

# Jarida la KNATCOM

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Kenya National  
Commission for UNESCO  
(KNATCOM)

*Promoting peace, sustainable development  
and intellectual collaboration*

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*Jarida is a Swahili word for Newsletter*

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## Intellectual Dialogue through Sciences for Sustainable Development

A famous scholar by the name James Michener once said, “Scientists dream about doing great things. Engineers do them.” Engineering is often associated with science and understandably so. Both make extensive use of mathematics and engineering requires a solid scientific basis. Yet, as any scientist or engineer will tell you, they are quite different. Science is a quest for “truth for its own sake,” for an ever more exact understanding of the natural world. It determines the speed of light. Engineering, on the other hand, turns those explanations and understandings into new or improved machines, technologies, and processes – to bring reality to ideas and to provide solutions to societal needs.

The 5<sup>th</sup> UNESCO Africa Engineering Week and 3<sup>rd</sup> African Engineering Conference and 25<sup>th</sup> Institution of Engineers of Kenya International Conference brought together over 800 delegates from across the world in an event that was held from 17<sup>th</sup> - 21<sup>st</sup> September, 2018 at the Pride Inn Paradise, Mombasa. The conference enabled African Engineers to meet together, share ideas and experiences and also find solutions to challenges facing the continent.

The Kenya National Youth Week was commemorated and held from 6<sup>th</sup> to 12<sup>th</sup> August, 2018 to empower youth and inculcate the value of safe spaces. The activities were undertaken by KNATCOM in conjunction



with the Ministry of Youth and Gender Affairs, State Department for Youth Affairs and the UNESCO Regional Office for Eastern Africa. Opportunities to develop skills and confidence were also incorporated into the programme.

The Commission undertook a study in collaboration with the UNESCO Regional Bioethics Centre for Research and Documentation at Egerton University and other partners to evaluate the existence, roles and functions of Hospital Ethics Committees (HECs) in level 4, 5 and 6 national referral hospitals and revealed that there were no HECs in public hospitals in Kenya. This information will inform the introduction of new HECs in the country.

Lastly, Kenya has made key strides in promoting education for sustainable development through formal and informal channels of education. This has contributed in debunking the concept of sustainable development through public awareness and training. In addition, the Commission proposes to have a National Quality Physical Education Policy to guide all P.E related programmes in basic learning institutions across the country.

For this and more, read on.

# MENTORING STUDENTS IN ENGINEERING

By Dr. George Eshiamwata

Deputy Director, Ecological, Earth & Hydrological Sciences

Engineering as a profession has continued to make significant contribution to all spheres of life and sustainable development. A very old profession, there are many landmarks and masterpieces in the world that have been designed by engineers including world renowned monuments such as the Egyptian tombs and the Eiffel Towers among others. The role of engineering in shaping the modern and future world is highly recognized including the role played in providing solutions to the many problems (poverty, hunger, health, environmental degradation, energy needs, research and calamities) facing the society. This would then mean that the world stands to advance if many people enter into this profession. However, there are fears that even as countries envisage the maintenance of this development trajectory, the shortage of engineers is worrying. As part of addressing this worrying trend, investing in the development of human capital and mobilizing requisite skills and investments in engineering and technology will catalyze the region's fourth industrial revolution. If Africa is to achieve this, there is need to fill technology gaps through capacity and skills revolution underpinned by science, technology and innovation in order to increase global competitiveness and prosperity.

The Government of Kenya has formulated policies, blue prints (e.g. the Vision 2030) and is now pursuing the Big Four Agenda. There are other regional goals (2063 Africa on the Africa we want) and the global Sustainable Development Goals. Lack of science, technology and innovation could undermine the achievement of these very important goals. UNESCO and the Government of Kenya through the Ministry of Education, National Council for Science, Technology and Innovation, Kenya National Commission for UNESCO and the Kenya National Innovation Agency are implementing the Science, Technology, Engineering and Mathematics (STEM) Programme, which involves providing mentorship to Secondary School students in order to promote the uptake of science, technology and innovation careers. The 5<sup>th</sup> UNESCO Africa Engineering Week and 3<sup>rd</sup> African Engineering Conference and 25<sup>th</sup> Institution of Engineers of Kenya International Conference held on the 17<sup>th</sup> -21<sup>st</sup> September 2018 at the Pride Inn Paradise, Mombasa was a perfect opportunity for mentoring secondary school students. This year's AEW event was hosted by Kenya and brought together over 800 delegates drawn from across the world to enable the African Engineers to meet together, share ideas, experiences, best practices and find solutions to the engineering challenges facing the continent. The theme of this year's event was: ***"Harnessing Blue Economy for Accelerated Economic Growth: The Role of the***

**Engineer.”** The STEM team hosted a three-day side event whose theme was: **“Mentoring Students for More Engineers for a Secure and Sustainable Future.”**

The Africa Engineering Week activities included increasing the visibility of engineering and its role in sustainable development; encouraging students to study engineering by supplementing the STEM curriculum with practical engineering applications; and raising awareness among governments and the general public on the need to increase participation in engineering courses for enhanced economic and sustainable development.

The mentorship sessions involved talks, interactions with professional and practicing engineers, engineering students from universities and Deans of Schools of Engineering from universities who gave talks on the various courses offered in their respective institutions, the entry requirements and the available opportunities in the market for engineers from the different fields of engineering. The programme introduced students to practical applications of STEM and particularly engineering. The tour of the exhibition stands also provided the students with hands-on experience on activities and demonstrations by a wide range of exhibitors



*The Guest of Honor Mr. Julius Korir, CBS, Principal Secretary, State Department of Infrastructure, Ministry of Transport, Infrastructure, Housing & Urban Development talking to the students during the mentorship session*

The mentorship sessions targeted form one to four high school students drawn from Mombasa County, based on the government policy of not engaging form four students in activities outside schools. The selection was based on provision of equal gender representation and equal access to information, knowledge and opportunities.

(robotics, etc), engineering companies and organizations. A total of 603 students (boys and girls) from over 40 schools were mentored by over 30 professional engineers from Kenya, South Africa, Uganda and Nigeria drawn from all engineering fields (Civil, Electrical, Mechanical, Agricultural, Water, Aerospace Chemical, Gas and Petroleum). The students were also

privileged and honored to have the Guest of Honour Mr. Julius Korir (*Principal Secretary at the State Department of Infrastructure, Ministry of Transport, Infrastructure, Housing & Urban Development*), talk to them and encourage them to pursue engineering because highly skilled engineers were the cog driving the many towering infrastructural development projects mandated by the State Department such as Kenya Ports, Dongo Kundu, Standard Gauge Railway and many others as. He commended the Institution of Engineers of Kenya (IEK) and the Engineers' Board of Kenya (EBK) for being instrumental in shaping the engineering profession through capacity building and quality control. He reiterated that there were few scientists available to address or solve current and emerging problems and challenges that the world was facing. Since the current generation would not be there forever, the young and upcoming engineers were urged to emerge and take the baton from the old in order to drive the country's economy.

Finally, he reminded the mentees that mentoring was a game changer in capacity development and was lifelong learning that the current generation had been exposed to as such opportunities were hardly utilized previously.

Deans from Public Universities used the opportunity to publicize the engineering and technology programmes being offered by their respective institutions. The mentees also obtained first-hand experience on life as engineering students from students pursuing engineering from the various universities.

The mentorship sessions were highly interactive: the mentees asked questions on various issues relating to studying engineering, developing innovations and scholarship opportunities for students from less privileged families. Engineers were challenged to come up with a kitty to support prospective engineering students who may be unable to pursue their dream careers due to financial constraints.



Students visiting the exhibition stands and enjoying the demonstrations at the Davis and Shirliff exhibition stand



Validation of the Hospital Ethics Committee study draft report at KNATCOM office

# INTRODUCING HOSPITAL ETHICS COMMITTEES (HECs) IN KENYA

By Orpha Nyakundi

Deputy Director, Ethics of Science and Sports

The world keeps evolving every day and owing to this new knowledge, many ideas and controversies emerge within the medical field. New information crops up in medical studies and the diversity not only alters lifestyles, but also moral and religious values in modern societies where decision making processes associated with healthcare are becoming more complicated. As a result, many hospitals across the world have established Hospital Ethics Committees to help them deal with ethical dilemmas that may arise during clinical practice.

Essentially, a Hospital Ethics Committee is **a characterized body of persons that is established by a hospital or healthcare institution and assigned to consider, debate, study, act or report ethical dilemmas that may arise in patient care.** Although HECs are a relatively new phenomenon within the organization of healthcare, many developed nations have made considerable progress and that is why developing nations such as Kenya need to adopt this program to help them deal with emerging medical issues. Functionally, HECs deal with three major functions:

- i. providing clinical ethics consultation;



- ii. teaching healthcare ethics; and
- iii. formulating or revising policies pertaining to clinical ethics and hospital policy.

Today, advancing medical technologies, medico-legal and socio-cultural issues surrounding medical healthcare necessitate the importance of HECs. Complex medical issues such as “euthanasia, do not resuscitate”, organ transplants among others have become common, thus requiring complex clinical decision making. With contemporary society increasingly becoming aware of their rights to good care and individuals demanding involvement in clinical decision making, the inclusion in HECs would ultimately improve relationships between care givers and patients.

and moral solidarity of humankind. The first major success within this programme occurred in 1997 when the General Conference adopted the Universal Declaration on the Human Genome and Human Rights, the only international instrument in the field of bioethics, endorsed by the United Nations General Assembly in 1998. Therefore, in line with new emerging medical issues, UNESCO recognizes discoveries and related developments by supporting the optimum utilization of science for the benefit of humankind and preservation of peace to support UNESCOs objectives in bioethics. It is through this that UNESCO proposes the formation of four types of bioethics committees, namely: National Bioethics Committee, Health Professional



*A team of experts and stakeholders at the validation exercise of the HECs Study Draft Report*

Since 1970s, UNESCO’s involvement in the field of bioethics has reflected the international dimensions of debate on ethics related to research. This is founded on the belief that there can be no peace without the intellectual

Associations Committee, Hospital Ethics Committees and Research Ethics Committees.

In Kenya, medical professionals are still reluctant on theoretical courses like ethics,

psychology and philosophy as argued by many scholars. However, these very disciplines contain lessons about societal values that can be applied in any profession, including medicine. Focusing on scientific research in the laboratories is always the target for most clinical professionals and in the process, fails to realize the importance of disciplines such as ethics in which values like responsibility, justice and fairness can be a great contributor to the outcomes of healthcare systems in Kenya and in any developing country. To develop and nurture a healthy and productive future generation, there is need to consider employing ethics in healthcare management in Kenya.

Due to lack of data pertaining to the availability and status of HECs in Kenya, a study was conducted through a collaboration

of KNATCOM, UNESCO Regional Bioethics Centre for Research and Documentation at Egerton University and other partners. The study aimed to evaluate the existence, roles and functions of Hospital Ethics Committees (HECs) in level 4, 5 and 6 national referral hospitals in Kenya. The study revealed that there were no HECs in public hospitals in Kenya. The draft report from the study was later subjected to validation by a panel of experts.

Establishing HECs is important as failure to give explicit attention to ethical conduct may result in various wrongs, such as harm and injustice, the consequences of which are often borne disproportionately by the most vulnerable

groups. Thus, it is critical that ethics remains central to decision making in healthcare. With the advancement in technology and innovation in science, HECs would be necessary in Kenya in the promotion of human rights. Moreover, its establishment would support the realization of the social pillar of Vision 2030 and the Government's Big Four agenda on affordable health care, which will further promote the United Nations Sustainable Development Goals (SDGs), especially SDG 3 (Good health and wellbeing). With the current state of advancement in medical technology in Kenya, establishing HECs is clearly warranted.

**A Hospital Ethics Committee** is a characterized body of persons that is established by a hospital or healthcare institution and assigned to consider, debate, study, act or report ethical dilemmas that may arise in patient care.

Nevertheless, periodic evaluation of their roles and functions needs to be conducted to demonstrate their effectiveness to ensure continual improvement on performance. Resolving ethical conflicts among practitioners and relatives in Kenya would be very easy if HECs were established. This will go a long way in assisting family members in decision making that could prevent the undertaking of unnecessary ethical procedures. The conclusion therefore, is that since HECs are the primary mechanisms for managing ethical issues in clinical care in most of the developed nations, so should the great idea be adopted by developing nations.

# WORLD YOUTH SKILLS DAY Celebrations

**By Nancy Mbugua**

*Deputy Director, Higher Education and TVET*

The World Youth Skills day which is usually held on 7<sup>th</sup> July of every year was celebrated on 26<sup>th</sup> July, 2018 at Miramar International College. This is a Technical and Vocational Education and Training (TVET) Institution in Nairobi training on Hydroponics farming. The celebrations were organized in collaboration with the International Centre for Technical and Vocational Education and Training (UNEVOC) Centers in Kenya. The event was attended by two hundred and fifty-six (256) youth including members of the Kenya UNESCO Youth Forum. Twenty-two (22) organizations exhibited various skills which included hydroponic farming, textile and fashion technology, bakery, beadwork, solar power, architectural designs, electrical installation, hairdressing and beauty therapy.

The Kenya Commercial Bank Foundation also had an exhibition tent where they explained the financing options available to the youth for training in various TVET courses and income generating activities. Additionally, the youth had an opportunity to showcase their musical skills.



*Youth registering during the World Youth Skills Day Celebrations on 26<sup>th</sup> July 2018 at Miramar International College*



*Trainees displaying their skills in architectural design*



*The President of Miramar International College, Prof. Mwenja, explaining to guests how hydroponic farming is done in one of the green houses*

Joel Ongoto  
(KNATCOM) during  
the tree planting  
session

# LIFE SKILLS TO REACH FOR THE STARS

By Joel Ongoto  
Director, Social and Human Sciences  
Programme

As an organization dedicated to youth empowerment, KNATCOM participated in the Kenyan National Youth Week from 6<sup>th</sup> to 12<sup>th</sup> August, 2018. Facilitating a dialogue between youth groups, governments, UN agencies, academia and civil society the annual event was held under the theme 'Safe spaces for youth'. Throughout the interactive sessions, speeches and presentations, young participants were encouraged to contribute to sustainable development and an inclusive, peaceful, cohesive Kenya.

During the National Youth Week the Kenya UNESCO Youth Forum worked in conjunction with KNATCOM and the Ministry of Youth and Gender Affairs to organize a tree planting event where young people, including members of UNESCO Youth Forum, came together to plant fruit trees. This event promoted the empowerment of the youth and underlined the importance of safe spaces for youth.



On the third day, a sensitization workshop on life skills and the use of safe spaces took place, which was organized in collaboration with the State Department for Youth Affairs and the UNESCO Regional Office for Eastern Africa. Community youth in Makadara who were currently going through rehabilitation and reformation programmes and activities were invited. Young people from nine youth organizations like Mchezo Halisi and Kamaliza participated in this activity. The workshop was divided into three sessions:

- **Session 1 - Learning to live together:** The participants were encouraged to draw a star, each of the five points representing a specific topic: their biggest achievement, the most important person in their life, a situation when they helped someone else, their biggest goal or ambition and a moment when they felt that they had really failed. Afterwards, the task was evaluated.

- **Session 2 - Anger:** The participants were asked to write down how they would react, in a positive or negative way, to anger. Six answers were pantomimed in front of the group. The three positive responses were music, being alone and taking a walk. The three negative responses on anger were hitting, violence and bouncing.

up the largest part of the population. Hereon, it is crucial to offer young people places where they can interact freely, express themselves and engage in activities related to their own needs and interests. So called safe spaces can provide such an opportunity.



*Youth participating in the tree planting exercise*

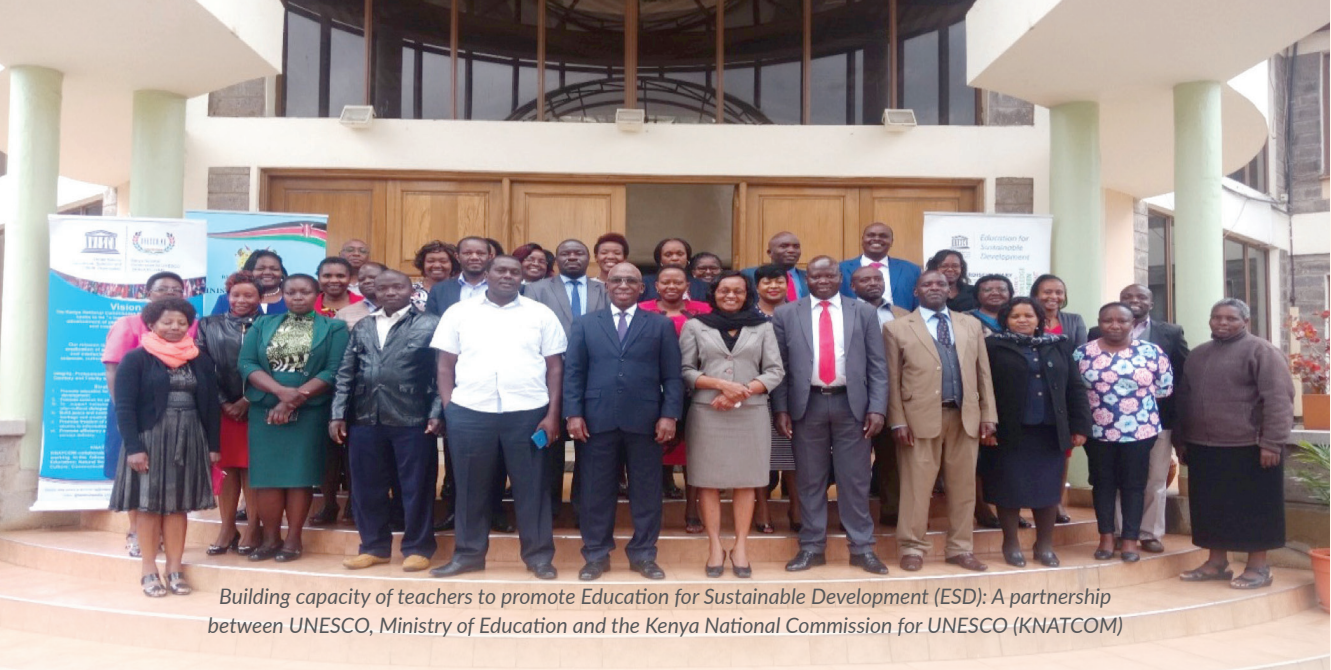
- **Session 3 - Talks:** Different presentations for instance, about consuming alcohol and drugs (and rehabilitation possibilities) were discussed as well as an introduction to the National Hospital Insurance Fund (NHIF), a State Corporation and a social insurer during the last session of the workshop.

During the workshop, the youth learned about the possibilities on how to involve, contribute and support a non-violent, social and inclusive Kenyan society - not only to broaden one's own horizon but... to reach for the stars!

Three quarter of Kenyan citizens are under the age of 30. With this number, the youth make

### Safe spaces

Safe spaces appear in various forms: public places such as parks, squares or playgrounds are known for their attraction to youth, but even digital platforms can enable young people to interact, even across borders. No matter the form, safe spaces ensure the dignity and safety of youth. They enable youth to engage in governance issues, participate in sports or other leisure activities. Helping young people develop freely, safe spaces make one to understand that violence, marginalization or drugs are needless in life. Instead, mutual respect and open-mindedness towards various ethnic groups, religions and gender are supported.



*Building capacity of teachers to promote Education for Sustainable Development (ESD): A partnership between UNESCO, Ministry of Education and the Kenya National Commission for UNESCO (KNATCOM)*

# PROMOTING EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

By Mary Kang'ethe

Director, Education Programme

The concept of Education for Sustainable Development (ESD) entered the global discourse at the Rio Earth Summit (1992) with Agenda 21 and the imperative to “reorient education to embrace the concept of sustainable development, raising public awareness and training”, followed by the Decade of Education for Sustainable Development” (DESD, 2005-2014). UNESCO, as the lead agency for ESD promotes and coordinates the Global Action Programme (GAP) on ESD endorsed by the UNESCO General Conference and acknowledged by the UN General Assembly in 2014 as a follow-up to the UN Decade for Sustainable Development. The GAP on ESD was launched in November 2014 with the overall goal of **generating and scaling up actions at all levels and in all areas of education and training to accelerate progress towards sustainable development**

and contribute to the achievement of the Sustainable Development Goals (SDGs).

The first Priority Action Area of the GAP focuses on **Advancing Policy on ESD**. UNESCO supports countries to develop or strengthen policies on ESD based on cross-sector and multi-stakeholder approaches including integrating ESD into international and national policies on education and sustainable development.

Kenya has made key strides in promoting education for sustainable development through formal and informal channels of education. A National Policy on Education for Sustainable Development was developed by the Ministry of Education in 2005. This led to the establishment of Regional Centres of Expertise (RECS) that bring together stakeholders (researchers, community members, and civil society) to take collaborative action on relevant ESD thematic areas.

As one of the identified GAP flagship countries, Kenya has made major strides in the promotion of Education for Sustainable Development in the education sector. The Ministry of Education in collaboration with UNESCO developed the Education Sector Policy on Education for Sustainable development which was officially launched on 21<sup>st</sup> March, 2017. The overall goal of the policy is to catalyze the achievement of the 17 SDGs in Kenya through five thematic areas. The policy is also in line with the Continental Education Strategy for Africa 2016-2025 which underscores the need for education to promote sustainable development in its mission and guiding principles. Key

activities that have been undertaken towards operationalization of the policy include: sensitization of the education managers, Regional Coordinators of Education (RCEs) and County Director of Education (CDEs), development of an ESD implementation action plan and ESD Information Education Communication (IEC) materials for use by country education officers and teachers.

To support the implementation of ESD, the Ministry of Education through its agencies (Kenya Education Management Institute (KEMI) and Centre for Mathematics, Science and Technology for Africa (CEMASTEA), has put in place in-service training for teachers and school administrators on ESD. Associated Project Network Schools (ASPnet Schools) coordinated by the Kenya National Commission for UNESCO (KNATCOM) also play a critical role in enhancing integration of ESD in the in-class and out of class programmes at the school level.

To harness the gains made in promoting ESD in learning institutions, the Ministry of Education jointly with UNESCO and KNATCOM embarked on establishment of model institutions (schools, colleges and TVET centres) for ESD. The initial activity towards this end was the training of teachers from selected secondary schools, primary school Teachers Training Colleges (TTC) and TVET training institutions from Nairobi, Kiambu and Machakos Counties on ESD.

**“Education is the way to connect the dots between the social, economic and environmental dimensions of sustainable development. Sustainability requires changes in how we produce and consume.”**

During the opening ceremony remarks were given by KNATCOM's Deputy Secretary General, Corporate Support Services, on behalf of the Secretary General Dr. Evangeline Njoka; Saidou Sireh Jallow, Chief of Education at the UNESCO Regional Office for Eastern Africa; and Ms Nelly Ibeere on behalf of the Director Policy, Partnerships & East African Community Affairs, Ministry of Education. The teachers appreciated the information on ESD and the experiential methodology used to pass on concepts and skills. They expressed enthusiasm to implement ESD in their schools and identified specific projects that they would work on. A monitoring exercise to establish the level of implementation is scheduled for January 2019.

***‘Education is the way to connect the dots between the social, economic and environmental dimensions of sustainable development. Sustainability requires changes in how we produce and consume’- Saidou Jallow, Chief of Education Education, UNESCO Regional Office for Eastern Africa.***

# How important is Sports?



Adults and children at a past sports event

**By Orpha Nyakundi**

*Deputy Director, Ethics of Science and Sports*

Physical education, that is commonly referred to as P.E, has always been fun for many school going pupils and students. Besides, sustainable development of societies based on safe, healthy and well-educated children is attained through quality physical education, an important factor that cannot be overemphasized. Further, there are a number of benefits accrued from engaging in quality sports including: physical support of children, life style adjustment as well as social, affective and cognitive development.

UNESCO undertook a global survey and literature review on the situation of physical

education in 2013 which resulted in the Quality Physical Education (QPE) Guidelines for policy makers that could be applied to the local context and is grounded in the provision of equal opportunities for all students to access a well-balanced peer-led and inclusive curriculum.

The sixth International Conference of Ministers and Senior Officials responsible for Physical Education and Sports (MINEPS VI) held in Kazan, Russia in July 2017, came up with an action plan in which sports was discussed as greatly contributing to the promotion of Sustainable Development Goals (SDGs) and good health. This therefore, makes QPE a necessary document for any nation.



In the MINESPS VI meeting, Kenya was recognized as one of the countries that has greatly tried to uphold integrity in sports and was represented by an officer from the Ministry of Culture, Sports and the Arts and Kenya National Commission for UNESCO.

Failure to invest in basic child rights can lock individuals and families in generational cycles of poverty and can be a barrier to future social and economic progress. Considering that, an engagement in QPE has been recognized as vital, since it can help to break that cycle. Every human being has a fundamental right to physical education, physical activity and sport without discrimination on the basis of gender, sexual orientation, religion or political affiliation.

Developing a Physical Education Policy for the learners in our country would generate increased interest towards physical education by the teachers and learners. It would also attract stakeholders' support in enhancing physical education activities in the learning institutions. Unlike other subjects in schools, physical education seems to have been taken for granted because it is not an examinable subject at the basic education level and yet, it is very essential for the reasons mentioned above. It is important to note that, even though it is included in the curriculum, physical education still has a perceived lower status in comparison to other subjects.

It is due to this background that the Kenya National Commission for UNESCO proposed to support the development of a Physical Education Policy – in partnership with

the Ministry of Education – to guide all programmes of physical education in basic learning institutions in Kenya.

At the beginning of the month of October, representatives of the Ministry of Education met with staff of the Social and Human Sciences (SHS) programme, KNATCOM to discuss and agree on the way forward. In order to develop a broad policy considering all important aspects, the Technical Working Group (TWG), the group to design the policy, has been formed. It is composed of representatives from the Ministry of Education, Ministry of Sports, Culture and Heritage, Ministry of Health, Anti-Doping Agency Kenya and Kenya National Commission for UNESCO.

**Developing a Physical Education Policy for the learners in our country would generate increased interest towards physical education by the teachers and learners.**

A situational analysis to assess the status of physical education in basic learning institutions across the country will be undertaken by the implementation team and findings will be used to develop the draft QPE Policy.

Notably, the policy will ensure inclusive participation of children of pre-school age, women and girls and persons with disabilities. With the QPE Policy, the country can overcome structural barriers to accessing good-quality education which is vital for realizing education rights for all and foster sustainable development.



# Kulturweit

*“A wonderful experience you can write a whole book about”*

Despite it being a hard to spell, German word, everyone at KNATCOM knows it: ‘Kulturweit’.

Every six or twelve months KNATCOM receives a team of young volunteers from Germany. **Kulturweit** is an exchange programme between KNATCOM and the German Commission for UNESCO and is funded by the German Ministry for Foreign Affairs. Young volunteers between the ages of 18 and 26 years are sent out to all parts of the world to volunteer in national commissions for UNESCO (Natcoms), the German broadcaster DW, German schools, Goethe institutes and many more. By changing perspectives, learning about new cultures, the importance of human rights and world heritage, Kulturweit volunteers are getting the opportunity to broaden horizons.

Mr. Joel Ongoto, the Programme Director for Social and Human Science who has been responsible for the coordination of Kulturweit at KNATCOM from 2012 up to October 2018, observed that *“Kulturweit is more than KNATCOM’s daily work of writing concept notes, preparing reports and supporting events. It is more about getting in touch with Kenyan culture, creating a network and a good experience where one probably can write a whole book about”*.

Starting October 2018, there will be a change of coordination of Kulturweit at KNATCOM when Mr. David Looremata, Manager Human Resource will take over the coordination of the programme.

Mr. Looremata notes that *“the Commission, intends to sustain a robust international youth exchange program with various international partners that will offer mutual broad-based benefits and outcomes for youth keen to embark on international adventure.”* Kulturweit is such a programme. *“Our long-term goal is to ensure that we expand and open up more avenues for collaboration so that we expand the scope of the exchange experience for both partners to enable the youth find themselves comfortable in ‘foreign’ environments.”*

As a leading organization dedicated to the advancement of peace, sustainable development and intellectual collaboration in Kenya, KNATCOM is enjoying this partnership and extends a warm welcome to all volunteers.

**Karibu Kenya to all our future kulturweit volunteers!**

## Kulturweit Volunteers, 2018

“*Hamjambo!* My name is **Jule Henschel** and together with Sophie, are part of the Kulturweit programme, which was established by the German National Commission for UNESCO in Berlin. The German Commission sends volunteers to National Commissions all over the world on a regular basis to promote international cultural exchange. In my case, my destination was Kenya and I am more than happy about it!

Back home, I am currently doing my bachelor’s degree in International Relations and Communication Studies. In KNATCOM, I work in the Social and Human Sciences Programme and Corporate Communication Department, a fantastic opportunity for me to gain a practical insight into a government institution like KNATCOM with an international mandate that is derived from UNESCO. My stay will last until



the end of February. Until then, I look forward to work with the great team at KNATCOM, get in touch with Kenyan culture and of course, travel to different destinations around the country during my free time!”



“Hello! My name is **Sophie Petersen** and I am currently a volunteer at the Kenya National Commission for UNESCO, in the Social and Human Sciences Programme and Corporate

Communication Department. I finished my bachelor’s degree studies in Media and Information in Hamburg (Germany) before I came to Kenya. I am happy to work in Nairobi for half a year, learn more about working in a government organization and hone my skills. Besides the experiences at work and networking at events, Jule and I are also motivated to explore Kenya and learn about its culture and history. During our first month here, we visited Lake Naivasha, Kisumu and Meru and enjoyed it tremendously. While here, we desire to learn Kiswahili and are taking it as a language course. Interestingly, some words are similar to German (like the months), but most of the words and grammar are totally new to us but we are trying our best. We are looking forward to the next months in Kenya. *Tutaonana!*”



# DO NOT LET YOUR FUTURE STEAL YOUR PRESENT

By **David. L. Looremata**

Manager, Human Resource

“Do not dwell in the past, do not dream of the future, concentrate the mind on the present moment”. - *Buddah*

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When a child is growing up, parents, teachers, church, society and everybody around them preach one common message - your future is in your hands, work hard and build a bright one. The child grows up dearly holding on to that message believing that indeed that future day shall come. That child now has just been introduced to three time scales – the past, present and future.

Finishing school and getting good grades is counted as phase one achievement. No longer a child, you hit the road without repose in search of that dream job. Future here I come, is all you can think about. You look at your present and realize you have gaps in what you want. But you know somebody who can give it to you – somebody in Human Resources Management. The key holder to the future, the clipper of thorns - so you think.

In the first encounter, reality check sets in and you realize that the office bearer has not

altered anything. Yes, the door to the future has been unlocked alright, but it still looks elusive. Before long, you soon realize that you need to hang on, after all, those at the top who have been there longer have it all. Surely the goodies are up the ladder. If you continue working harder and harder, you too will get there someday.

Another cycle of working hard begins and before you realize it, you start a family and start singing the same song about a brighter future to your children. Slowly by slowly, your efforts start paying off. When you start counting your blessings so far like that house, good schools for the kids, the vacations, the cars, the side business and the like, you start seeing a wider glimpse of that future in the horizon. So you continue to say that if you can work just a little bit harder or maybe change jobs and meet a other practitioners in human resource management in other places before

you retire, you will surely secure that future of bliss and rest.

Before long, the HR officer you know appears again but with a bomb shell when it was starting to go so well for you! You just got the promotion the other day or your contract has just been renewed. There is so much for you to do and a lot more to offer the world. You begin to think, "If only this HR fellow can misplace my file or maybe a virus can just find it way to the payroll system and attack my personal number, I truly can change the world, I tell you!"

Unfortunately, it is not up to that HR practitioners. They only give you one date and that is the date of appointment [DOA].

The other date of retirement (DOR) is 'heaven sent' that even hurricane Katrina or hurricane Michael cannot stop. A thousand and one questions start running through your mind as you start racing against time to try and finish what you consider to be unfinished business.

As [DOR] approaches you also realize that you have become a pure contrast to what you were when you first met that the initial HR 'fellow' when you were young, energetic, full of big dreams, an unstoppable ambition and roaring to get to that promised future.

But as you try to wrap your head around the new reality and squeeze in more time, you can't help but reflect back on that message that your parents, teachers, church, society and everybody around you preached - 'that your future is in your hands'.

At what point exactly were you supposed to have met this future?

The answer comes, "thank you for your good services, we wish you all the best in your future endeavours'.

**"Nothing ever happened in the past, it happened in the now. Nothing will ever happen in the future, it will happen in the now." - Eckhart Tolle**

## Future!

That is when you will realize for the first time after so many years, that the elusive 'future' has been in your hands all along. Today is your future.

You are the author of your book. Write it well. ***"The past is behind, learn from it. The future is ahead, prepare for it. The present is here, live it". - Inspower***



# SECURING AN ALIBI

**By Frankie Welikhe**  
*Legal Officer*

Being arrested and consequently facing criminal charges is quite terrifying. However, a strong defense can help one fight allegations and possibly reduce the penalties to be imposed. One thing that can help you significantly is if you have an alibi (or multiple alibis) for the offense you have been accused of.

An alibi is a claim or piece of evidence that one was elsewhere when an act, typically a criminal one, is alleged to have taken place.

There are a number of ways to secure an alibi, here are a few tips:

1. If you visit an establishment where visitors sign in and out, ensure that you also sign in and out.
2. When you enter a place with CCTV, look straight at the camera so that you can be clearly seen.
3. Any time you sign a document, always ensure there is a date and if not provided, include the date next to your signature.
4. Always photocopy an original document and retain the copy, no matter how small the document could be.
5. When you attend a public gathering and freelance photographers are about, buy one or two of the photos where you feature.
6. Always keep your ATM, supermarket and petrol station receipts for some days. You may need them to show your whereabouts at a specific time
7. Try to insist on recordable modes of payment rather than cash.

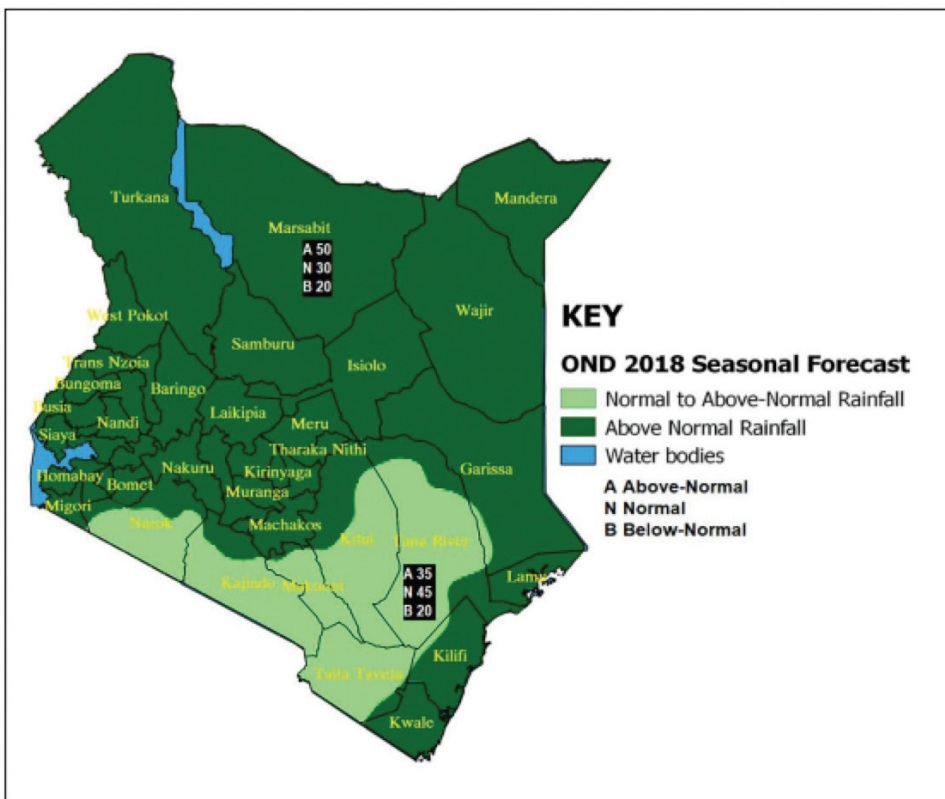
# ACCESS TO INFORMATION KEY IN REALIZING THE GOVERNMENT'S BIG 4 AGENDA

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

In most developed nations, access to information collected and produced by the government is a basic right to citizens. This is guided by the understanding that the Government collects information for the benefit of the public, and not for the benefit of the organizations that collect the information.

We have developed and evolved to become a society that knows what it wants to achieve, but knows not how to achieve it. We have clearly set out goals but we have no plan of achieving the goals because we are utterly focused on the ultimate prize that we have forgotten to work on the means.

Embracing technology to improve the socio-economic wellbeing of citizens is not



**Figure 1: OND 2018 Rainfall Outlook**

debatable, and the players already know this. The Government has put in place measures to raise a technology savvy population. Integrating IT studies in ECD programmes is a bold step in addressing the technology vacuum and challenges that the current older population is suffering from.

The Government's Big Four Agenda cannot be realized without embracing technology. The way we collect, process, store and disseminate information is a core pillar in pursuit of our development goals.

The Government of Kenya has put considerable effort in collecting, processing and storing information but not much has been done in disseminating the same information to the public. Sensitizing the public on where to get key information required to make major decisions needs to be seriously relooked. A major case in point is the small-scale farmer viz a viz the information they access about rain patterns in Kenya. Already, the meteorological department has done a seasonal rain forecast for the month of October, November and December 2018, and the details are available on their website. But does a farmer in Kericho access the same information the way the youth from the same region access information on teams that are playing in order for them to bet/gamble?

### **Point of reflection:**

What dynamics have led betting companies to be more aggressive in disseminating information to the public as compared to the government?

Why would an urchin in Kitale know more about football teams in the republic of

Honduras when it comes to betting but know nothing about the market prices of avocados in a market barely 5 kilometers from his home?

We have to ask ourselves a few fundamental questions and address them if we are to live to achieve our goals and purpose in life. We have to interrogate what the government is doing to sensitize the population when it comes to access to information. We have to interrogate what the government is doing to open markets for the population.

For example, a state sponsored e-commerce platform for artists/exhibitors to showcase and sale their wares online, is not a far-fetched thought.

We already have the information, but how do we communicate the information to the public. Most of the information is collected by state corporations that report directly to the national government. How does the same information trickle down to the county governments? For example, how does the government communicate to the pastoralist in Laikipia of an impending draught so that the pastoralist can act swiftly to reduce his herd before the draught strikes and wipes out his entire flock? Do the relevant authorities have an accessible database of farmers who can be reached by a single text message to notify them of any new development just like IEBC does during the electioneering period?

In my view, the biggest impediment to growth is access to the information and the Government has tones of it that can help citizens better their lives.



# COMING UP

## Kenya's First Geopark

### 24<sup>th</sup> October, 2018

Proposed Great Rift Valley Geopark Stakeholders' consultative workshop, Kenya School of Government, Kabarnet

This stakeholders' consultative workshop organized by KNATCOM will bring together participants from national government agencies, county governments of Baringo, Uasin Gishu, Elgeyo Marakwet, the civil society and local communities. The purpose of the workshop is to kick-start the process of identifying and inscribing potential geopark sites within the Great Rift Valley into the UNESCO Global Geopark List. Sensitizing stakeholders about the process is an integral part of the nomination process.

Partners: Kerio Valley Development Authority (KVDA)

### 25<sup>th</sup> October, 2018

Inaugural National Geopark Committee Meeting, Kenya School of Government, Kabarnet

A National Geopark Committee has been constituted comprising experts drawn from academic and research institutions as well as government agencies to spearhead the nomination of sites onto the UNESCO Global Geopark List. The Committee will meet during its inaugural meeting to develop a plan on how to pursue the nomination process including planned training, data gathering and dossier preparation to UNESCO Global Geopark Secretariat in 2019.

### 23<sup>rd</sup> - 24<sup>th</sup> November, 2018

Geopark Training workshop, Kabarnet - Partners German NATCOM, KVDA

This two-day training workshop targets the members of the National Geopark Committee. As part of the Geopark inscription process, developing the capacity of the National Geopark Committee is very critical because this is the team that drives and provides guidance on the mapping and identification of potential sites across the country for subsequent inscription. This training is supported by the German National Commission for UNESCO.

### 25<sup>th</sup> Nov.- 3<sup>rd</sup> Dec., 2018

Geopark Fieldwork and visits to potential Geopark sites - Baringo County

The field work will be undertaken by KNATCOM, National Geopark Committee and the experts from the German National Commission for UNESCO. The activity will involve inventory and mapping to document potential sites in Baringo County that meet the criteria for UNESCO Global Geopark listing.

### Other events

5<sup>th</sup> October, 2018 : The World Teacher's Day (post celebration) at Kenyatta University

10<sup>th</sup> - 11<sup>th</sup> October, 2018 : The International Peace Day Conference at USIU-Africa

20<sup>th</sup> November, 2018 : The Regional Launch of the GEM Report (2019) at the Intercontinental Hotel, Nairobi

23<sup>rd</sup> - 24<sup>th</sup> October, 2018 : The 1<sup>st</sup> African Regional Martial Arts Congress at the Hilton Hotel, Nairobi

## 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

### COMPLAINT MECHANISM

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:

The Secretary General,  
Kenya National Commission for UNESCO  
National Bank Building 16<sup>th</sup> Floor (Harambee Avenue)  
P.O. Box 72107-00200

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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*



**MALENGO** YA MAENDELEO ENDELEVU

<b>1</b> HAKUNA UMASIKINI 	<b>2</b> HAKUNA NJAA 	<b>3</b> AFYA NA HALI BORA 	<b>4</b> ELIMU BORA 	<b>5</b> USAWA WA KIJINSIA 	<b>6</b> MAJI SAFI NA USAFI 
<b>7</b> NISHATI SAFINA NAFUU 	<b>8</b> AJIRA STAHIKU NA UKUAJI WA UCHUMI 	<b>9</b> VIWANDA, UBUNIFU NA MIUNDOMBINU 	<b>10</b> KUPUNGUZA TOFAUTI 	<b>11</b> MIJI NA JAMII ENDELEVI 	<b>12</b> MATUMIZI NA UZALISHAJI BORA 
<b>13</b> HATUA KWA MAZINGIRA 	<b>14</b> UHAI MAJINI 	<b>15</b> UHAI JUU YA ARDHI 	<b>16</b> AMANI, HAKI, NA TAASISI IMARA 	<b>17</b> UBIA KUFIKIA MALENGO 	 <b>MALENGO</b> YA MAENDELEO ENDELEVU

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