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(KNATCOM)

*Promoting peace, sustainable development
and intellectual collaboration*

Radio & Sports
for peace

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Let's utilise radio for peace and cohesion

The World Radio Day accords us all an opportunity to celebrate radio broadcast, improve international cooperation among radio broadcasters and encourage decision-makers to create and provide access to information through radio, including community radios.

In Kenya, the commemorations of the World Radio Day marked on 13th February globally were spearheaded by Kenya National Commission for UNESCO, which is focal point and the principal link between the national priorities of Kenya and the multilateral agenda of UNESCO.

Kenya established her radio in 1927, as the second radio broadcast in Africa after the Egyptian radio. The country can be regarded as a global pioneer in radio broadcasting. While commemorating the World Radio Day it is a time to commemorate our historic milestones while reflecting on this extraordinary mass medium and its potential in national building and sustainable development as espoused by the sustainable development goals.

Radio remains one of most popular mass media reaching the widest audience in the world. It is also recognized as a powerful communication tool and a low cost medium. Radio is specifically suited to reach remote communities and vulnerable people irrespective of developmental or geographical divide.

In this edition we also bring you the launch of the Global Education Monitoring Report (GEMR). The report monitors progress made towards Sustainable Development Goal 4 (SDG4) on inclusive and equitable quality education and promote lifelong learning opportunities for all. It further details the ten targets in SDG4, as well as other SDG targets with a clear education dimension. The GEM Report is widely recognised as an indispensable advocacy and technical tool to support the provision of quality, inclusive, and equitable basic education for all, and identify other policy priorities in education and learning.

Education is a shared responsibility and if we all play our respectful roles then we shall have made significant steps towards realisation of our collective objective nationally.

For this and much more read on...

Dr Evangeline Njoka, MBS
Secretary General / Chief Executive Officer
Kenya National Commission for UNESCO

EDITORIAL TEAM

Secretary General / CEO	: Dr Evangeline Njoka
Deputy Secretary General	: Mr David Otiato
Editor	: Mr. Anthony Ngare

CONTRIBUTORS:

John Omare | Mary Kang'ethe | Nancy Wachira
Dr Jaro Arero | Anthony Ngare | Emily Njeru

Jarida is a Swahili word for Newsletter

The university youth concentrate hard during the app development process.

Empowering the Youth with Mobile Apps Development Skills

By Anthony Ngare

Kenya's, mobile ecosystem is vibrant with a rich history. In 2010, Omidyar Network and Hivos were among the first organisations to launch a technological hub "*iHub*", the city's first local nexus of all things tech. Today, the community hosts over 14,805 members, over 152 companies and employs 1128 people. More incubators and working spaces have followed, such as 88mph which operates in Nairobi, Lagos, and Johannesburg. With hosted hubs and a stable wifi connection, it's here that young entrepreneurs, technologists, and designers connect and branch out to the international venture capital community.

Mobile application development in Kenya continues to grow tapping heavily into the vast pool of young tech entrepreneurs by offering training. Experts predict that mobile applications will be the next big thing in five years. Initiatives like I lab, mLab East Africa and several others by Nokia has seen Kenyans benefit from fully-sponsored trainings on creation of mobile apps and how best to launch them into the market, revealing a growing interest in the sector.

In addition, the uptake of mobile services by Kenyans continues to grow. As of January 2016, Kenya had 37.8 million active mobile phone numbers with the Internet-cum-data market registering 21.6 million users. By September 2017, the number of mobile subscriptions stood at 41.0 million up from 40.2 million reported during the preceding quarter, marking a growth of 1.9 per cent. Subsequently, mobile penetration rose by 1.7 percentage points to reach 90.4 per cent from the previous quarter's 88.7 per cent.

This is according to the quarterly sector statistics report by the Communications Authority of Kenya (CA).

The impact of mobile phones is therefore key in Kenya's development agenda. For the past two years, KNATCOM has been empowering the youth who have a passion in mobile applications development. This Initiative is implemented by the Communication and Information Programme, and it builds on the

experience of many worldwide initiatives that introduce young people to computer science programming (learning-to-code) and problem solving (coding-to-learn). It also seeks to build on experiences targeting young women who are vastly underrepresented in this field. Finally it builds on the consideration that for millions of young people, the smartphone in their pocket is a very powerful computer, it will be their only computer, and they use it for nearly every aspect of their lives: communicating, learning, taking pictures, and playing games.

an issue that was SDG related. They were clustered into four groups for the hackathons and developed apps ranging from agricultural to health.

The winning group developed "G~LINDE" is mobile app that enables a user to report any case crime either to next of kin (friends) or the nearest police. It also enables a user to call for emergency services such as for fire-brigade or an ambulance. The objective of the App is to protect life and property by enabling a user to seek for help when he/she needs it.

The winning team presents their App.

With this initiative KNATCOM strives to provide young people with the high-level skills and confidence to develop, promote, and sell locally relevant mobile apps that solve local issues of sustainable development and provide employment.

KNATCOM'S most recent training in mobile Apps training was carried out in December, 2017 was carried. A total of 21 students from 16 universities across Kenya were trained. The five day training was conducted by eMobilis Mobile Technology Institute. The students were expected to develop an app that would address

The Kenya National Commission for UNESCO (KNATCOM) is cognizant of the power of the mobile phone in achieving Sustainable Development Goals and appreciates the talent in the youth and will continue to support them. At a time when the world is looking for new ways to build peace and sustainable development, encouraging innovation and creativity of youth of the world will be vital in effectively addressing these challenges.

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

Safeguarding journalists' safety for societal gain

By Anthony Ngare

There are people who do not realise that seeking information is their right. It is important to change the mind-set of people as they think that asking questions to government or authority is disloyalty. Information sharing has been dubbed the oxygen of democracy and the engine of development.

This is why UNESCO regards the safety of journalists a major tenet towards sustainable development.

To safeguard this, United Nations came up with the UN Plan of Action on Safety of Journalists and the Issue of Impunity as a means of creating synergies between different players in media development.

In Kenya, the Commission together with partners such as Kenya Union of Journalists (KUJ), Association of Media Women in Kenya (AMWIK), Media Council of Kenya, Article 19, UNESCO regional office for Eastern Africa have played a big role in capacity building the media persons on how to be safe and focus on their security. Such an activity was recently carried out in Kakamega County for journalists in western zone and the surrounding areas.

While making his comments, the officer in Freedom of Expressions and Media Development Mr Anthony Ngare stated that the Commission contributes in media development by building the capacity of media professionals and government officials on freedom of expression, freedom of information and safety of journalists. He stated that about 50 journalists trained on UNPOA each year since 2014. He also stated that the commission has the partners such as Media Council of Kenya, KUJ, AMWIK, Article 19, KCA, PJAK, Nairobi Regional Office, among others

Article 19 Eastern Africa Executive Director Mr Henry Maina training the journalists.

KNATCOM Deputy Director at CI Programme Mr Anthony Ngare makes a presentation on SDGs.

safety of citizens and non-citizens living in a given country.

He stated that it is important for the journalists to conceptualize what the national security is and what it is not. He gave instances where issue of national security is misinterpreted. He stated that there is need to understand what the national security entails and what it doesn't entail.

He noted that media development enhances freedom of expression, and it contributes to peace, sustainability, poverty eradication and human rights. She noted that UNESCO through the UN Plan of Action aims at empowering the media and also sensitizing them of their safety which is an important for them.

He highlighted some of the partnership areas such as training more journalists on UN plan of Action that would create more impact and create more synergise. He noted that Media Council of Kenya (MCK) database had about 4000 accredited journalists who need to be capacity built.

During the same training journalists were also trained on the relevant laws that touch of their professions by the Executive Director of Article 19 Eastern Africa Chapter Mr Henry Maina. He started by posing a question to the participants to define what the national security means. The participants in their own view defined national security where each of them defined it as per their understanding. Some defined it as the

He also highlighted some of the issues that should be categorized as the national security interest such as the amenities that affect the public like water reservoirs for the entire county or national power grid.

Maina noted that the principle advocates the right to information. He urged the journalists to consider balancing the issues of national security while observing: Official Secrets Act, Prevention of Terrorism Act, Public Order Act and Protection of reputation of others.

He challenged the journalists to delocalize their stories in order to win the international awards. They need to relate with other international concepts so as to have in-depth effect

He stated that the story should be proportionate to the effect you intend to impart. He stated that the force should not deny the public information. He gave examples of instances where

information is protected. He distinguished between the personal and public interests.

Maina also reiterated that the there are times where the public interests outweighs the personal interests. Issues that concern the public are more important.

On the issue of the privacy of the sources of the stories, he stated that there is need to observe confidentiality of the sources of the stories; here the reporter should look for ways to defining what goes to the public and what remains with the editor. This is important for the sake of the journalist safety. The journalists were challenged to write stories that are affiliated with the safety of the journalists.

He, however, encouraged them to do more research to acquire more information on media freedom. He stated that there is need to concentrate on areas that are promoting the safety of journalists. He proposed that the subsequent workshops should only include the people that have written stories on the safety of journalists.

He highlighted some of the threats that affect the journalists such as the torture, kidnap, physical assort, attack on confidentiality of the sources, expulsion and detention. He stated that there are concerns especially in the country where there are the policy incoherence where the UNESCO has policies that seek to protect the journalists.

Maina gave examples of cases of the misleading information that the journalists run by seeking sources that mislead such as issues to do with the law.

He challenged them to take precautions to protect themselves by making the society understand the role of the journalists that would promote the safety since the people would see you as an important person in the society.

Instances were given where the journalists expose important and sensitive information via social media thereby compromising their safety or even the publication of the dossiers.

He stated that there is need to use encryption measures that would ensure that the stories they send are secure and protected at all times. He stated that there is need to create the environment that is enabling the journalism. He gave examples of the cases where the Article 19 have gone to court to seek review of various laws that undermine the media freedom.

He stated that there is need to publicly, equivocally and systematically condemn attacks on journalists. He insisted on the need to have solidarity in dealing with the media gagging. Condemnation should be done by all with lots of unity. He encouraged them to have collective actions that would ensure that actions are taken against the offenders.

Maina pointed out that there is need to come together as journalists as a Press Club that would ensure that would work together to condemn the offences. He also encouraged monitoring regularly on the attacks on the journalists and the forms of harassment that the peers go through. He encouraged them to keep records on the journalists' harassment that happen each and every year.

He reiterated on the need to recognize the safety of journalists to seek the freedom of journalist. He stated that there is likelihood of technical hitches that are going to interfere with the platforms that are meant to transmit information to the public. He noted that

there are very many cases that revolve around impunity after violation of the media freedom. He stated that there is need to learn how to investigate ahead and have the information that would help in unravel the violations that require prosecution. He stated that the media professionals should take initiatives that would help in expediting the execution of the cases.

On his part the Head of Programmes at Media Council of Kenya Mr. Victor Bwire stated that there is need to work with integrity and have a good reputation and a good name. He articulated on the need to have high quality articles and stories at all times. He stated that the

As a journalist, one should seek to have clear and objective story that would be acceptable and impactful to the society. He warned them against being gourd dogs that hypocritically share the stories that are meant to be confidential. He stated that some of the journalists are lapdogs instead of being the watchdogs that would aim at ensuring that the society gets value from the efforts of the journalists.

He challenged them to always address others with courtesy and decorum, dress neatly and as per the occasion. He insisted that they should seek to have the laws and the acts that affect them as journalists and the protective articles

Journalists take a break from the training for a memorable moment.

journalists should endeavour to make an impact to the society other than enriching themselves. He said that journalists are borne and only goes to school to professionalize their work. He stated that there is need to investigate each and every story other than relying on hearsays and unverifiable sources. He challenged them to exercise due diligence in each and every story other than taking every information that they broadcast or share indiscriminately. He insisted on the need to have public interest at heart in every story that they do.

that are relevant to them. He lamented that there is a big threat to the media profession that include the bad press that really affects the credibility of the stories. He informed them that there exist communication policies that would play a big role in addressing the communication breakdowns that exist. He continued to say that the journalists should seek to address issues that resonate with the people other than only addressing political and non-important matters. He stated that journalists should address the safety of journalists and communicate safely.

Media Council of Kenya, Deputy CEO and Head of Programmes Mr Victor Bwire shares his wide experience.

Mr. Bwire encouraged them to not only concentrate on the negative stories, he insisted that there is a need to run stories that are development oriented and positive in nature. This will have more impact to the society and will bring more impact on the societal perception on the journalists. He urged them not to be personal as they report or as they give their stories. This would create positive relations with the public. Bwire gave an example of the challenges affecting the locals other than only covering highly profiled stories. He encouraged them to at least do one story that have a local touch that the public would enjoy listening to and learn more.

There is a need to be conversant with the Constitution and the Articles that affect the journalists and more particularly on their safety. He insisted that there so many Acts that have Articles that are detrimental to the media freedom. On the status of the laws that affect the media professional, there are so many laws that exist but very scattered across various Acts. He urged them to do more research and seek to learn more on how to manoeuvre through and not to go in contrary with the law. There is a very high level of journalist intimidation.

He also urged them to do risk analysis so as to ensure that they are safe and seek understanding before they air any controversial story. He urged them to avoid being partisan in covering news as this would compromise public perception of their work and consequently their safety while in line of duty.

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

Kenya marks World Radio Day

By Anthony Ngare

It was pomp and colour as Kenya marked the World Radio Day in an initiative that focussed largely on community radio in the country.
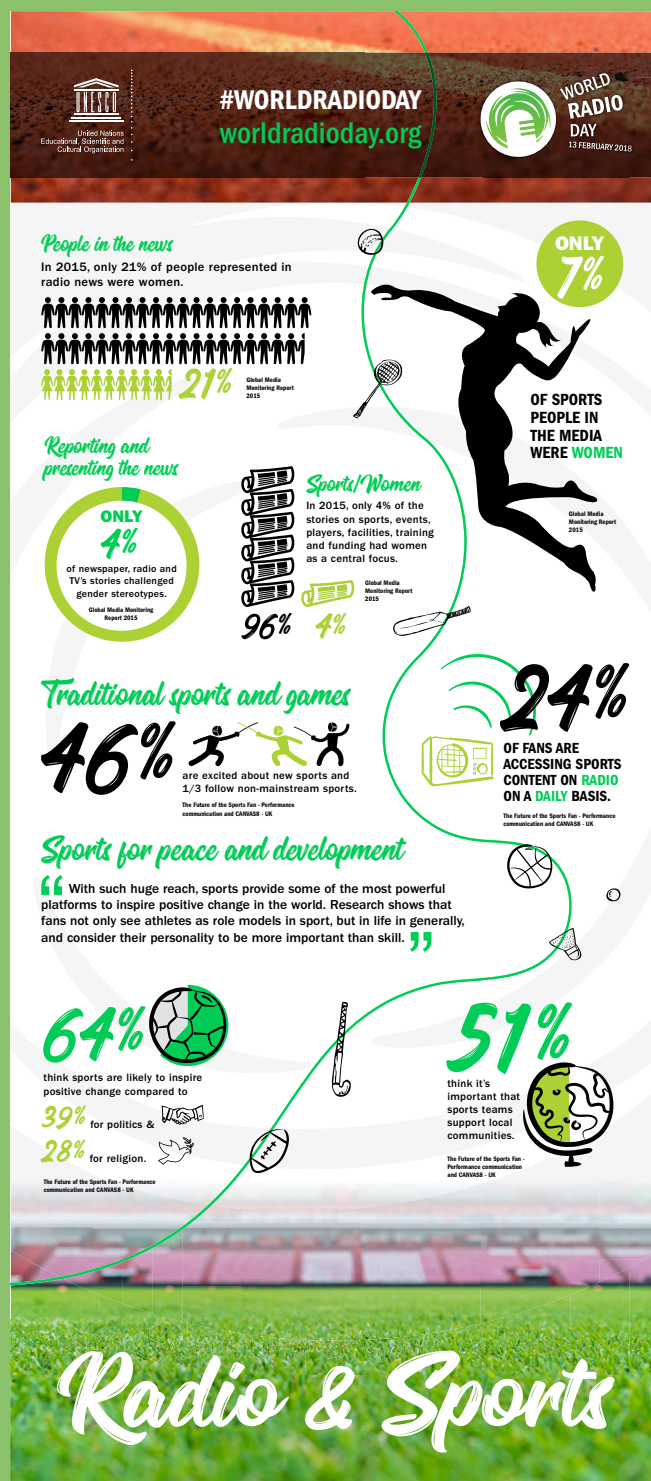
In Kenya this year, the World Radio Day 2018 commemorations was organised by Kenya Community Media Network (KCOMNET) in partnership with 23 community radio stations from across in the country.

The WRD, marked annually on 13 February, the day the United Nations radio was established in 1946, gives an opportunity to celebrate radio broadcast, improve international cooperation among radio broadcasters and encourage decision-makers to create and provide access to information through radio, including community radios.

In Kenya, in marking the day, the event brought together community radios across the country and the radio presenters had time to discuss the use of radio and sports as a powerful tool to enhance peaceful co-existence among communities. These discussions were perfectly in line with this year's WRD theme of 'Radio and Sports'.

To further customise the theme for the local context the delegates celebrated the day under the theme 'Radio and Sports for peace and development'.

The commemorations, held at Kivuli Centre; the premises of Mtaani Radio, one of the community radio stations based in

#WORLDRADIODAY
worldradioday.org

WORLD RADIO DAY
13 FEBRUARY 2018

United Nations
Educational, Scientific and
Cultural Organization

People in the news
In 2015, only 21% of people represented in radio news were women.
21%
Global Media Monitoring Report 2015

ONLY 7%
OF SPORTS PEOPLE IN THE MEDIA WERE WOMEN
Global Media Monitoring Report 2015

Reporting and presenting the news
ONLY 4%
of newspaper, radio and TV's stories challenged gender stereotypes.
Global Media Monitoring Report 2015

Sports/Women
In 2015, only 4% of the stories on sports, events, players, facilities, training and funding had women as a central focus.
Global Media Monitoring Report 2015
96%   4%

Traditional sports and games
46%
are excited about new sports and 1/3 follow non-mainstream sports.
The Future of the Sports Fan - Performance communication and CANVAS8 - UK

24%
OF FANS ARE ACCESSING SPORTS CONTENT ON RADIO ON A DAILY BASIS.
The Future of the Sports Fan - Performance communication and CANVAS8 - UK

Sports for peace and development
"With such huge reach, sports provide some of the most powerful platforms to inspire positive change in the world. Research shows that fans not only see athletes as role models in sport, but in life in generally, and consider their personality to be more important than skill."

64%
think sports are likely to inspire positive change compared to
39% for politics &
28% for religion.
The Future of the Sports Fan - Performance communication and CANVAS8 - UK

51%
think it's important that sports teams support local communities.
The Future of the Sports Fan - Performance communication and CANVAS8 - UK

Radio & Sports

GIZ's Micheal Schweres facilitating the launch of radio drama production in Kivuli Centre.

Riruta, Nairobi County were attended by over 100 participants including local community members, local leadership, community radio journalists and representatives from KCOMNET, KNATCOM and UNESCO Regional Office for Eastern Africa.

In unprecedented path, Radio Mtaani broadcast live the discussions held at Kivuli Centre, the meeting venue, where participants discussed the place of community radio and sports in cultivating peaceful coexistence. Participants unanimously agreed that radio can be a positive and powerful catalyst for peace building among the communities.

A panel discussion involving local leaders, former players, coaches of various sports disciplines both male and female, radio presents and representatives from various support groups underscored the importance of radio in its unique qualities as a powerful means to transmit the enthusiasm of sport events. Radio is also a means to convey the values of fair play, teamwork and equality in sport.

The initiative was supported by Germany's CPS/GIZ and Kenya National Commission for UNESCO among others.

Globally, world leaders led from the front in making the day.

UNESCO Director General Audrey Azoulay noted that in 2018, UNESCO had dedicated World Radio Day to the theme of radio and sports.

"The radio is a powerful means to transmit the enthusiasm of sport events. It is also a means to convey the values of fair play, teamwork and equality in sport".

Radio can help combat racist and xenophobic stereotypes that are, alas, expressed both on and off the field. It allows a broad range of traditional

sports to be covered, far beyond the elite teams. It provides the opportunity to nurture diversity, as a force for dialogue and tolerance.

She further reiterated that the fight for gender equality is central to this effort. "According to the report of the Global Media Monitoring Project, supported by UNESCO, only 4% of sports media content is dedicated to women's sport. Only 12% of sports news is presented by women. UNESCO is working to improve the coverage of women's sports, to combat gender discrimination on the airwaves and to promote equal opportunities in sports media. The task is immense" she said in a broadcast message via the UN Radio.

In her conclusion she urged the world to mobilize to make radio an increasingly independent and pluralistic media. "Let us join forces to celebrate the potential of sports radio in furthering development and peace".

The United Nations Secretary General Mr António Guterres in his commemorative message noted that Radio reaches the widest audience in the world!

"In an era of dramatic advances in communications, radio retains its power to entertain, educate, inform and inspire".

He further noted that it can unite and empower communities and give voice to the marginalized. We can also recognize the many ways in which sports broadcasting brings people together around excitement and achievements.

"On World Radio Day, let us celebrate both radio and sports as ways of helping people to achieve their full potential" concluded Mr Guterres.

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

#WorldRadioDayKe

Participants discuss how they can promote peace and unity in the community using sports and radio.

Up-scaling ICT skills for EDCE teachers

By Mary Kang'ethe

ECDE is the holistic approach which supports children's survival, growth, development and learning including health, nutrition and hygiene, and cognitive, social, emotional and physical development from birth to entry into primary school in formal, informal and non-formal settings.

It is the bedrock and foundation of all learning in the life of any child. There is a very close relationship between Early Childhood Education and schooling completion rates. It's said that a child who goes through ECDE learning successfully has higher chances of successfully going through primary and secondary education. The importance of ECDE as key milestone in the development of a personality cannot be gainsaid. With the advent of the implementation of the Constitution of Kenya (2010), the devolution process has devolved pre-school among other devolved functions of the county governments.

Enrolment in ECDE increased by 772,600 pupils over the period between 2009 and 2014 this giving an annual growth rate of 6.1 per cent. The total number of pupils enrolled in Primary Education increased by more than eight per cent over the period, with about 767,200 additional pupils and an annual growth rate of 1.6 per cent (Basic Education Statistical Booklet 2014).

Early Childhood Development Education (ECDE) being the first formal agent of socialization (Kibera & Kimokoti, 2007) calls the attention of all stakeholders to critically address the challenges related to issues of access, equity, quality and relevance of ECDE programmes. Early childhood education forms the foundation for learning. The Government of Kenya recognizes the important role of ECDE in the development and growth of children and has progressively expanded the sub-sector in collaboration with private sector.

The definition of technology tools encompasses a broad range of digital devices such as

The ECDE teachers take a chance to capture the moment.

It was full house during the ICT training for ECDE teachers.

computers, tablets, multi-touch screens, interactive whiteboards, mobile devices, cameras and music players, audio recorders, electronic toys, games, e-book readers, and older analogue devices still being used such as tape recorders, record and cassette players, light tables, projectors, and microscopes.

Young children live in a world of interactive media. They are growing up at ease with digital devices that are rapidly becoming the tools of the culture at home, at school, at work, and in the community (NAEYC 2012). Technology tools for communication, collaboration, social networking, and user-generated content have transformed mainstream culture. In particular, these tools have transformed how parents and families manage their daily lives and seek out entertainment, how teachers use materials in the classroom with young children and communicate with parents and families, and how we deliver teacher education and professional development (Lefebvre, Deaudelin & Loiselle, 2006). The pace of change is so rapid that society is experiencing a disruption almost as significant as when there was a shift from oral language to print literacy and again when the printing press expanded access to books and the printed word. The shift to new media literacies and the need for digital literacy that encompasses both technology and media literacy will continue to shape the world in which young children are developing and learning (Linebarger & Piotrowski 2009; Flewitt 2011).

The prevalence of electronic media in the lives of young children means that they are spending an increasing number of hours per week in front of and engaged with screens of all kinds including televisions, computers, smartphones, tablets, handheld game devices, and game consoles (NAEYC 2012). The distinction among the devices, the content, and the user experience has been blurred by multi-touch screens and movement activated technologies that detect and respond to the child's movements. With guidance these various technology tools can be harnessed for learning and development without guidance usage can be inappropriate and/or interfere with learning and development.

Technology and interactive media are tools that can promote effective learning and development when they are used intentionally

by early childhood educators, within the framework of developmentally appropriate practice, to support learning goals established for individual children (NAEYC 2009). The framework of developmentally appropriate practice begins with knowledge about what children of the age and developmental status represented in a particular group are typically like. This knowledge provides a general idea of the activities, routines, interactions, and curriculum that should be effective. Each child in the particular group is then considered both as an individual and within the context of that child's specific family, community, culture, linguistic norms, social group, past experience

Workshop participants are taken through a presentation on ICT.

(including learning and behaviour), and current circumstances (*www.naeyc.org/dap/core; retrieved November 2, 2012*).

Children's experiences with technology and interactive media are increasingly part of the context of their lives, which must be considered as part of the developmentally appropriate framework. To make informed decisions regarding the intentional use of technology and interactive media in ways that support children's learning and development, early childhood teachers and staff need information and resources on the nature of these tools and the implications of their use with children.

In view of the foregoing, it is important that an ICT in ECDE programme is rolled out and be institutionalized in all ECDE institutions to give the young learners the foundation they require. The Kenya National Commission for UNESCO (KNATCOM) through its Education Programme carried out a capacity building workshop for ECDE Teachers/Caregivers on integration of Information Communication Technology (ICT) in Early Childhood Development Education (ECDE).

The main objectives of the workshop were to equip the ECDE Teachers/Caregivers with skills, knowledge and attitudes on ICT for effective integration and curriculum delivery in ECDE and investigate how ECDE Teachers/Caregivers have integrated ICT in ECDE for sustainable development. The outcomes for the workshop were: ICT compliant ECDE Teachers/Caregivers to enhance global citizenship; ECDE Teachers/Caregivers empowered with skills, knowledge and attitudes on ICT in ECDE; Strong partnership between KNATCOM and education stakeholders established at County levels; ICT integration in ECDE pedagogy; and Competent and confident ECDE Teachers/Caregivers in ICT. The workshop brought together sixty three participants (ECDE Teachers/Caregivers) from the forty seven Counties in Kenya.

The writer is the Director at KNATCOM's Education Programme.

Celebrating Mother's language

By Mary Kang'ethe

International Mother Language Day (IMLD) was proclaimed by the General Conference of the United Nations Education, Scientific and Cultural Organization (UNESCO) on 17th November 1999 through Declaration 30C/62. And has been celebrated annually on 21st February, since 2000.

Resolution A/RES/61/266 called upon Member States **"to promote the preservation and protection of all languages used by peoples of the world".** By the same resolution, the General Assembly proclaimed 2008 as the International Year of Languages, to promote unity in diversity and international understanding, through multilingualism and multiculturalism. The date 21st February, 1952 commemorates the death of four students who were shot and killed by police in Dhaka, the capital of what is now Bangladesh. While demonstrating for

recognition of their language, Bangla, as one of the two national languages of the then Pakistan. The day is aimed at promoting linguistic cultural diversity and multilingualism it also encourages people to maintain the knowledge of their mother. Governments and Non-Governmental Organizations may use the day to announce policies to encourage language learning and support.

UNESCO supports mother language and multilingual education through International Mother Language Day (IMLD). The International Mother Language Day 2018 was celebrated under the theme: **"Linguistic Diversity and Multilingualism Count for Sustainable Development".** This supports Goal 4.6 of the Sustainable Development Goals (SDGs): "Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy". To foster

sustainable development, learners must have access to education in their mother tongue and in other languages. It is through the mastery of the first language or mother tongue that the basic skills of reading, writing and numeracy are acquired. Local languages, especially minority and indigenous, transmit cultures, values and traditional knowledge, thus playing an important role in promoting sustainable futures.

Multilingual education facilitates access to education while promoting equity for populations speaking minority and/or indigenous languages, especially girls and women; It emphasizes the quality of teaching and learning with a focus on understanding and creativity; reinforces the cognitive aspect of learning by ensuring the direct application of learning outcomes to the learner's life through the mother tongue; enhances dialogue and interaction between learner and teacher by allowing genuine communication from the beginning and facilitates participation and action in society and gives access to new

knowledge and cultural expressions, thus ensuring a harmonious interaction between the global and the local.

Languages are the most powerful way to preserve and develop culture and to promote it across the world, thus promoting global citizenship. The Constitution of Kenya, 2010, in Article II, recognizes and encourages promotion of all forms of cultural expression through the arts, traditional celebration, literature, science communication, information, mass media, publications, libraries and other cultural heritage for sustainable development.

The Ministry of Education, Science and Technology Sessional Paper No.14 of 2012 on Reforming Education and Training, recommends that "National and County Education Boards should encourage the use of the two official languages Kiswahili and English both in- and out-of-school as provided for in the Constitution of Kenya (2010). It further notes that the language of the catchment area (mother tongue) should be used for child care, pre-primary education and in the education of Lower Primary children (0-8 years). The policy further notes that sign language; braille or other appropriate means of communication should also be used in the delivery of education to learners with special needs. However, it is important that whenever possible learners are not confined in their local areas for the purpose of national integration."

Languages, with their complex implications for identity, communication, social integration, education and development, are of strategic importance for people and planet. Yet, due to globalization processes, they are increasingly under threat, or disappearing altogether. When languages fade, so does the world's rich tapestry of cultural diversity. Opportunities, traditions, memory, unique modes of thinking

and expression, valuable resources for ensuring a better future are also lost.

More than 50 per cent of the approximately 7,000 languages spoken in the world are likely to die out within a few generations, and 96 per cent of these languages are spoken by a mere 4 per cent of the world's population. Only a few hundred languages have genuinely been given pride of place in education systems and the public domain, and less than a hundred are used in the digital world.

Mother tongue education is a force for quality learning, it is also essential to bolster multilingualism and respect for linguistic and cultural diversity in societies that are transforming at a high rate. Kenya is a culturally diverse nation as reflected in the country's linguistic diversity. We urge education institutions to embrace the fact that languages play a vital role in the process of integration into all aspects of life including in education and contributes immensely to attaining quality education for all, thus should be respected, protected, promoted, researched on and documented to avoid extinction.

The Kenya National Commission for UNESCO in conjunction with Kenyatta University and other stakeholders carried out the International Mother Language Day Celebrations 2018 with the objectives to: contribute to promoting Global Citizenship Education; promote mother languages as well as multilingualism in Kenya; share knowledge on various aspects of mother language, cultural diversity and multilingualism in Kenya; and celebrate Kenyan cultures including languages. Through the celebrations the public was sensitized on International Mother Language Day, deliberations among key stakeholders on the mother languages as well as multilingualism were held and participants agreed on way forward on promoting mother language as well as multilingualism.

The way forward included: KNATCOM will work with the 47 Counties to help them develop instruction materials for learning with consultation with KICD and partnership with the Universities. It was agreed that there is need to tap on the richness of the Mother Languages and enforce the implementation of the language policy. Participants also agreed that Mother Languages be adopted as legitimate language and scientific communication; The University institutions should help in achieving the promotion of our Mother Languages and in the preservation of the indigenous languages, there is need to put mechanisms in place in material development so that we don't lose our mother languages, The participants were encouraged to think collectively on how to develop material to preserve our mother languages and think how Mother Languages can be used to develop our education and the participants were urged to play their various roles in preserving the mother languages.

The Commission wish to encourage Kenyans to acquire necessary skills, knowledge, and values to become everything they wish and participate fully in their societies for social and economic development of the nation. This is especially important for the minorities, indigenous peoples, and rural populations; we therefore need to encourage full respect for the use of Mother Language in teaching and learning, and the promotion and preservation of linguistic diversity. In our efforts to promote use of Mother Language among the learners, Ministry of Education will encourage and supervise the implementation of the language policy and ensure development of necessary resource materials in local languages to ensure sustainability of Mother Language.

The writer is the Director at KNATCOM's Education Programme.

KNATCOM, Kalasha enhances film & TV creativity

By Emily Njeru

The Kenya National Commission for UNESCO (KNATCOM) in partnership with the Kenya Film Commission and French Embassy organized this year's Kalasha International TV and Film Market at KICC from 27th – 29th March 2018.

The event's main goal was to showcase Kenya as a major regional hub for film and TV production, post-production and distribution. KNATCOM partnered in the event by supporting local audio visual creative entrepreneurs to participate and showcase their products and services at the TV, film and audio visual market event.

The event supported strengthening of national capacities for promotion of culture and creative industries which is a priority in the Commission's strategic plan and is among obligations of the 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions. This Convention calls upon member states of UNESCO to implement policies and measures that strengthen exchange of local cultural goods and services at national and international levels. The 2005 Convention further obligates developed nations to support and facilitate development of cultural industries in developing countries through capacity building, facilitation of access to global market and international distribution networks, mobility of artists and technology transfer through co-productions.

It was therefore within the framework of international cooperation under the UNESCO 2005 Convention that the French Embassy sponsored renowned international professionals in audio visual sector to facilitate at the workshops and master classes during the event. The workshops and master classes provided local audio visual creators with an opportunity to learn and better understand the global impact of the audio visual & film industry from international facilitators and professionals.

Further, the workshops provided a platform for information sharing and also strengthened networks. Special focus was given to the animation sector which combines cultural expressions with digital technologies in the creation and production processes through the pitching session during which creators highlighted ideas to potential partners for business development and production.

During the event KNATCOM exhibited publications on UNESCO best practices on fostering the diversity of cultural expressions and a dynamic creative cultural sector including funding opportunities. Further, the Commission's representatives shared with visitors general information on its role and mandate across the five main programmes. This provided an opportunity for networking as well as enhancing visibility of the Commission.

Creative organizations supported by KNATCOM to participate at the event included; Riverwood Ensemble- an organization composed of creators and producers of local language films, Buni Media- a company that produces animations for social change, Docubox - a company that promotes artists to produce unique films that unearth new realities and cross trans-national boundaries, Lakewood Entertainment – a new production company specializing in local wildlife documentaries, Creative Garage an NGO that offers a platform for creatives to harness their creative skills to create and experiment different audio visual art forms, Light Box- a media production company that strives to tell compelling and informative stories

for entertainment, DreamCatcher Productions Ltd a film and audio-visual company based in Nairobi Kenya specializing in the production of: TV and Radio Films and Still Photography, Slum TV a channel that is showing and telling deep slum stories and Alliance of Slum Media based Organizations (ASMO) working in the slums of Nairobi to produce local quality content.

Promotion of audio visual creative products and services is a factor in the diversification of national and global cultural content found in media and digital formats and building open, inclusive societies. To realize this potential the sector requires support from government through provision of an enabling environment that facilitates and improves conditions under which artists operate. It is noted that while Kenya has enormous talent and rich reservoir of diverse cultural expressions to draw from coupled with good access and availability of information technology, the country has inadequate supportive infrastructure to promote the value chain of creation, production and distribution of creative products and services. Without this kind of support it is difficult to spur viable and dynamic culture and creative sector that is competitive at national and international levels. KNATCOM is committed and will continue sharing UNESCO's ideals and best practices with government, cultural actors, communities and relevant stakeholders to strengthen national capacities and promote a dynamic cultural and creative sector at the national level.

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

Kenya launches GEMR Report

Global Education Monitoring Report

By Mary Kang'ethe

The Global Education Monitoring (GEM) Report is an editorially independent, authoritative, and evidence-based annual report, published by UNESCO. Drawing on a well-tested model and twelve reports produced since 2002, the GEM Report is mandated to monitor progress towards Sustainable Development Goal 4 (SDG4) on inclusive and equitable quality education and promote lifelong learning opportunities for all, and its 10 detailed targets, as well as other SDG targets with a clear education dimension. The GEM Report is widely recognised as an indispensable advocacy and technical tool to support the provision of quality, inclusive, and equitable basic education for all, and identify other policy priorities in education and learning.

The second report in the Global Education Monitoring (GEM) Report series on *"Accountability in education: Meeting our commitments"* entails an assessment of progress towards the Sustainable Development Goal on education (SDG4) and its 10 targets, as well as other related education targets in the SDG agenda. The report also investigates accountability in education, analyzing how all-relevant stakeholders can provide education more effectively, efficiently and equitably. It also examines different accountability mechanisms that are used to hold governments, schools, teachers, parents, the international community, and the private sector accountable for inclusive, equitable and quality education. By analyzing policies that make accountability work or fail, and which external factors impact on their success, the 2017/8 GEM Report concludes with

concrete recommendations that will help build stronger education systems.

In Kenya, the report was launched on 28th February, 2018 at the Kenya Institute of Curriculum Development by the Director General, Ministry of Education Mr. Robert Masese, Ag. Director General, Ministry of Education representing the Cabinet Secretary. The launch entailed a half day event led by the Ministry in collaboration with UNESCO and KNATCOM and involved key stakeholders in Education. Grounded in the evidenced-based findings of the 2017 GEM Report, the objectives of the event was to: Inform policy makers of different approaches to accountability being used in different contexts, their benefits and disadvantages; Share key evidence-based recommendations from the Report relevant to national, regional and global policy makers; and Expand the GEM Report's profile amongst key education stakeholders and reaffirm the Report as the core evidence based advocacy tool for monitoring progress towards the education related targets in the SDGs.

The report emphasizes that education is a shared responsibility. While Governments have primary responsibility, all actors; schools, teachers, parents, students, international organizations, private sector providers, civil society and the media have a role in improving education systems. The report also emphasizes the importance of transparency and availability of information but urges caution in how data are used. It makes the case for avoiding accountability systems with a disproportionate focus on narrowly defined results and punitive sanctions. In an era of multiple accountability tools, the report provides clear evidence on those that are working and those that are not.

In addition, the report notes that despite the efforts towards provision of quality education that is relevant and equitable, the sector continues to experience challenges related to access by the vulnerable and marginalized and involvement of key stakeholders in the decision making processes in education. While emphasizing the primary role of Government in the delivery of education, they called for partnerships and collaboration in promoting quality education for all through enhancing accountability in the education sector.

The Global Education Monitoring Report highlights the fact that it is the responsibility of national governments to provide quality education for all. The progress will require external support and cooperation both within countries and between national governments and external partners.

The report emphasizes that accountability mechanisms should take the situation of schools and teachers into proper consideration. Kenya has been focusing particularly on teachers and quality of learning in our support for education. We have supported the International Teachers Task Force 2030 since it was created in 2008, and it is our hope that the teachers' initiative that UNESCO is developing in cooperation with multilateral partners will strengthen the capacity of teachers.

Everyone has a role to play in enhancing accountability in education. This starts with citizens, supported by civil society organizations and research institutions, which point out gaps in quality and equitable education.

Please find the report on *http://unesdoc.unesco. org/images/0025/002593/259338e.pdf*

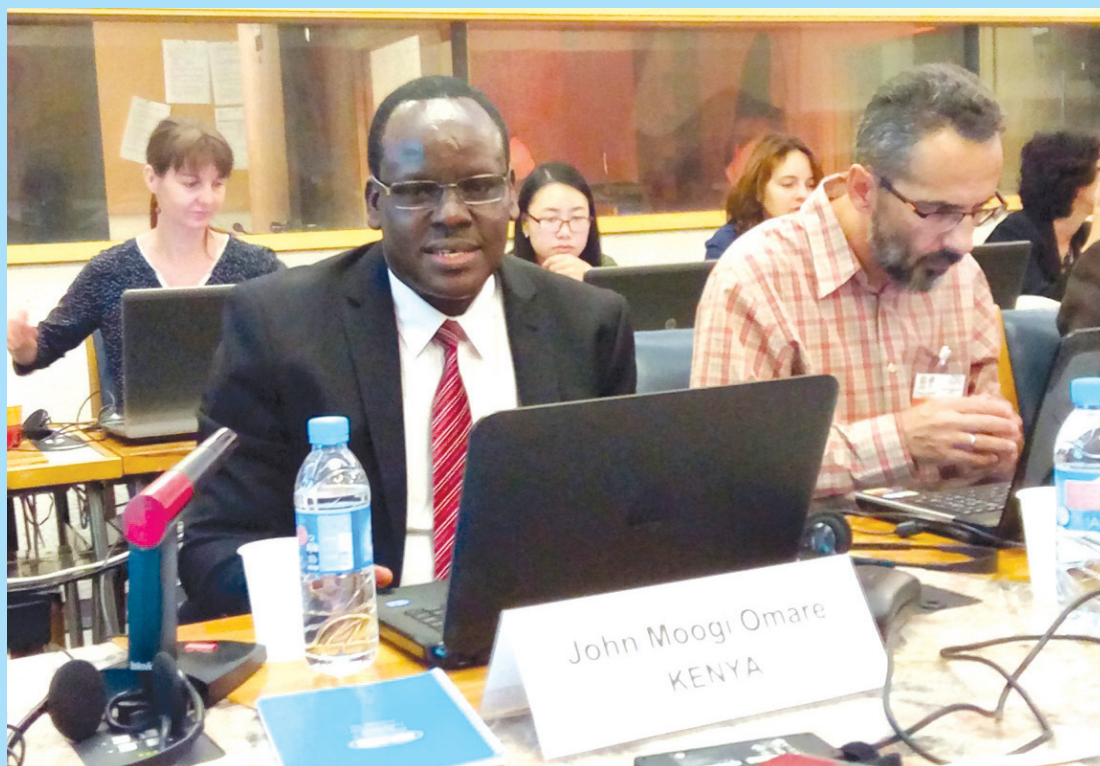*The writer is the Director at KNATCOM's Education Programme.*

Kenya to chair ICH evaluation body

By John Omare

During its twelfth session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage (ICH) held in Jeju Island (Republic of Korea), in December, 2017, Kenya's Mr. John Moogi Omare, Director of Culture Programme at Kenya National Commission for UNESCO (KNATCOM) was appointed, for the third term, as a member of the Evaluation Body for 2018 cycle.

The first meeting of the Evaluation Body for 2018 cycle of the Committee for the Safeguarding of the Intangible Cultural Heritage was held on 6th and 7th March 2018 at UNESCO Headquarters, Paris, France. During this meeting, Mr. Omare was elected as the Chair of the Evaluation Body.

Starting with 2015 cycle, and in conformity with **paragraph 27** of the Operational Directive, the Committee established a consultative body (the 'Evaluation Body') to evaluate the nominations

Mr Omare at the meeting of the Evaluation Body at UNESCO HQ, Paris, France, where he was elected Chair of the Body.

Mr Omare was appointed in his capacity as an expert on Intangible Cultural Heritage (ICH) and representative of Kenya — State Party non-Member of the Committee.

to the Lists, the proposals for the Register of Best Safeguarding Practices and International Assistance requests greater than US$100,000. The Evaluation Body makes recommendations to the Committee for its final decision.

The Evaluation Body is composed of twelve members appointed by the Committee: six experts qualified in the various fields of the intangible cultural heritage representatives of States Parties non-Members of the Committee and six accredited non-governmental organizations, taking into consideration equitable geographical representation and various domains of intangible cultural heritage.

Intangible Cultural Heritage (ICH) is defined as the practices, representations, expressions, knowledge, skills as well as the instruments, objects, artifacts and cultural spaces that communities, groups and individuals recognize as part of their cultural heritage. Intangible Cultural Heritage is manifested in the following domains:

• Oral traditions and expressions, including language as a vehicle of the Intangible Cultural Heritage;

• Performing arts;

• Social Practices, rituals and festive events;

• Knowledge and practices concerning nature and the universe; and

• Traditional craftsmanship.

The Evaluation Body also elected the Vice Chairperson, Mr. Eivind Falk, Director, Norwegian Crafts Institute from Norway and the Rapporteur Ms. Kuminková, Eva, Deputy Director, Czech Ethnological Society, Wallachian Open Air Museum in Rožnov pod Radhoštěm, from Czech Republic.

Role of the Chairperson

During the Evaluation Body meetings, the Chairperson directs the discussion, ensures smooth conduct of proceedings and maintains order, seeks to secure consensus whenever possible, and summarizes each decision taken by the Body. Further, he or she also validates (together with the Rapporteur) the final texts of the report of the Body, including the draft decisions. During the Intergovernmental Committee meeting, the chairperson presents each file evaluated, the main points of the debate on it and the draft decisions. The Chairperson also represents the recommendations of the Body if questioned by Committee Members.

A second meeting lasting five days is scheduled for 18th to 22nd June 2018 to allow the Evaluation Body to discuss individual evaluations of each nomination. A third and final meeting lasting three days is scheduled for 26th to 28th September 2018 to allow the Evaluation Body to adopt their report, including the recommendations for each nomination file. Fifty (50) files will be evaluated in the current cycle.

This report will be submitted by the Chairperson to the thirteenth session of the Intergovernmental Committee to be held in the Republic of Mauritius, from **26th November to 1st December 2018).**

The Enkipaata, Eunoto and Olng'esherr: three male rites of passage of the Maasai community in Kenya will be among the files to be examined during the 2018 cycle for possible inscription into UNESCO's List of elements in Need of Urgent Safeguarding.

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The writer is the Director at KNATCOM's Culture Programme.

The workshop was well attended by participants from all corners of the Republic.

Role of TVET institutions in SDGs realisation

By Nancy Wachira

The 2030 Agenda and its seventeen (17) Sustainable Development Goals (SDGs) with 169 targets build on the Millennium Development Goals (MDGs) but are much broader in scope and ambition, encompassing the eradication of poverty and hunger and improved health and nutrition; reduction of inequality; the building of peaceful, just and inclusive societies; the protection of human rights; the promotion of gender equality and the empowerment of women and girls; and the lasting protection of the planet and its natural resources. It also aims to create conditions for sustainable, inclusive and sustained economic growth, shared prosperity and decent work for all, taking into account different levels of national development and capacities. The 2030 Agenda advocates sustainable development in all of its three dimensions, for all countries (developing and developed), based on the fundamental recognition and protection of human rights, dignity and equity.

Education and training are central to the achievement of the 2030 Agenda. Vocational and Tertiary training have been earmarked as the key to achieve Vision 2030. This is captured in the Sustainable Development Goal 4 *"Ensure inclusive and quality education and promote lifelong learning for all"* and SDG 8 *"Promote inclusive and sustainable economic growth, employment and decent work for all"*.

TVET Institutions are expected to play very specific roles in promoting sustainable development through their traditional functions of teaching, research and knowledge dissemination. There is a growing consensus that our current paradigms are inadequate for addressing the long term needs of a sustainable future. As such, it is then necessary for TVET Institutions to fill the gaps by updating strategies and procedures to accommodate the resilience required to progressively adapt to changing physical, historical and social conditions in order to play an active role in shaping a more sustainable future. They have

a responsibility of taking care of the society and getting rid of the all the hurdles in the way of sustainable socioeconomic development. As the only UN specialised agency for education, UNESCO helps develop evidence-based policies in response to new trends and works to make education more inclusive and innovative.

As part of its Strategy for TVET (2016-2021), UNESCO is advocating for increased support for TVET in Member States, particularly those in Africa. Education is key to sustainable development in Africa. TVET is seen as one of the best ways of alleviating poverty and empowering individuals while at the same time giving enterprises the skills they need to drive economic growth.

Education is the primary agent of transformation towards sustainable development, increasing people's capacities to transform their visions for society into reality. Education not only provides scientific and technical skills, it also provides the motivation, justification, and social support for pursuing and applying them. For this reason, society must be deeply concerned that much of current education falls far short of what is required. Improving the quality and coverage of education and reorienting its goals to recognize the importance of sustainable development must be among society's highest priorities. The benefits

of education permeate all walks of life right from the moment of birth. If we are to eradicate poverty and hunger, improve health, protect our planet and build more inclusive, resilient and peaceful societies, then every individual must be empowered with access to quality lifelong learning. The evidence is unequivocal: education saves lives and transforms lives, it is the bedrock of sustainability. This is why we must work together across all development areas to make it a universal right.

Education is the primary agent of transformation towards sustainable development.

Education and training is a key pillar of economic development around the globe. The education and training system of a country is a major factor in determining how well a country's economy will perform in the future. Technical and Vocational and Education and Training (TVET) must play important roles in implementing and promoting sustainable development. TVET institutions are major suppliers of workforce who will be in the forefront in dealing directly with sustainable issues. Referring to the definition that sustainable development consists of three pillars: economic, socio-cultural, and environmental development, these should be considered as whole and TVET policy and practices should not neglect

any of the three. Neglecting the economic development may mean that the initiative is unattractive for funding donors or investors. Ignoring the environmental sustainability can be interpreted that the initiatives may only focus on the short-term benefits and is irresponsible morally and socially. Excluding the socio cultural development cannot attract the local people and may cause of losing the local identity. To incorporate the three pillars, TVET should embrace the green technology that is economically feasible and environmentally friendly. If TVET cannot create the new green technology, at least it should be able to support and adopt the technology by preparing the future workforces who are aware and capable of handling the technology.

Many roles that TVET institutions and stakeholders can play, including creating awareness and be the agent that promotes Sustainable Development in its daily practices. TVET can also lead by creating workforce that support green technology and implementing regulatory or monitoring tools to assess the sustainable practices. These ideas should be integrated in TVET curriculum, learning contents, teaching-learning processes, and also reflected in school policies and practices. TVET institution can be the source of inspiration for sustainable development. Thus TVET is not only teaching education for sustainable development but practicing through its policies and practices.

The Kenya National Commission for UNESCO (KNATCOM) through its Education programme carried out a capacity building workshop on the role of TVET institutions in the realisation of Sustainable Development Goals (SDGs). The objectives of the workshop was to sensitize TVET institutions on their role of in the realization of Sustainable Development Goals (SDGs); assess integration of SDGs targets into TVET Institutions curricula; create synergy and strengthen communication, coordination and collaboration among TVET institutions who have been conducting their activities on SDGs; and mitigate gaps in accessibility to latest information and knowledge on SDGs.

TVET institutions are expected to address the multiple demands of an economic, social and environmental nature by helping youth and adults develop the skills they need for employment, decent work and entrepreneurship, promoting equitable, inclusive and sustainable economic growth, and supporting transitions to green economies and environmental sustainability. The decisive purpose of this concept is to make the TVET education to be accepted as a chief provider to the demands and challenges of the modern technological era - in the course of the proficiencies and acquaintance of the degree holders to be taught in that way that they meet challenges of the world at large. Therefore, TVET Institutions are expected to provide leadership, partnership and the much needed networking for the realization of SDGs.
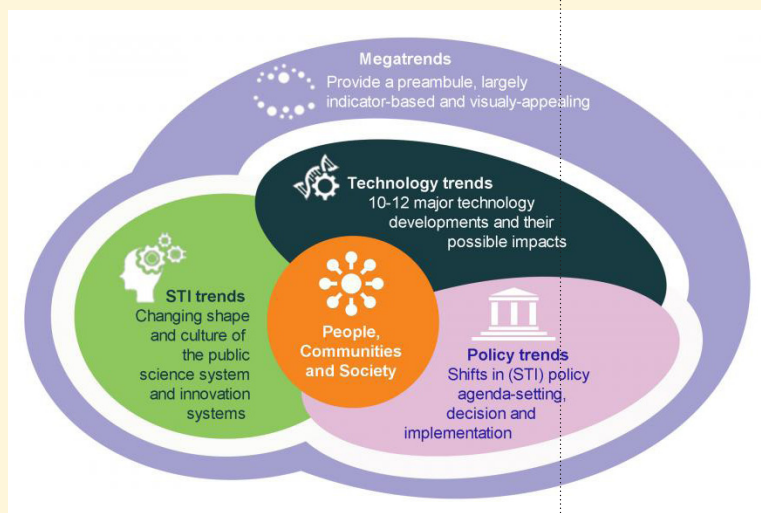
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The writer is a Deputy Director at KNATCOM's Education Programme.

STI for Economic Progress

By Dr Jaro Arero

As global economic trends move from commodity to knowledge economy, ideas have become an important constituent of the trading process. Ideas have replaced goods and services and are critical factors of production for start-ups and in some cases entire economies. In 21st Century national economies rely on the ability to create sustainable jobs or robust economies, capable of withstanding fluctuations in global markets through harnessing the power of Science, Technology and Innovation (STI).

Strengthened and up to date science, technology and innovation frameworks and policies will be central to realizing the African Union Agenda 2063 and the UN sustainable development goals. Most African countries do not have a functional STI policy in place and even those with policies do not regularly review them to ensure they are in tandem with the fast changing national priorities and global trends.

Like any other policy, STI policy needs champion at high levels of governments and this is also an indicator of the priority attached to it and this comes with funding. A desktop search shows that only 52% of African countries have published STI policies. Very few countries have Ministries or State Departments dedicated to Science, Technology and Innovation. Figure 1 below shows that 27 % of African Countries have Ministries dedicated to STI Policy while for 23 % STI neither has a dedicated Ministry nor infused in another Ministry.

STI is an enabler for economic progress and sustainable development. Considering all the challenges posed by population growth, diminishing wet land, fresh water scarcity, food insecurity, pollution, loss of biodiversity, rising sea levels and climate change. African countries cannot afford to continue operating on a business as usual policy model, but need to have a paradigm shift and harness the benefits of STI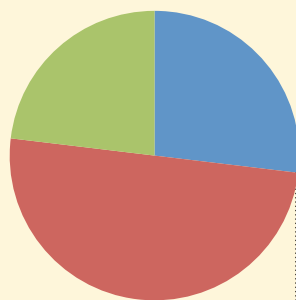 to break out of poverty, dependence on foreign aid, export of raw agricultural produces and an unprepared workforce for the 21st century jobs.

Without sufficient funding of R&D (R&D in full not given), these countries will only be at the bottom of knowledge food chain where they only consume knowledge generated elsewhere. Different continents have different regional priorities and so are their R & D priorities and the evidence-based solutions to societal challenges does not always work by copy pasting from one region to another.

In 2010, the percentage of Gross Domestic Product (GDP) allocated to R&D (GERD) in Africa ranged from 0.02 to 0.79 far below the recommended 2%. Compared to R&D investments in 2015 of tech giant countries such as Israel (GERD, 4.27%) and South Korea (GERD, 4.23%) a pattern comes out. These two countries are economic stand outs despite both being (scarce of) natural resources.

African countries still fare badly in other indicators of a strong STI culture. There is a positive correlation between research output and economic development. According to Elsevier, in 2012, the share of the world's articles with African authors was 2.3%, which is a significant improvement compared to 1.2% in 1996. But considering that in 2012 population of Africa was 15% of the global population, Africa's contribution in 2012 to knowledge generation was still disproportionately dismal.

Effective intellectual property rights (IPR) are critical in knowledge economies, as it provides a favorable environment for creators, innovators and investors. Using patent output to measure entrenchment of innovation culture, Africa as a region is an under performer. It's not that innovations are not taking place in Africa or Africans are not innovative enough, the challenge emanate from weak IP policies and poor enforcement of existing ones. Small and Micro-enterprises form the basis of most of the continent's economic base and also the epicenter of innovation, however, they are made vulnerable by unawareness of their IPR weak enforcement of existing legislations and

this exposes them to loss of their ideas. In 2013 the continent contributed only 0.1% of patents generated and yet.

Africa's poor performance in research output has its genesis in the shortage of researchers, even of the few researchers produced by the universities in Africa, a significant number leave the continent due to lack of infrastructure and resource. According to UNESCO Science report 2015, in 2013 Africa's share of researchers was 2.4 %; a ratio that hasn't changed much since 2007 when it was 2.3%. The situation is more dire when looked at in absolute terms, the continent has just 79 scientists per million of inhabitants compared to better performing countries such as Brazil and United States where the ratio stands at 656 and 4,500 respectively.

- Dedicated ministry of STI
- STI infused in other ministries
- No STI Ministry

This lack of skilled human capital will certainly continue to slow down the continent's economic take off and realizations of development goals such as the Sustainable Development Goals (SDGs). It is estimated that to achieve the goals of SDG 6 (Clean water and Affordable sanitation); sub-Saharan Africa needs 2.5 million engineers. The bulk of students in African universities are enrolled in arts and business courses, in some countries they make up to 70% of the student population. Without change in policy approach going by this current trajectory, Africa may not produce enough Science, Technology, Engineering and Mathematics professionals critically needed for socio-economic transformations to knowledge economy and sustainable society.

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The writer is the Director at KNATCOM's Natural Sciences Programme.

Sensitizing artistes on funding opportunities

By Emily Njeru

The Kenya National Commission for UNESCO (KNATCOM) through the Culture Programme conducted a two day capacity building workshop for stakeholders on International Fund for Cultural Diversity (IFCD) - a multi-donor voluntary Fund by UNESCO and the *"U40 Em*powered*"*.

The main objective of the fund is to foster the emergence of dynamic cultural sectors and to ultimately 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

Participants in a previous Culture Programme capacity building workshop

the Diversity of Cultural Expressions. Since its establishment, about 59 countries have benefited from IFCD Funding.

The *U40 Em*powered: "Women Entrepreneurs Powering The Digital Creative Industries" is a new UNESCO initiative started in 2018 with the support of Sabrina Ho that expands the actions of the (IFCD). The call supports projects from national and international Non-Governmental Organizations (NGOs) that promote young female cultural entrepreneurs in the digital creative industries.

It is designed to increase opportunities for women under 40 to access funding, infrastructure, equipment and co-production opportunities in the digital creative industries. *"U40 Em*powered*"* will also support strategies that address the different needs, aspirations, capacities and contributions of women. Through support for such projects, *"U40 Em*powered*"* will unlock opportunities for young women entrepreneurs and realize their full potential in the digital creative industries.

National Commissions for UNESCO play an important role in the implementation of IFCD, by widely disseminating the call and by ensuring the pre-selection of up to four applications at the national level before submitting them to the UNESCO Secretariat for technical assessment, as well as keeping applicants informed during the whole application process. The *U40 Em*powered fund initiative will be evalauted directly by the fund sponsor.

During the workshop, KNATCOM trained stakeholders on the two UNESCO funding opportunities to empower them develop and submit online quality project proposals. Among the stakeholders that trained were public institutions such as; officials from the Ministry of Culture and other relevant government agencies, non-state culture actors such as; Community based organizations and culture groups, non-governmental organizations, civil society organizations, media and representatives of minority communities.

The workshop included presentations on the following thematic areas; an overview of the UNESCO 2005 Convention which focuses on creating awareness on the Convention as a legal instrument and a basis under which IFCD was established, an overview of IFCD and *U40 Em*powered, annotated guide of step by step procedure on how to access and make online applications, current Kenya creative scene including gaps and opportunities, and the place

of digital technology in creative industries at local level and opportunities for new creations through the open digital creative resources. Presenters were drawn from a list of experts from KNATCOM and civil society organizations. Participants were also shown some videos of past IFCD successful projects.

The training emphasized on the need for strict adherence to the guidelines in writing of the proposals noting that any project that falls outside the stipulated rules and purview of 2005 Convention would be considered non-eligible. Collaborative projects that engage multi stakeholder engagement were encouraged to ensure sustainability of projects. Regarding previous years applications, stakeholders were informed that majority of the proposals submitted were noted to be incomplete, a gap that could have been occasioned by inadequate IT skills or lack of adequate internet access.

On previously Kenyan funded projects, participants were informed that then overall impact was low and most of the projects were wound up immediately after the funding period. Stakeholders were urged to come up with sustainable and innovative projects that would lead to structural changes that foster emergence of dynamic cultural sector in Kenya and that aim to cited as UNESCO best practices for others to learn from.

Stakeholders were also tipped on areas of priority they could focus on while writing their proposals such as policy, trade, regulatory and business development in the digital environment. To learn more about IFCD go to: http://en.unesco.org/creativity/ifcd

The writer is Deputy Director at KNATCOM's Culture Programme

KNATCOM CITIZEN SERVICE DELIVERY CHARTER

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

SERVICES OFFERED	CUSTOMER REQUIREMENTS	CHARGES	TIMELINES
General enquiries	Telephone call	Free	Within three rings
	Formal requests		Acknowledged within (7) days
	Email		Responded to within 24 hours
	Walk in enquiries		Clients attended to within 10 minutes
Dissemination of UNESCO communications to the Government and stakeholders	None	Free	Within 7 days upon receipt of the communication
Dissemination of global research publications and stakeholders innovations in UNESCO's five areas of competence	Liaison with the KNATCOM	Free	Continual Information disseminated within 7 days upon receipt
Provision of expert advisory services to the Government and stakeholders in UNESCO's five areas of competence	Formal requests	Free	Upon requests made and within set timelines
Building national capacities for stakeholders on UNESCO policies and standards in UNESCO's five areas of competence	Meet stakeholder criteria	Free / Cost sharing if need arises	Continual
Dissemination of calls and nomination of candidates for UNESCO prizes, awards, scholarships, fellowships and study grants to ensure awareness, access and uptake by Kenyans	▪ 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 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 16th Floor (Harambee Avenue)
P.O. Box 72107-00200
NAIROBI
Tel: +254 (0) 20 2229053/4

Website: www.unesco.go.ke
Email: sg@unesco.go.ke
LinkedIn: NatcomUnescoKe
Facebook: Kenya National Commission for UNESCO
Twitter @NatcomUnescoKe

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

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