* (Kofi Annan)

An estimated 5.7 million adults and youths above the age of 15 years are illiterate. With this in mind, the Kenya National Commission for UNESCO joined other partners in marking the International Literacy Day in West Pokot County. The county’s zeal in promoting adult literacy had attracted stakeholders from the education, non-governmental and civil organizations, who flocked to the county to share best practices besides participating in the celebrations. Notable guests who graced the event included Prof. George Magoha, the Cabinet Secretary for Education and Prof. John Lonyangapuo, the Governor. Other noteworthy activities that were undertaken at the county included an Adult Learner’s Education Week and Literacy Walk that was flagged off by the Deputy County Commissioner.



**Dr. Evangeline Njoka, MBS  
Secretary General/CEO**

The Commission also organized a policy dialogue forum on Teacher Training and Development for Peace-Building at the Kenya Institute for Curriculum Development. The Programme was undertaken with the support of the Government of Japan and coordinated through the UNESCO International Institute for Capacity Building in Africa (IICBA). Kenya is one of the six countries involved in this programme, alongside Uganda, Somalia, Eritrea, Ethiopia and South Sudan.

KNATCOM was ably represented at the seventh meeting of the Intergovernmental Hydrological Programme (IHP) that was held from 1<sup>st</sup> - 3<sup>rd</sup> October 2019 at Praia, Cabo Verde. The overall objective of the meeting was to take stock of the implementation and governance of the IHP programme in Africa and discuss the IHP Strategic Plan Phase IX (2022-2029) before being presented during the forthcoming UNESCO General Conference.

For this and more read on.

# THE INTERGOVERNMENTAL HYDROLOGICAL PROGRAMME (IHP)

**By Dr. George Eshiamwata**

*Deputy Director, Ecological, Earth & Hydrological Sciences*

Since 2006, the Intergovernmental Hydrological Programme (IHP) has inaugurated a series of biennial meetings of the sub-Sahara IHP national committees jointly with a scientific workshop or international conference on water related issues. The first meeting of IHP Africa was organized in 2006 jointly with a conference on hydrological extremes in Abuja with the support of the government of Nigeria.

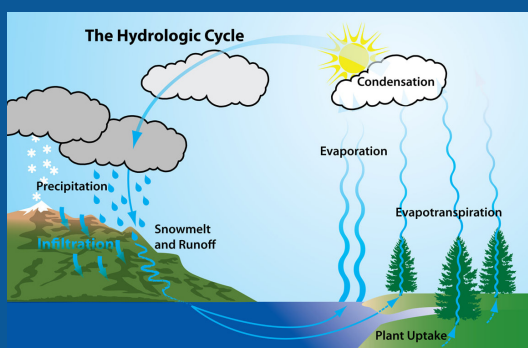
In 2008, the second meeting was held in Cape Town with the support of the Government of South Africa through the Water Resources Commission. The third meeting was hosted by the Benin National IHP Committee in Cotonou, Benin in 2010 with the support of the Government of Benin. The fourth meeting was a joint conference on water governance in Africa held in Dar es Salaam in Tanzania in 2012 with the support of the Government of

the Republic of Tanzania. The fifth Regional Meeting of Africa IHP national committees was held from 5-6 June 2014 in Kinshasa, DRC in partnership with the Economic Community of Central African States (ECCAS). The sixth meeting was organized in July 2017 at Port Elizabeth, South Africa in partnership with the Government of South Africa.

The seventh meeting was held from 1<sup>st</sup> - 3<sup>rd</sup> October 2019 at Praia, Cabo Verde hosted by the Government and people of Cabo Verde, through the Ministry of Agriculture and Environment of Cabo Verde. The overall objective of the meeting was to take stock of the implementation and governance of the IHP programme in Africa.

The specific objectives were:

- i. to share the achievements of the IHP programme in Africa since the last meeting;
- ii. to present and review major IHP regional initiatives and projects in Africa;
- iii. to present and share experience and information on countries water security and SDGs;
- iv. to discuss on the governance of the programme both at national and regional levels; and
- v. to discuss on how to strengthen the programme in Africa



The meeting brought together sixty 60 (30 Cabo Verde and 30 International) representatives of the International Hydrological Programme (IHP) National Committees, focal points and observers from sub-Saharan African countries as well as various experts from the Government of Cabo Verde and representatives of UNESCO Offices (Dakar, Nairobi, IHP Secretariat and Bamako). The opening ceremony was graced by Deborah Mochothi (Chair, Africa IHP Committee); Hamet Baba Ly (President, UNESCO-IHP); Dimitri Sanga (Director, UNESCO Multisectoral Regional Office for West Africa Sahel); Ana Graca (Resident Coordinator, UN Systems in Cape Verde) and officially opened by the Minister for Agriculture and Environment, Mr. Gilberto Silva.

the tools. In addition, the UNESCO IHP Water Information Network System (UNESCO IHP WINS) – a water resource information system for sharing knowledge, building capacity and connecting people – was presented and training conducted for the delegates. The tool can be found at <http://ihp-wins.unesco.org>.

The delegates also discussed the IHP Strategic Plan Phase IX (2022-2029) with a view of identifying gaps. The document would be presented during the UNESCO General Conference to guide IHP activities beyond 2021. They also discussed the revision of the Statutes of the IHP Council and were informed that IHP would change from International Hydrologic Programme to Intergovernmental



PHOTO CREDIT: <https://igu-online.org/evaluating-unescos-international-hydrological-programme/>

During the forum, Kenya presented its progress report highlighting the progress made in the last two years and plans into the future. Two mobile applications were launched and the delegates requested to use and popularise

Hydrological Programme. The delegates were also informed of the modification of the composition of the bureau of the IHP Council and emphasised on gender equality in IHP governance.



*Participants take a group photo after attending the teacher training and development for peace building programme by KNATCOM*

## TEACHER TRAINING AND DEVELOPMENT FOR PEACE-BUILDING IN THE HORN OF AFRICA AND SURROUNDING COUNTRIES PROGRAMME

**By Mary Kang'ethe**  
*Director, Education Programme*

Kenya National Commission for UNESCO, in collaboration with the Ministry of Education, implemented the programme on Teacher Training and Development for Peace-Building with the support of the Government of Japan and coordinated through the UNESCO International Institute for Capacity Building in Africa (IICBA). The programme entailed conducting a needs assessment, training of teachers and in-service teachers and implementing at the institutional level. The primary target of the initiative was the youth in secondary schools, teacher training colleges

and the universities through the teachers and members of the university faculty. The institutions sampled for the programme entailed diploma colleges and two secondary schools near the diploma colleges: one



*A lecturer from Lugari Diploma Teachers Training College and a teacher from a neighbouring school.*

public and one private university. A total of 11 institutions participated in the programme.

The main objectives of the policy dialogue were:



*Representative of UNESCO Regional Office for Eastern Africa, Mr. Charles Mwaniki giving remarks during the official opening*

The policy dialogue was the final activity within the programme and held at Kenya Institute of Curriculum Development (KICD) on 7th June, 2019. The main aim of the policy dialogue was to share lessons from the programme and consolidate lessons from other programmes to enhance peace building through education. The forum participants included key policy makers, the teachers and teacher educators involved in the implementation of the Teacher Training and Development Programme, members of faculty from public and private universities, curriculum developers, and faith-based organizations, school principals, non-governmental organizations implementing child safety and peace education programmes and university students.

- to take stock of achievements made through the intervention;
- to develop political goodwill for mainstreaming peace education in teacher education; and
- to strengthen collaboration and partnerships between pre-service teacher training institutions and in-service teachers.

The training sessions entailed a presentation on the background to the Programme. The participants were informed that Kenya was one of the six countries involved alongside Uganda, Somalia, Eritrea, Ethiopia and South Sudan. Participants were also introduced to the programme goal of reaching 8,000 teachers from the six participating countries. Representatives of institutions participated by



sharing their experiences in the implementation process. Through the presentations, it emerged that the teachers and teacher educators had been able to implement interventions that included:

- sensitizing head teachers;
- training other teachers at the institutional level;
- integrating peace building themes in the delivery of lessons in different subjects;
- integrating peace building in outdoor activities such as peace clubs, fashion shows, music and drama, games, violent-free student elections and tree planting; and
- reaching out to neighbouring institutions and communities through community clean-up activities, training of teachers from other institutions and welfare activities targeting the elderly and those with special needs.

The following were the main recommendations:

- induct principals on the Programme to facilitate support for implementation;
- develop tools for tracking implementation at the school level;
- devise ways of integrating the use of ICT in the programme;
- enhance coordination since there were diverse peace initiatives through education;
- integrate sound assessment strategies to track learning outcomes;
- explore other interventions such as the boda boda for peace building initiative, peace campaigns, inter-religious engagements, national peace tournaments and the National Youth Dialogue; and
- integrate research to inform practice.



*Participants listening during the policy dialogue forum*

# INTELLECTUAL PROPERTY RIGHTS

**By Paul Kaido**

*Legal Counsel at the Kenya Copyright Board (KECOBO)*

Intellectual property (IP) is defined by the World Intellectual Property Organization as the “creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce.”

of the people of Kenya. IP is protected in law as: patents, copyright and trademarks, which enable people to earn recognition or financial benefit from what they invent or create. By striking the right balance between the interests of innovators and the wider public interest, the IP system aims to foster an environment in which creativity and innovation can flourish.



*Mr. Paul Kaido of the Kenya Copyright Board facilitating a session on copyright matters*

Article 11 of the Constitution of Kenya recognizes culture as the foundation of the nation and as the cumulative civilization of the Kenyan people and nation and commits the state to promote the intellectual property rights

- **Patents** are an exclusive right granted for an invention providing the patent owner with the right to decide how - or whether - the invention can be used by others. In exchange for this right, the patent owner

makes technical information about the invention publicly available in the published patent document.

- A **trademark** is a sign capable of distinguishing the goods or services of one enterprise from those of other enterprises. Trademarks date back to ancient times when artisans used to put their signature or “mark” on their products.

## About Kenya Copyright Board



The Kenya Copyright Board (KECOBO) is a State Corporation under the Office of the Attorney General and the Department of Justice established by Section 3 of the Copyright Act 2001 and mandated with the administration and enforcement of copyright and related rights. The Board is responsible for organizing legislation on copyright and related rights; conducting training programmes on copyright and related rights; enlightening and informing the public on matters related to copyright; licensing and supervising the

activities of collective management societies; and maintaining an effective databank on authors and their works.

KECOBO is governed by a board comprised of members drawn from both the public and private sectors. The members from the private sector are nominated by associations representing software, producers of sound recordings, publishers, film distributors, performers, broadcasting stations, musicians and the audio-visual industry. There are four experts on copyright and related rights and five members who are alternates to the Attorney General, (Police Inspector General), Permanent Secretary - Ministry of Information, Permanent Secretary - Ministry of Sports, Culture and Arts, and the Permanent Secretary - Ministry of Finance.

The main functions of KECOBO are coordinating and overseeing the implementation of copyright and related rights laws and ensuring the observance thereof; licensing and supervising the activities of Collective Management Organizations (CMOs); devising promotion and training programs on copyright and related rights; organizing legislation on copyright and related rights and proposing other arrangements that will ensure constant improvement and continuing effectiveness; enlightening and informing the public on matters relating to copyright and related rights; maintaining an effective data bank on authors and their works; and administering all matters of copyright and related rights in Kenya.

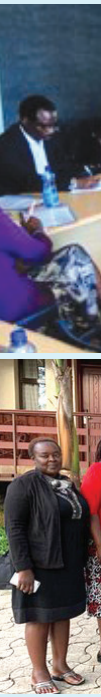
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*Compiled by Emily Njeru, Deputy Director,  
Cultural Expressions and Creative Arts*

# PICTORIAL



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Show 7 NOT S3  
Exp yourself



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## CAPTIONS



1. *Participants at the Creative Arts Conference, 2019.*



2. *Participants during the sensitization on establishment, functions and roles of Hospital Ethics Committees in Kenya.*

3. *The Physical Education Technical Working Group members during a retreat that was held at Elementaita.*

4. *Deputy Director, Emily Njeru during the Lamu Maulid Festival Celebrations where she made a presentation.*

5. *National stakeholders' forum on inclusive education seeking to domesticate outcomes of the UNESCO sponsored International Conference on Inclusive Education.*



6. *Celebrations at the World Teachers Day held at Kenyatta University where Dr. James Njogu, KNATCOM DSG flagged off the procession.*

7. *Entertainment during the Lamu Maulid Festival Celebrations.*

8. *Participants during the ISMS implementers' course workshop.*

9. *Launch of the Guidelines to Mainstream Education for Sustainable Development and Global Citizenship Education into Universities in Kenya held at KICD.*



10. *Knowledge sharing workshop to promote peace education attended by TVET ASPnet patrons at the Kenya Education Management Institute (KEMI).*

11. *Participants during the life skills and HIV awareness training that targeted youth from Machakos, Kiambu and Muranga.*



12. *KNATCOM Disability Mainstreaming Committee members during a training organized by the National Council for Persons with Disabilities.*

# ISSUES ON CULTURE AND CREATIVE INDUSTRIES IN KENYA

**By Prof. Kimani Njogu**

*The Chair, Creative Economy Working Group*

The Constitution of Kenya, Vision 2030, AU Agenda 2063 and other critical documents that Kenya is signatory to such as the UNESCO Culture Conventions affirm the important link between culture, economic growth and development.

Despite the strides made in the sector, there are a few challenges that have been experienced such as piracy which is common in film, music and book publishing industries. To redress the same, measures should be instituted such as strengthening KECOBO and collective management organizations (CMOs) in carrying out their core function of collecting and distributing of royalties. CMOs deal with public funds in the sense that they collect and distribute money on behalf of their members.



*Prof. Kimani Njogu Chair of the Creative Economy Working Group making a presentation.*

Advocacy work for the sector by the Creative Economy Working Group is a deliberate process, based on demonstrated evidence, to directly and indirectly influence decision makers, stakeholders and relevant audiences to support and implement actions that contribute to the development of the sector.

On the other hand, KECOBO has a duty to ensure that these funds are properly managed and distributed so that there is equitable revenue sharing.

The following key sector issues should be urgently addressed by the government in order to steer the sector forward:

- Legislative and policy issues on film:** Review the Film and Stage Plays Act (CAP 222), harmonize film licensing, remove the requirement for amateur/recreational/student film production licenses, simplify regulations to access tax breaks on importation of equipment and inputs, remove film agency license requirements for local/ independent filmmakers and harmonize licensing fees across counties.
- Culture policy and legislation:** The Ministry should finalize and hasten the process to enact the National Culture Bill to give effect to Article 11 of the Constitution. The Bill envisages the formation of a National Council for Culture as the body responsible for the management of culture in the country. The desired action on the sector is to fast-track the presentation and passage of the Bill and the formation of a National Council for Culture.
- Languages/gaming:** Fulfillment of Article 7 of the Constitution is yet to be actualized. To achieve this, the Languages of Kenya Policy and Bill should be finalized. Kenya's mobile gaming sector is one of the fastest growing sectors in the world, according to Price Water House Coopers. The government's intervention in development of locally inspired games can unlock this value-chain. The most desired action is to build policy and legal framework to grow mobile gaming. Other policy gaps in the sector include: performing arts; visual arts; dance and acrobatics; animation; fashion; photography; and graphic art/design.
- Sector statistics:** Professor Kimani stated that there is limited data on the creative industry in Kenya: Where data is available it is unofficial, focused on particular sub sectors, held by different bodies and not easily accessible for use in the sector planning processes. To tackle this challenge there is need to engage the Kenya National Bureau of statistics (KNBS) to collect creative industry statistics for better planning, and defining appropriate industrial classification codes for individual tax categories.
- Institutional reforms:** There is need to develop a National Intellectual Property Policy Framework to enhance IPRs and to build monitoring and evaluation systems to track performance of culture-related institutions/agencies in service delivery.

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*Compiled by Emily Njeru, Deputy Director, Cultural Expressions and Creative Arts*



# THE VALUE OF THE CREATIVE AND CULTURAL INDUSTRIES

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**By Mr. David Waweru**  
*2005 UNESCO Convention Expert*

The UNESCO Expert Facility acts as an international pool of recognized experts (independent consultants, academics and researchers, governmental officials and civil servants, cultural operators and managers

of cultural institutions or associations among others) that have a relevant experience in designing or implementing policies to support cultural and creative sectors for instance publishing, visual arts, film, music and performing arts.



*Mr. David Waweru successfully applied and qualified to join the 2019-2022 poll of experts of the 2005 UNESCO Convention.*



The Expert Facility offer support in various areas of the implementation of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions such as: developing training materials; writing research papers; evaluating funding requests for the International Fund for Cultural Diversity; providing policy advice, trainings and capacity development; supporting policy monitoring activities; and advancing advocacy and networking opportunities. Established initially in 2011, this network of international experts has been renewed within the context of the European Union/UNESCO project “*Expert Facility on the Governance of Culture in Developing Countries,*” creating a new regulatory environment for the cultural and creative industries and South-South cooperation. In this context, provision of expertise and peer-to-peer learning support is encouraged to design, adapt and/or implement regulatory frameworks for the cultural and creative industries; strengthen skills and capacities to support long-term cultural policy development and implementation; and create peer-to-peer mechanisms to strengthen institutional capacities for the cultural and creative industries through South-South cooperation activities.

Cultural and creative industries are the biggest drivers of economic growth for developed countries and if supported the sector could become a pillar of socio-economic development in the country. Creative and cultural industries (CCIs) employ more individuals which is at levels close to telephony. Currently, there is no official data available on the sector which hinders decision making and planning for the creative sector.

In Kenya, the sector has faced several challenges compared to other sectors and it is upon government agencies to do more to enhance survival and thriving of the industry. Majority of creators, innovators and producers in the sector operate in the informal sector but the actual value of the sector remains unknown.

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Cultural and creative industries are the biggest drivers of economic growth for developed countries and if supported the sector could become a pillar of socio-economic development in the country.

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For a long time, the CCIs were not included in the calculation of the country’s gross domestic product. Hence, there is need for research to establish the actual contribution of the sector to the national economy since it supports millions of livelihoods across its various domains.

To cope with the current digital environment, the sector cannot escape emerging digital trends and impacts on culture. To this effect, all stakeholders should embrace technology and keep innovating, re-engineer new business models and partner with the government to create the right environment if they are to compete globally.

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*Compiled by Emily Njeru, Deputy Director, Cultural Expressions and Creative Arts*



## THE 53<sup>RD</sup> INTERNATIONAL LITERACY DAY CELEBRATIONS

**By Nancy Mbugua**

*Deputy Director, Higher Education and TVET*

The International Literacy Day (ILD) which is observed worldwide on 8th September, is set aside to commemorate the events of 1965 in Tehran, Iran when the World Conference of Education Ministers decided to focus on raising awareness on literacy in human development. The objective of this day is to bring together governments, corporate bodies, non-governmental organizations, communities, educators and learners to celebrate the achievements and milestones of the year ending and take stock of the contribution of literacy and its impact in the wider spheres of socio-economic development. The day is also observed to raise the world's awareness of literacy issues that are faced by people all over the world and to endorse campaigns that help increase literacy for all people.

### **Literacy status at global and national level**

UNESCO Institute for Statistics (2018) defines literacy as the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. According to UNESCO, there are 757million adults in the world out of whom two thirds are women. In Kenya, about 5.7 million adults and youths aged 15 years and above are illiterate.

### **Current enrolment by gender**

The total enrolment is 227,000 learners comprising 71,000 male and 157,000 females. The enrolment during the previous year was 272,000 comprising 86,000 males and 186,000 females. The downward trend is mainly attributed to the exiting teaching staff due to natural attrition.

## The National International Day Celebrations

As part of the wider global community, the Kenya National Commission for UNESCO collaborated with the Directorate of Adult Education, Kenya and the County Government of West Pokot in joining the rest of the world in marking this event. All the 47 counties held the celebrations at county level, while West Pokot hosted the National ILD celebration and the Adult Learners' Week. This is because, West Pokot County has put in place mechanisms for promoting adult literacy in the county. The county government of West Pokot employed 372 adult education instructors which resulted in increased enrolment in the county, from 2,800 to 11,600. The county also increased the number of ACE centres from 61 to 232. There has also been increased collaboration and networking between the Directorate of Adult and Continuing Education and local partner organizations such as Church World Service, Kenya Adult Learners Association (KALA), Yang'at (CBO), the county government and line ministries of the national government, leading to progress in the sub-sector.

## Adult Learners Week

The International Literacy Day is preceded by Adult Learner's week activities. These activities started on 2<sup>nd</sup> September, 2019 in North Pokot Sub County at Konyao Cultural Centre, 3<sup>rd</sup> September, 2019 at Kitelakapel Technical Training Institute, 4<sup>th</sup> September, 2019 at Sigor Village Polytechnic, 5<sup>th</sup> September, 2019 at Catholic Church and lastly on 6<sup>th</sup> September, 2019 at Chepareria ACK Church.

The Directorate of Adult and Continuing Education in collaboration with key stakeholders held the Adult Learners Education Week. During the week, key activities were carried

out including: visiting model adult learning centres, workshops, a reading tent, awareness creation, a clean-up exercise and exhibitions. This enabled the adult learners from other counties converged in the host county where they shared experiences and reviewed their success and challenges in their endeavour to acquire knowledge and skills.

The Cabinet Secretary for Education, the Governor West Pokot County, Principal Secretary, State Department of Early Learning and other guests also visited the exhibition booths where various items on adult and continuing education had been displayed.

## Adult Learners Walk

On 9<sup>th</sup> September, 2019 a Literacy Walk by teachers, adult learners, education officials and community members was flagged off by the Deputy County Commissioner, West Pokot Sub-county from Chelanga Gardens in Makutano Town. The procession was led by the Salvation Army Band, through the main streets of the town, right up to the stadium.

## Awards

Counties were awarded for emerging best in various areas as follows:

- a. **West Pokot County:** for leading in the support of ACE through employment of community adult mobilizers.
- b. **Makueni County:** for having the highest enrollment.
- c. **Nairobi County:** for being most improved in enrolment.
- d. **Yatich CBO:** for being the most supportive CBO in ACE

## Key messages during the International Language Day

### MESSAGE FROM MS AUDREY AZOULAY, DIRECTOR GENERAL OF UNESCO ON THE OCCASION OF INTERNATIONAL LITERACY DAY 2019 “LITERACY AND MULTILINGUALISM”

Our world is rich and diverse with about 7,000 living languages. These languages are instruments for communication, engagement in lifelong learning and participation in society and the world of work. They are also closely linked with distinctive identities, cultures, worldviews and knowledge systems. Embracing linguistic diversity in education and literacy development is therefore a key part of developing inclusive societies that respect “diversity” and “difference”, upholding human dignity.

Today, multilingualism – the use of more than one language in daily life – has become much more common with greater human mobility and the growing ubiquity of multimodal and instantaneous communication. Its shape has also evolved with globalization and digitalization. While the use of certain languages has expanded for cross-country and community dialogue, numerous minority and indigenous languages have been endangered. These trends have implications for literacy development. While different aspects of policies and practice interact for the promotion of literacy, building a solid literacy base in a mother language, before moving to a second or foreign language, has multiple benefits. However, about 40% of the world’s population does not have access



to education in a language they speak or understand.

We need to change this by making policies and practice more linguistically and culturally relevant, enriching multilingual literate environments and exploring the potential of digital technology. For more than seven

*“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”*

decades, UNESCO has supported mother language-based, multilingual approaches to education as a means to enhance education quality and intercultural understandings. Nelson Mandela once said: “if you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” Engaging with both the head and mind is key for effective learning.

This year is the International Year of Indigenous languages; it also marks the 25th anniversary of the World Conference on Special Needs Education, where the Salamanca Statement on Inclusive Education was adopted. In solidarity with these special occasions, and, on the occasion of International Literacy Day 2019, UNESCO invites you to rethink literacy in our contemporary multilingual world as part of the right to education and a means to create more inclusive and linguistically and culturally diverse societies.

<https://unesco.go.ke/message-from-ms-audrey-azoulay-director-general-of-unesco-on-the-occasion-of-international-literacy-day-2019-literacy-and-multilingualism/>

### **Message by Prof. George Magoha, CBS, the Cabinet Secretary – Ministry of Education**



The Cabinet Secretary recognized and appreciated the Governor West Pokot for collaborating with the national government, particularly in promoting provision of education

at all levels: ECDE, primary, secondary, TVET, Adult and Continuing Education and university. He also pointed out the role of education, especially literacy in unlocking wisdom as well as promoting trade and peaceful co-existence.

Prof. Magoha assured the public of the Governments' commitment in providing adult and continuing education and especially, the diversification of content into multilingual languages i.e. Kenya sign language, mother tongue and Kiswahili.

He raised concerns over the continued traditional practice of early marriage, disadvantaging the girl child from accessing education. He urged the community to allow girls to complete their studies.

The Cabinet Secretary further informed the public that the Competency Based Curriculum (CBC) will be rolled out in grade 4 in 2020. He further assured adult learners that the government was in the process of ensuring the curriculum for adult learners was aligned to CBC. In addition, he appealed to parents to support and play their role fully during the CBC implementation by creating time to be with the children.

In order to ensure full utilization of resources deployed to schools, Prof. Magoha challenged the head teachers and principals to stop keeping text books in the stores, but instead issue the books to learners. He further directed field officers to monitor and ensure books are issued to the learners.

On the upcoming examination, Prof. Magoha assured the public that security for the national exams had been enhanced to deter any

malpractice. He appealed to the teachers, parents and community to build the confidence in the learners and allow them to revise within the syllabus in readiness for the exam. He appreciated the center managers, supervisors and invigilators for their good work during the exam period.

Prof. Magoha concluded by thanking UNESCO and the Governor for their continued support in promoting education and for the hospitality accorded to guests and participants.

### **Message by Prof. John Lonyangapuo, CBS, The Governor – West Pokot County**



The Governor recognized the Cabinet Secretary, Ministry of Education and appreciated the great work being undertaken to transform the education sector. The Governor noted that the International World Day Celebration had enhanced the level of awareness and triggered interest among the adults in the community and the North Rift, which was likely to translate into improved literacy levels. He assured the Cabinet Secretary that the Government of

West Pokot had prioritized education and collaborated well with the national government at all levels, right from the early years of learning to university level.

The Governor pointed out that, West Pokot County Government had engaged adult mobilizers to teach adult learners and embraced shift learning. This had resulted in increased uptake in the rural areas. The county government also supported learners at secondary, TVET and university by providing bursaries.

He also indicated that improved literacy levels had resulted in various benefits, which included improved communication among women during visits to clinics, improved farm production, especially in livestock associated with farmers being able to embrace modern farming methods, improved ability to read the bible, and empowered the community members to be able to make informed choices during the elections.

In spite of the support, the Prof. Lonyangapuo highlighted two key challenges hindering delivery of quality education, which include:

- i. shortage of teachers at primary and secondary level: he appealed for the hiring/ deployment of more teachers to schools in West Pokot.
- ii. limited opportunities to progress to university due to lack of an institution of higher learning: he requested the Cabinet Secretary to consider establishing a university at West Pokot in honor of the Kapenguria Six, to provide opportunities for learning to the community members.



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**KENYA NATIONAL COMMISSION FOR UNESCO**

## HATI YA UTOAJI HUDUMA KWA RAI

Tume ya Kitaifa ya Shirika la Elimu, Sayansi na Utamaduni la Umoja wa Mataifa inahidi kutoa huduma bora na inayofaa kwa njia ya kirafiki chini ya mada tano za muhimu za Tume, ambazo ni: Elimu; Sayansi Asilia; Sayansi ya Kibinadamu na Kijamii; Utamaduni; na Teknolojia ya Habari.

HUDUMA INAYOTOLEWA	MAHITAJI YA MTEJA	GHARAMA	MUDA
Maswali ya kijumla.	Maombi rasmi	Bure	Kufahamishwa kupokewa kwa muda usiopita siku saba (7)
	Baruapepe		Kujibiwa kwa muda usiopita masaa ishirini na nne (24)
Kuwasilisha mawasiliano ya UNESCO kwa serikali na wadau wengine.	Hakuna	Bure	Kwa muda usiozidi siku saba (7) baada ya kupokelewa kwa mawasiliano hayo
Kutoa huduma za ushauri wa kitaalamu kwa serikali na wadau chini ya mada tano muhimu za UNESCO.	Maombi rasmi	Bure	Baada ya kutuma maombi na kwa muda uliowekwa
Kuimarisha uwezo wa kitaifa wa wadau kuhusu sera na viwango vya ubora vya UNESCO chini ya mada tano muhimu za UNESCO.	Kutumiza matakwa ya wadau	Bure/kugharamia pamoja ikihitajika	Endelevu
Kuwasilisha matangazo na uteuzi wa wagombea wa UNESCO wa tuzo, tunu, fedha za masomo, kulipiwa karo ya masomo na ufadhili wa masomo kuhakikisha kuna uelewa, upatikanaji na ufikiwaji kwa wakenya.	Kutumiza matakwa yaliyowekwa Kutoa taarifa inayofaa	Bure	Kila mara na kwa muda uliowekwa
Kuratibisha misaada ya kitaifa na kimataifa ya kiufundi chini ya mada tano muhimu za UNESCO.	Kutumiza matakwa yaliyowekwa	Bure/kugharamia pamoja ikihitajika	Kwa muda uliokubaliwa
Kuendeleza ubia na ushirikiano wa kimataifa na UNESCO chini ya mada zake tano muhimu.	Mkataba wa Makubaliano na mahusiano ya kikandarasi	Bure/kugharamia pamoja ikihitajika	Kwa masharti yaliyokubaliwa na muda uliowekwa
Kuratibisha Uidhinishaji na Utekelezaji wa Makubaliano na Mikataba ya UNESCO.	Kulingana na Matakwa ya Makubaliano na Mkataba	Bure	Kwa muda uliokubaliwa na kuwekwa
Kuwezesha uanzishaji wa mifumo ya maingiliano ya UNESCO chini ya mada zake tano muhimu.	Kutumiza matakwa yaliyowekwa	Bure	Kwa muda uliokubaliwa na kuwekwa
Kusajili vilabu vya UNESCO.	Kutumiza matakwa yaliyowekwa	Shilingi 500	Endelevu
Ununuzi wa bidhaa na huduma.	Kuzingatia Matakwa ya Sheria ya Ununuzi na Uuzaji wa bidhaa za Umma ya 2015	Kama inavyoongozwa na sheria	Wauzaji/watoaji huduma kukaguliwa kila baada ya miaka miwili
			Tenda ya wazi ya Kitaifa kama inavyoongozwa na sheria
Kuwasilisha bei za bidhaa na huduma kama inavyoongozwa na sheria			
Kujisajili katika Baraza la Vijana la UNESCO.	Kutumiza matakwa ya uanachama	Bure	Endelevu

### MIKAKATI YA MALALAMISHI

Usiporidhika na huduma zetu, unaweza:-

- kuwasilisha malalamishi kwa afisa aliyekuhudumia;
- kuwasilisha malalamishi au maoni yako yalioandikwa kwenye kisanduku cha malalamishi cha KNATCOM; na/au
- kuwasilisha malalamishi zaidi kwa:

#### 📞 Katibu Mkuu/Mkurugenzi Mtendaji

Tume ya Kitaifa ya Shirika la Elimu, Sayansi na Utamaduni la Umoja wa Mataifa Jengo la National Bank, Ghorofa ya kumi na sita (Barabara ya Harambee), S.L.P 72107-00200, NAIROBI

Or

#### 📞 Mwenyekiti

Tume ya Hakiza Kiutawala Mnara wa West End, Ghorofa ya pili (Njia ya Waiyaki) S.L.P 20414 00200 NAIROBI

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## Our Vision

A leading organization in the advancement of peace, sustainable development and intellectual collaboration in the UNESCO areas of competence.

## Our Mission

To promote building of peace, sustainable development and intellectual collaboration through UNESCO areas of education, the sciences, culture, and communication and information.

### *Building Peace in minds of Men & Women*



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