

# Jarida la KNATCOM

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Kenya National  
Commission for UNESCO  
(KNATCOM)

*Promoting peace, sustainable development  
and intellectual collaboration*



## CLIMATE ACTION FOR PEACE

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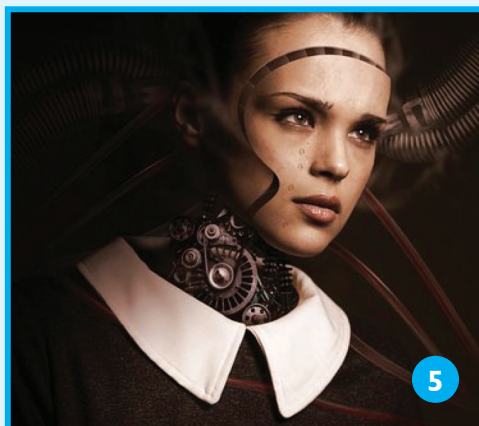
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*Jarida is a Swahili word for Newsletter*

### PROMOTING CULTURE AND THE CREATIVE INDUSTRIES

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

Kenya has a nascent creative industry that has gained tract globally through the exploits of artistes who have worked with admirable dedication and passion to enthrall their ever-growing audience. The Kenya National Commission for UNESCO disseminated the call for the International Fund for Cultural Diversity (IFCD) in order to encourage stakeholders in the culture and creative industries to apply for this unique opportunity. UNESCO, through this initiative, aims to nurture a dynamic cultural sector and strengthen those in existence.

The Commission also partnered with Arigatou International and worked closely with UNICEF and UNESCO to develop a programme meant for training primary school head teachers and teachers. The training was undertaken based the *Learning To Live Together* Programme and targeted educators in a bid to promote intercultural and interfaith learning.

Do you know what artificial intelligence is and can you explain its varied uses in everyday life? Have you ever thought of its ethical implications? This edition delves into the ethical implications and posits that there are numerous benefits to AI which need to be viewed against the human rights and ethical implications if we are to appreciate their long term benefits.



Over the past decade, the clamour for interventions in addressing climate change has permeated every conversation at the local and international stage. One of the proposed urgent interventions that have been proposed is the concerted conservation of man and biosphere reserves, six of which are in Kenya. This calls for national and county government support if we are to salvage the vestiges of our once green, beautiful and thriving land where man, animal and nature co-existed harmoniously.

Baringo, Isiolo, Laikipia and Samburu counties, areas that are predominantly Arid and Semi-Arid Lands (ASAL), were identified as areas that had experienced adverse climate related challenges as a result of prolonged drought, leading to insecurity and consequently, low enrolment in schools, irregular attendance of school by learners and a high teacher pupil ratio. An education forum was organized targeting key education stakeholders from the affected counties to inform on appropriate climate change and peace initiatives to be developed and adopted.

For this and more read on.

# PROMOTING PEACE THROUGH EDUCATION

By Mary Kang'ethe  
*Director, Education Programme*

## LEARNING TO LIVE TOGETHER

A training of primary school head teachers and teachers was undertaken based on the *Learning To Live Together* Programme by Arigatou International which entails a manual for educators, an approach that aims to equip teachers with innovative and transformative pedagogical tools, inquiry-based learning and highly participatory methodologies contributing to intercultural and interfaith learning. The program uses values based education to nurture a sense of belonging to a common humanity

## BARINGO COUNTY

Baringo county is located in the north western part of Kenya and borders Turkana and Samburu counties to the North, Laikipia to the East, Nakuru and Kericho to the South, Uasin Gishu to the South West and Elgeyo-Marakwet and West Pokot to the West.

It has six (6) sub counties: Mogotio, Baringo North, Baringo Central, East Pokot, Klearoibatek and Baringo South.

<http://reliefweb.int/sites/reliefweb.int/files/resources/Baringo%20County%20SRA%202017.pdf>

with the goal of helping learners bring about peaceful transformations in their communities as well as creating awareness of children's inter-connectedness while encouraging them to work together to transform the world in an ethical and sustainable way. The initial manual



*Participants following proceedings keenly during the training sessions*

was developed by Arigatou International in 2008, in close cooperation with UNICEF and UNESCO. A customized Teacher Activity Book (TAB) was used to guide implementation at the school level.

Baringo county has continuously experienced violent conflicts characterized by violent cattle rustling, fatalities, displacement of persons, loss of property and livelihoods. At the time of the training, the situation was relatively calm although



*Mary Kang'ethe, Education Programme Director at KNATCOM taking participants through a session during the training held in Baringo county.*

Specific objectives of the training were to train 60 head teachers and teachers from primary schools in Baringo County (Tiati) on *Learning To Live Together* and build the capacities of community leaders on intercultural dialogue, peaceful co-existence and resolution of conflicts. It was envisaged that this would enhance goodwill among head teachers for peace building interventions through education; enhance capacity for harmonious coexistence in school and at home and strengthen community based systems and capacities for peace building.

there were intermittent reprisal attacks resulting in some casualties. The conflict situation had been aggravated by adverse weather conditions which resulted in food shortage.

The teachers appreciated the training and committed to implement the programme using the teacher activity book provided. The curriculum support officers agreed to monitor the implementation process at the school level.



# ARTIFICIAL INTELLIGENCE, HUMAN RIGHTS AND ETHICAL IMPLICATIONS: ARE WE ABLE TO CONTROL THE IMPACT OF AI?

By Orpha Nyakundi

*Deputy Director, Ethics of Science and Sports*

Artificial intelligence (AI) is sometimes called machine intelligence. This is the intelligence demonstrated by machines in contrast to natural intelligence displayed by humans. Many Kenyans have a vivid imagination of the major technological changes likely to take place at the workplace and in their homes but few think of the ethical implications of such moves. However, the report is that AI will simply improve products and services and will not replace the human beings that use them. This is the opinion of some while others believe that such a development will most likely lead to loss of jobs in some sectors, unethical results and disregard for human rights.

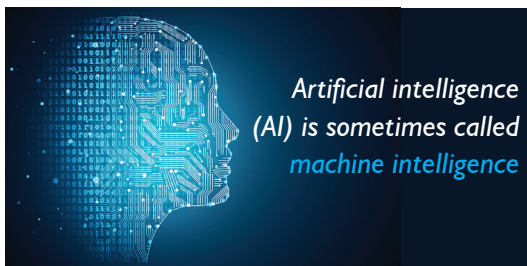
Attitudes towards AI are in flux and evoke both positive and negative feelings. There are fears of anticipated ethical issues that are likely to be

encountered, feelings that have led to public anxiety among the class that is informed. On the other hand, there are Kenyans who have not even heard of AI and yet inadvertently use it or have adapted it in various sectors that have direct impact on their lives.

Sectors such as that of security, healthcare, business, finance, education, manufacturing, agriculture and sports, in a number of countries around the world, have adapted AI to improve their performance. In Africa, countries such as South Africa, Nigeria, Ghana and Kenya have been at the top of the list engaging various sectors in the use of AI in its specific areas of operation. The desire for a big boost in improved services in business, provision of financial advice, better and faster diagnosis as well as more accurate billing processes in healthcare and transforming how students learn cannot be ignored.

There are key questions to ask – how will AI affect those in remote regions of our country who lack information and how will its application impact lives? There is also a likelihood of human biasness in data selection that is used for training an AI program, resulting in imperfect performance. The fact that only about 0.004% of the global population have the knowledge and power to build machines that are intelligent enough to perform various set functions, is indicative of how AI is and will be used by populations with and without adequate knowledge on its application.

The International Convention Against Doping in sport that took place in Paris, France in October 2005 debated on Artificial intelligence and Doping. During the conference, participants were informed that AI could be used to detect gene doping in sport but could also contribute to enhanced doping. Discussions by the European Union were intellectually engaging where they later called for adoption of legally binding instruments to set common rules on AI and requirements for fundamental rights impact assessment. The EU is making decisions on setting up a regulatory body for algorithmic decision-making and keenly considering the ethical and human aspects of AI.



Making reference to the steps being taken by the EU, more ethical and human rights issues tend to be clearly related to the adoption of AI in Kenya. How shall we handle cases of liability in instances of accidents that may result due to use of AI? What of an incident where the AI



*From the left: Orpha Nyakundi, the Deputy Director SHS Programme at KNATCOM, Ambassador Hellen Gichuhi, Mr. Kirihi Kaberia, the PS Ministry of Sports, Culture and Heritage and Ms. Agnes Wanjiru of ADAK pose for a photo after attending a discussion on AI and gene doping.*

tools have been abused? These are issues of insecurity related to AI and raise concerns on the action to take in a situation where someone has used the tools to create non-existent information.

Given the financial implication of AI, not all can or will afford to use it. A few may enjoy its extensive use, leading to increased social divisions that are already being experienced all over the world.

In conclusion, AI has contributed towards advanced styles of service delivery. However, few are prepared to address the implications of various applications of AI in different sectors across the world. Even before many sectors in Kenya start using AI, research on the ethical and human rights impact needed to be planned. Kenyans need to be sensitized on the advantages of AI as well as the implications of its use in individual lives as well as in the country and world at large.



Workshop participants who attended the workshop on the International Fund for Cultural Diversity that was held at the Kenya Institute of Curriculum Development.

## THE INTERNATIONAL FUND FOR CULTURAL DIVERSITY (IFCD)

By Emily Njeru  
*Deputy Director, Cultural Expressions and Creative Arts*

The Kenya National Commission for UNESCO through the Culture Programme, Arts Division conducted a two-day capacity building workshop for stakeholders on the International Fund for Cultural Diversity (IFCD). The stakeholder workshop was held on 7th and 8th March, 2019 at the Kenya Institute of Curriculum Development.

The capacity building workshop was part of KNATCOM's strategy towards strengthening national capacities for promotion of cultural and creative industries. National Commissions for UNESCO play a very important role in the implementation of the IFCD and are expected to widely disseminate the IFCD call to ensure that pre-selection of up to four applications at the national level is done before submitting them to the UNESCO Secretariat for technical assessment, as well as keeping applicants informed during the whole application process.

The capacity building workshop was attended by participants who included: artists, cultural and creative entrepreneurs, county government officials, public officials drawn from the Ministry of Foreign Affairs, Ministry of Information, Communication and Technology and the Ministry of Sports, Culture and Heritage as well as representatives from non-governmental organizations, media, cultural institutions and university creative arts departments.

The specific workshop objectives were:

- i. to create awareness on the UNESCO 2005 Convention as the legal instrument of the fund;
- ii. to sensitize stakeholders on the IFCD online application platform;
- iii. to disseminate priority areas identified for the support during the tenth IFCD call;
- iv. to share best practices from previously IFCD funded projects;
- v. to share other new UNESCO funding opportunities for culture and the creative sector;

- vi. to share information on issues relating to the creative and cultural sector for example copyright matters and trends; and
- vii. to enhance networking among the sector players.

Participants were informed that UNESCO recognizes culture as one of its core pillars for sustainable development and has in place an institutional framework and strategies to support culture and creative industries. Among the UNESCO frameworks that support culture and creative industries are: the UNESCO 2005 Convention on Promotion and Protection of the Diversity of Cultural Expressions; the 1980 recommendation concerning the status of the artist; IFCD; and U40 Fund.



*Emily Njeru, Deputy Director Culture Programme at KNATCOM making a presentation during the workshop*

The UNESCO 2005 Convention is an international treaty agreed upon by the international community in recognition of the distinctive nature of cultural goods, services and activities as vehicles of identity and values. The convention recognizes that cultural goods and services are not mere commodities or consumer goods that can be regarded as objects of trade. The following key messages

on the Convention were relayed:

- i. the convention is an important tool for the promotion of culture and creative sectors;
- ii. the convention reaffirms the sovereign rights of governments to formulate and implement cultural policies and adopt measures to promote a diversity of cultural expressions through an integrated approach that promotes participation of civil society actors in policy-making processes as well as sharing responsibility in policy implementation;
- iii. the convention is relevant to the Constitution of Kenya which makes commitments in Articles 11 (2) (a) and 11 (2) (c);
- iv. reaffirms that cultural goods, services and activities have economic value and possess distinct identity, values and meaning; they are a catalyst for sustainable socio-economic development;
- v. recognizes the economic and non-monetary benefits that culture and the creative economy generate to achieve people-centred, inclusive and sustainable development; and
- vi. promotes international cooperation and preferential treatment, the mobility of artists as well as the flow of cultural goods and services in helping developing countries.

The implementation of the Convention is governed at UNESCO through the Intergovernmental Committee on the Protection and Promotion of the Diversity of Cultural Expressions that meets annually and is composed of twenty four (24) members elected for four (4) years on rotation basis across the five (5) regions. Kenya was currently a Member of the Intergovernmental Committee.

## Background of IFCD

The International Fund for Cultural Diversity (IFCD) is an institution framework established by UNESCO to support projects that aim to foster the emergence of a dynamic cultural sector. The IFCD primarily supports projects

that facilitate the introduction of new cultural policies and cultural industries or strengthening existing ones.

The purpose of the IFCD is to promote sustainable development and poverty reduction in developing and least-developed countries that are parties to the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Participants were informed that IFCD only projects that only fall under the 2005 UNESCO Convention are supported. This therefore requires that applications submitted strictly focus on the priorities of the UNESCO 2005 Convention and not any other related culture conventions. For example, IFCD does not support tangible or intangible heritage related projects, projects that deal solely with the production of cultural and artistic works and events and those that concern physical construction or restoration.

#### Priority areas for funding

- i. Projects on review, introduction and development of policies on institutional infrastructures for viable cultural industries, strengthening of digital competencies in creation, production and distribution and access to diverse cultural expressions;
- ii. Projects that strengthen professional capacities or institutional infrastructures that support innovative digital models; and
- iii. Information on good practices i.e. cultural statistics.

#### **Institutions eligible to apply**

- i. State Parties to the Convention that have determined the existence of special situations on their territory;
- ii. Non-Governmental Organizations (NGO's);
- iii. International Non-Governmental Organizations, whose projects have impact at the sub-regional, regional or inter-regional level; and

- iv. Representatives of vulnerable groups and other social groups i.e. women and other social groups, including minority groups and indigenous peoples.

#### **Projects not supported by IFCD include:**

- i. Projects related exclusively to the production of cultural and artistic works and events;
- ii. Projects related to safeguarding intangible cultural heritage;
- iii. Projects related to tangible cultural heritage (e.g. World Heritage sites);
- iv. Projects aimed at offsetting a deficit, repaying a debt or paying interest;
- v. Projects sustaining ongoing activities with recurring costs;
- vi. Projects financing permanent working spaces and/or equipment, physical construction or the restoration of buildings exclusively;
- vii. Projects that focus on art education, including bolstering artistic skills within primary and secondary school environments;
- viii. Projects that focus on cultural tourism;
- ix. Projects that are conceived as scholarships or grants for personal needs.

### **THE U40 EMPOWERED: WOMEN ENTREPRENEURS POWERING THE DIGITAL CREATIVE INDUSTRIES**

The U40 Empowered: Women Entrepreneurs Powering the Digital Creative Industries "U40 Empowered" is a UNESCO initiative started in 2018 with the support of Sabrina Ho. The initiative expands the actions of the International Fund for Cultural Diversity by supporting projects from national and international NGOs that promote young female cultural entrepreneurs working in the digital creative industries.

The Fund is designed to increase opportunities for women under 40 to access funding, infrastructure, equipment and co-production

opportunities in the digital creative industries. “U40 Empowered” also supports strategies that address the different needs, aspirations, capacities and contributions of women. Through the support for such projects, “U40 Empowered” unlocks opportunities for young women entrepreneurs and realises their full potential in the digital creative industries. The project proposals submitted must comply with specific criteria evaluated by an independent panel of experts and approved directly by Ms Sabrina Ho.

## About Sabrina Ho

**Sabrina Ho** Sabrina Ho is an arising young cultural entrepreneur and philanthropist based in Macao and Hong Kong (China). Following her studies in arts at the University of Hong Kong and the completion of her MBA in Switzerland, Sabrina Ho founded Chiu Yeng Culture Limited in 2015, a company dedicated to promoting young artists in Macao. She has been actively involved at the community level to support the emergence of the region’s cultural scene. She is a committee member of the Youth Committee of the Macao Chamber of Commerce and Committee Chairman of the non-profit organisation, Boao Youth Forum for Asia. In November 2017, Sabrina Ho and UNESCO signed a strategic partnership agreement to empower young women and men by investing in their creative potential.

## Tips for a successful project

- i. **RESEARCH:** Familiarize yourself with the relevant operational guidelines.
- ii. **SOLVE A PROBLEM:** Pinpoint the relevant challenge/problem your project is designed to address/solve.
- iii. **DO SOMETHING:** Create a project plan that is action-oriented. Too often, project

proposals put forward admirable intentions, but few actionable steps and activities that concretely address the identified problem. Funding is allocated to action, not intention.



*Participants during the workshop*

### iv. **OUTPUTS AND/OR DELIVERABLES:**

Identify what concrete results your project expects to achieve. Outputs/deliverables are the products, goods and services which result from project activities. They should include changes resulting from the project activities, which are relevant to the achievement of IFCD outcomes and expected results.

- v. **INDICATORS:** Develop evaluation benchmarks or criteria. Knowing how to evaluate success is key to drawing best practices and lessons learned. Project proposals that do not lay out clear evaluation criteria signal that project teams may not have developed a clear roadmap toward achieving their proposed outputs and deliverables.

- vi. **TEAMWORK:** Establish a strong project team. Very often, the skills, competences, background and strengths of the project team are directly reflected in the implementation of the project. Evaluators place great importance on the potential of project teams to deliver on their proposal. For this reason, it is crucial that team members demonstrate complementary skills and attributes that, combined, ensure the successful implementation of the project, including its financial management.



# CLIMATE CHANGE, A CRISIS IN THE MAKING

**By Rebecca Laibich**

Over the recent years, the global natural environment has been degraded through various anthropogenic activities particularly, fossil fuel addiction and land cover clearance which cumulatively, has resulted in change in the global climate. The planet has witnessed the destruction of irreplaceable treasures due to climate change, pollution, natural disasters, economic inequalities, industrialization and negligence. This has slowly seen the loss of harmonious coexistence with nature. We have transformed from a society where environmental friendly practices was a vital issue to one that is now a threat to biodiversity and causing species extinction at an unprecedented rate. Our political, social, economic and cultural practice has contributed to the climate change crisis and the global warming heat waves experiences across the world in the recent decades.

We have witnessed a rising population which has greatly affected the environment as the rate of resource use outstrips resource supply. The increasing population has put immense pressure on the forest land as the pressure of settlement and agricultural lands mount, hence significantly reducing the carbon dioxide sink and endangering the water catchment areas leading to drying up of rivers and streams. All this has

been a factor resulting in rainfall variability and droughts which have increased both in intensity and frequency.

There is an urgency to combat climate crisis since the heat can already be felt. The youth and children are the most affected by the calamity of climate change. There is need for concerted effort from all the stakeholders to speak with one voice so as to prevent a climate disaster. Action needs to be taken now since there is no more time left, the urgency can already be felt. Until when do we intend to put a blind eye on the reality that has befallen us? Has the government implemented enough environmental friendly policies to ensure environment conservation needs are implemented? What laws should we pass? Which activist's solutions should we promote? Which curriculum should we introduce to ensure that there is adequate knowledge shared at an appropriate time? How do we intend to ensure the adoption of proper mechanisms to ensure industrialization that is eco-friendly with nature? How do we intend to ensure proper planning in order to preserve our biodiversity? This is no longer an individual's concern but rather a concern of a nation whose citizens are ready to take action.

One of the most vital initiatives to allow conservation of forests is relocation of those who have encroached into the forest land for

settlement and agricultural activities before irreversible changes occurs. The world is calling upon nations to come with strategies to reduce greenhouse gas emission which is a major threat to the environment today. Conservation of forests is the best way to protect the water towers for the current and future generations. There is need to transition to a carbon neutral source of energy. Kenya is endowed with vast renewable energy such as wind and solar, it is imperative to make use of this if we are to realize a clean and a sustainable future.

Sustainability of forests is dependent on the ability to manage and conserve it for it to provide ecosystem services and products. Community education and awareness is also key to help educate the public in order to reduce conflicts. It is also important to introduce environmental science as a curriculum in schools at an early age in order to raise a generation which is environmentally literate. The government also needs to introduce policies and legislations on conservation and ensure that protected forest areas are fenced and ecologically restored.

Globally accepted meeting points of conservation and natural resource use is the UNESCO Man and Biosphere Reserves (MAB) programme. MAB are the areas of terrestrial and coastal ecosystems promoting solutions to reconcile the conservation of biodiversity with its sustainable use. They are internationally recognized, nominated by national governments and remain under sovereign jurisdiction of the states where they are located. Biosphere reserves serve in some ways as “living laboratories” for testing out and demonstrating integrated management of land, water and biodiversity.

The origin of Biosphere Reserves goes back to the “Biosphere Conference” organized by UNESCO in 1968, the first inter- governmental

conference to seek the reconciliation between the conservation and the use of natural resources, which foreshadowed the present – day notion of sustainable development. The World Network is formally constituted by a Statutory Framework, which resulted from the work of the International Conference on Biosphere Reserve, held in Seville (Spain), in March 1995. This Statutory Framework sets out the “rules of the game” of the World Network and foresees a periodic review of biosphere reserves. Activities of the World Network are guided by the “Seville Strategy for Biosphere Reserves” also drawn up at the Seville Conference.

Why do we need the biosphere reserves?

- i. to conserve the biodiversity;
- ii. to maintain healthy ecosystems;
- iii. to learn about natural systems and how they are changing;
- iv. to learn about traditional form of land-use;
- v. to share knowledge on how to manage natural resources in a sustainable way; and
- vi. to co-operate in solving natural resources problems.

Biosphere reserves form a world network that enables the sharing of information on the conservation and management of ecosystems inhabited by humans, animals and plants. Since the first biosphere reserves were selected in 1976, the world networks continued to grow and are now 701 sites in 124 countries all over the world, including 21 transboundary sites. In Kenya, we have 6 biosphere reserves and these are: Mt. Elgon, Mt. Kulal, Mt. Kenya, Amboseli, Kiunga and Malindi-Watamu-Arabuko Sokoke.

*Ms. Laibich was Kenya's Representative to UNESCO's Second MAB Youth Forum held from 15-18 September, 2019 in Changbaishan, China.*



*Participants of the education stakeholders' meeting*

## CLIMATE ACTION FOR PEACE

**By Jacqueline Njeru**

*Deputy Director, Social Transformation and Development*

The Education and Social and Human Science Programmes at the Kenya National Commission for UNESCO in collaboration with American Friends Service Committee organized activities towards the celebration of the 2019 International World Day of Peace. The activities entailed:

- a dialogue forum with education stakeholders (County Directors of Education and TSC, County Quality Assurance and Standards Officers, Representatives of Curriculum Support Officers, Amani Clubs County Coordinators, Primary School teachers with initiatives on Peace and Environmental management representatives on parents' associations, selected members of peace committees and selected foresters from Laikipia, Isiolo, Baringo and Samburu counties.
- two separate dialogue forums (one for women and another for the youth) from Laikipia, Isiolo, Baringo and Samburu counties. The women and youth participated in a peace procession on the morning of 20th September 2019 which was flagged off by the Deputy County Commissioner.

The education and women meeting were held at Route Hotel in Rumuruti on 18<sup>th</sup> and 20<sup>th</sup> September, 2019 respectively. The youth meeting was held at the library Services Grounds in Rumuruti. The facilitators were Dr. Dorcas Otieno, (a Senior Lecturer at Kenyatta University and a UNESCO Chair), David Wandiba (for the education dialogue forum), Mijeso Atsango from the Kenya Organization for Environmental Organization (KOOE), Lemama Mejooli from Laikipia County and Ms. Jacqueline Njeru from KNATCOM (for the women's dialogue forum). Each year the International Day of Peace is marked around the world on 21 September. This is a day dedicated to strengthening the ideals of peace, both within and among all nations and

peoples. The 2019 theme was, “*Climate Action for Peace*” drawing attention to the importance of combatting climate change as a way to protect and promote peace throughout the world. Undoubtedly, climate change causes clear threats to peace and security and it is evidenced by among others, natural disasters, which not only result in fatalities, loss of life and livelihoods but also, displace three times as many people as conflicts, forcing millions to leave their homes and seek safety. In addition, the food security sector is vulnerable due to salinization of water and crops and this has an adverse impact on health and socio-economic development, as well as escalating public health costs. Tensions over resources and mass movements of people are affecting every country in all the continents.

As a result of the climatic changes the region has been experiencing the emergence of pests and diseases which affect both crops, humans and animals.

Undoubtedly therefore, pastoralist communities in the region have been adversely affected by the changing climatic conditions. The prolonged and recurrent drought has led to reduced pasture and water resulting in loss of livestock. Grazing land has also been reduced by people settlements. Neighbouring pastoralist counties migrate to Laikipia County in search of pasture and water for their livestock, further exacerbating the already resource constrained situation, often resulting in violent conflict.



*Participants of the education stakeholders' meeting*

Baringo, Isiolo, Laikipia and Samburu Counties are predominantly Arid and Semi-Arid Lands (ASAL) and have experienced challenges related to climate change that have resulted to intercommunity conflicts. According to stakeholders in the county, the current trend is that drought is experienced every two years which is a shift from the earlier trend of seven (7) to ten (10) years. Temperatures in the region have risen by 1.5 degrees centigrade with cold nights (as low as 6 degrees) and very hot days. Rainfall patterns have shifted with rainfall coming late and shortened rainy seasons (from three months to one month). Out of seasons rains have become significant.

Due to these challenges, the education sector in Baringo, Laikipia, Isiolo and Samburu counties experience various issues including low enrolment, irregular attendance of school by learners, high teacher pupil ratio, lack of clean drinking water among other issues. This leads to poor education outcomes in the schools.

The education forum aimed at engaging key education stakeholders in Baringo, Isiolo, Laikipia and Samburu Counties on matters of climate change to enhance mitigation and adaptation mechanisms towards addressing climate change in learning institutions. The initiative was informed by ongoing initiatives

towards collaborative action on climate change and peace in the four counties.

### Climate change, women and their livelihoods

Women are the caregivers in any society and as is well documented, they are uniquely affected by climate changes. The women's dialogue was organized to identify the main challenges faced by women as a result of unpredictable weather patterns. During the plenary discussions and group assignment, it was evident that the extreme weather conditions pose various challenges to women ranging from having to walk long distances for water, to early marriages of their daughters. Women noted that they bear the brunt of violent conflict as they have to provide care and security for their children which inhibits their escape. As such, many women end up in Internally Displaced Persons (IDP) camps with their children. It is important to note that women recognized the unique role they hold as action and change agents in the community.



*Growing food with minimal water*

In the knowledge sharing session, women were taken through various methods of conserving the environment and adapting to the adverse weather changes. These methods include, use of homemade briskets for cooking instead of firewood and ways of drying various foods using the sun. As a way forward, the women suggested county based training sessions to enable the knowledge and skills to be transferred to more women.

The facilitators then engaged participants on

existing mechanisms for addressing climate change specifically focusing on home grown solutions. The participants were then taken through emerging interventions for addressing climate change.

Participants were also taken through preparation and storage of hay for animal consumption. It was agreed that the learning institutions and the community members in the four counties would put in place mechanisms for promoting sustainable development through mitigating and adapting to climate change. These include:

- greening of schools through tree planting, planting grass, flowers planting, planting of vegetables, water harvesting, innovative greening practices, cleaning, waste management practices, at the institutional level;
- coordinating sensitization of school administrators during major conferences and meetings by the County Directors (education and the Teachers Service Commission), Sub-County Directors

- and Curriculum Support Officers; and facilitating monitoring of the activities including awarding a prize to the school with the best practices by KNATCOM and the Ministry of Education.

All members were also challenged to develop initiatives at home, places of worship and other aspects of their communities and organize county based training for women on practical methods for climate adaptation and mitigation.

## UNESCO CONSULTATIVE MEETING IN ISTANBUL, TURKEY



Dr. Evangeline Njoka (2<sup>nd</sup> right), Secretary General of KNATCOM making an intervention on the contribution of NATCOMs to the work of UNESCO within the UNESCO legal framework during the consultative meeting held in Istanbul, Turkey.

Dr. Njoka with delegates during the consultative meeting held in Istanbul, Turkey.



Participants during the UNESCO consultative meeting, Turkey.

## KNATCOM LAUNCH OF THE SECOND STRATEGIC PLAN 2019-2023 AND ATTAINING ISO 9001:2015 CERTIFICATION

*Launch of the KNATCOM Strategic Plan 2019-2023 and ISO 9001:2015 Certification that was held at Hilton Hotel, Nairobi.*



*Participants following the proceedings during the launch.*

# LIFESKILLS FOR PREVENTION OF HIV AND AIDS

**By Mary Kang'ethe**

*Director, Education Programme*

**H**IV continues to be a major challenge in Kenya with the national prevalence estimated at 6% with 1.6 million Kenyans living with HIV (Kenya HIV estimates, 2014). Although the country has made huge investments in the fight against HIV by having HIV

prevalence fall from 14%-6% over a decade, adolescents and young people still bear the impact of HIV epidemic due to limited access to information, services, stigma and discrimination. In this regard, there is need to put in place interventions towards reducing stigma and increase awareness to reduce and eliminate the number of new cases of HIV infections, ensure all youth are tested and those who are diagnosed with HIV are provided with the appropriate treatment to ensure safety and wellness and most importantly, that all youth are enveloped in unconditional love: the type of love that frees them from fear of stigma or shame and encourages open and honest dialogue that can ensure health and safety. Prevention of all means of transmission can therefore be achieved through behaviour change, knowledge, treatment, and the creation of a non-discriminatory environment.



UNESCO emphasises the need for inclusivity in education and empowerment of young people for promotion of sustainable development. It is against this background that the Kenya National Commission for UNESCO worked in collaboration with the Street Families Rehabilitation Trust Fund (SFRTF) to enhance the skills of young people for prevention of HIV and AIDS through a four day workshop for vulnerable youth drawn from Sunshine and Shelter rehabilitation centres for young boys in Naivasha, Nakuru County. The institution targets vulnerable youth, specifically those connected to the streets, orphans and youth without parental care. These former street boys had undergone a rehabilitation process and were currently in school or undertaking vocational courses. The workshop was also graced by the Children's Officer from Naivasha and youth officers from Nakuru.



*Rose Gitau from Kenyatta University making a presentation*

Though the training, the young people were expected to acquire enhanced knowledge, skills and values for prevention and management of HIV and AIDS. During the training, the participants were taken through the following sessions through experiential and activity based approaches: self- awareness, an overview of HIV and AIDS, PREP and PEP for HIV prevention and addressing stigma and discrimination for young people affected and those living with HIV.

The young people participated in the training process through group discussions, group presentations, games, role plays and songs among other activities.



*A presentation of the session on self-awareness*



*The youth in a role play on vulnerability to HIV and AIDS*

## **HIV Testing and Counselling**

The training entailed voluntary HIV testing and counselling for the young people. The services were provided by two health workers from Naivasha Hospital. Before the testing, the two officers briefed the young people on the process including the support services available if one is found positive. The two officers emphasised that the process was voluntary.



*The youth participating in activities during the training*



United Nations  
Educational, Scientific and  
Cultural Organization



Kenya National  
Commission for UNESCO  
(KNATCOM)

## KENYA NATIONAL COMMISSION FOR UNESCO

# 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.	Formal requests	Free	Acknowledged within (7) days
	Email		Responded within 48 hours
Disseminations of UNESCO communication to the Government and stakeholders.	None	Free	Within 7 days upon receipt of the communication
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 nominations of candidates for UNESCO prizes, awards, scholarships, fellowships and study grants to ensure awareness, access and uptake by Kenyans.	Meet set criteria. Provide accurate information	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 MOU's and contractual engagements	Free/cost sharing if need arises	Within agreed times 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 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
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:

- ◆ lodge a complaint to the officer who first served you;
- ◆ drop your written complaint at KNATCOM's complaints/compliments box; and/or
- ◆ complain or appeal further to:

#### The Secretary General/CEO

Kenya National Commission for UNESCO  
National Bank Building 16th Floor (Harambee Avenue)  
P.O. Box 72107 - 00200 NAIROBI

Or

#### The Chairperson

The Commission on Administrative Justice  
West End Towers, 2nd Floor, Waiyaki Way  
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## KENYA NATIONAL COMMISSION FOR UNESCO

# HATI YA UTOAJI HUDUMA KWA RAIA

Tume ya Kitaifa ya Shirika la Elimu, Sayansi na Utamaduni la Umoja wa Mataifa inaahidi 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)
	Barua pepe		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 uafikiwaji 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 Uzaji 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
Kujisajili katika Baraza la Vijana la UNESCO.	Kutumiza matakwa ya uanachama	Bure	Kuwasilisha bei za bidhaa na huduma kama inavyoongozwa na sheria
			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*



**MALENGO**  **YA MAENDELEO ENDELEU**



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