
Kenya National Commission for UNESCO

Celebrating 50 years of UNESCO in Kenya

SINCE 1964

United Nations Educational, Scientific and Cultural Organization

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REPUBLIC OF KENYA
Cover Photograph
“Enyamuchera”—The bird of peace and luck.

Perhaps the desire for Kenya to promote peace nationally and globally and in UNESCO is enhanced by the presence of “Enyamuchera”, which is a symbol of peace and luck. This cover photograph is a Kisii stone sculpture by Elkana Ongesa. The bird, placed at the entrance of UNESCO Miollis Building, was donated by the Government of Kenya to UNESCO in 1980 and welcomes all to the UNESCO Miollis Building, with peace and prosperity. The Constitution of UNESCO states that “A peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world” and that “peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.” Thus the “Enyamuchera” is a befitting gift from Kenya to UNESCO.

Acknowledgments
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Editor: Ruth Makotsi

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The author is responsible for the choice and the presentation of the facts contained in this book and for the opinions expressed therein, which are not necessarily those of UNESCO and do not commit the Organization.

“Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed”

(Preamble to UNESCO Constitution, 1945)

October 2014
Acknowledgments
Compilation of this book was undertaken by:
Prof. Jude Mutuku Mathooko

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Preface

This book covers the UNESCO-Kenya partnership and major programmes and activities undertaken in the last 50 years by UNESCO in Kenya and by Kenya at UNESCO Headquarters Paris, France, since the country joined UNESCO in 1964. The many programmes and activities undertaken are indicative of how closely interwoven the UNESCO-Kenya partnership is and the industrious nature of the Kenyan people in their endeavour to develop their motherland. UNESCO, through Kenya's support, has contributed immensely in this regard. Such development cannot be achieved in an environment devoid of peace. When clearly interpreted the UNESCO's clarion call of “since wars begin in the minds of men, it is in the minds of men that defences of peace must be constructed” rides supreme and it is through adherence to and upholding peace that has made the story of the partnership a success. This book forms a basis upon which the UNESCO-Kenya partnership can be understood, enhanced and strengthened for the good of humankind.

The content of this book focuses on the various collaborations and partnerships Kenya has had with UNESCO since 1964 and even before. The book covers the 50-year life of Kenya at UNESCO and UNESCO in Kenya. As such, these two inter-related facets are intertwined in an inseparable manner. Kenya, as UNESCO's 73rd Member State, has implemented several projects with UNESCO and organized a number of UNESCO meetings and conferences which have transformed the lives of many Kenyan citizens. Over time, the partnership has been near symbiotic and has always been encouraged by leaders in Kenya and at UNESCO. Indeed, the partnership was further strengthened by the opening of the Kenya Permanent Delegation to UNESCO in Paris, France, in 2006. It is our hope this close partnership will continue and grow stronger.

This book is written more as a chronological record and looks at events as they occurred or as they were reported and/or undertaken. It was quite challenging to get the data since most of the records were not available, could not be traced or could have been misplaced over time. However, the information presented is adequate to assess Kenya at UNESCO and UNESCO in Kenya. The book is set up in terms of chapters which are six in number.

Chapter 1 looks at the brief history of Kenya and her landscape. It gives the overview of how the first intruders came to Kenya and how they were resisted by the people who were found in the hinterland, until Kenya gained independence. In the same chapter the history of UNESCO and its organs and their functions, is provided. Consideration of the various aspects of UNESCO, such as the Priorities, Institutes and Centres of UNESCO and others are highlighted to form a basis for the next chapters.

Chapter 2 on Kenya at UNESCO looks at how Kenya has been involved in the various UNESCO organs and committees. It provides tabulated information on Kenya in the UNESCO organs such as the
General Conference and the Executive Board in which Kenya has played a key role in the past. Kenya's involvement in various capacities in the different regional groups at UNESCO is also highlighted. These regional groups include the Commonwealth Group, G-77 and China, Africa Group, the Eastern Africa Sub-Group and the Non-Aligned Movement. Kenya's involvement is considered in terms of the roles she has played. Her cultural diversity is our pride and our future and this is emphasized during the events of the Africa Week and the Kenya Week in Paris, France.

Chapter 3 addresses UNESCO in Kenya issues that relate to the Kenya National Commission for UNESCO, its history and associated programmes. More importantly, it looks at the transformation of KNATCOM from a department to a State Corporation. Though with some historical challenges such as shaky governance and low rated status, KNATCOM has striven on and achieved a lot in the last 50 years. The recent production of a very comprehensive Strategic Plan 2014-2018 is considered a milestone in the history of KNATCOM. Funding sources for KNATCOM are also presented and its relationship with the UNESCO Regional Office for Eastern Africa Nairobi and programmes reviewed. These include the activities of IHP, IOC and MAB among others.

Chapter 4 provides the highlights of UNESCO programmes and activities undertaken in Kenya since 1964. In this chapter, activities that are assumed to have life changing experiences are provided, sector by sector. The chapter therefore highlights the resounding success story of some of the projects and the demand by the communities for them to continue. It looks at on-going projects and activities in the various programmatic sectors. These include the thrust towards establishment of a Geopark in Kenya and also the preparations on the forthcoming Education for Sustainable Development (ESD) in Japan.

Chapter 5 presents the emerging issues and opportunities for Kenya in the Kenya-UNESCO partnership. Emerging issues which have been isolated include Education for Sustainable Development, Geoparks, Internet/Cyberspace, and Sustainability Science, among others. These are deemed key and emphasize the need for Kenya to reflect on each and actualize them through the partnership with UNESCO. On the other hand, identified opportunities are highlighted and presented.

Lastly, Chapter 6 provides the conclusions and recommendations as signposts of remedial action needed for Kenya to move forward. Generally, all the chapters are interlinked and set Kenya at UNESCO and UNESCO in Kenya on a futuristic springboard for the good of Kenya, UNESCO and humanity as a whole.
Foreword

This book is a befitting contribution as its production coincides with Kenya’s celebration of 50 years since becoming a Member State of UNESCO in 1964. It also comes at a time when Kenya is experiencing a stronger strategic and dynamic relationship with UNESCO, which has been sustained over the last 50 years. As indicated in past records, Kenya and UNESCO have worked harmoniously and fruitfully in all the major areas of the Organization’s structure as well as in the five major programme sectors in which UNESCO has a distinct advantage. These include Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and Information.

In its formative years, it was not envisaged that UNESCO would have as much influence within the UN system as it has today. UNESCO’s prominence has grown partly due to the level minded leadership it has had over the years and to its clear mandate, fragmented into the five sectors mentioned above. Today, UNESCO’s impact on all the Member States in the areas of its competence is evident. Whenever faced with difficult situations the Organization has encouraged dialogue and consensus and its membership has appreciated these efforts. It further encourages roundtable discussions to advance knowledge regarding existing responses implemented by national governments and, thereafter, proposes different preventive measures to empower communities, thereby increasing their potential for peaceful existence.

Kenya has derived immense benefits from UNESCO’s actions and interventions, particularly in the Organization’s discharge of its five functions as a laboratory of ideas, a setter of norms and standards, a capacity builder, a clearing house and an international catalyst for effectively stimulating and mobilizing international partnerships across the sectors. Kenya has, together with UNESCO and other partners, been promoting her people through the five key UNESCO programmatic sectors as manifested in the Constitution of Kenya 2010, Kenya Vision 2030, and the Second Medium-Term Plan (2013-2017). These are also supported by the Kenya National Commission for UNESCO Strategic Plan (2014-2018), which the Commission is implementing. UNESCO has impacted positively on the lives of Kenyans through infrastructural development, capacity building and financial contributions. These interventions have undoubtedly left a mark on the Nation’s development. Since 1964, with the help of partners such as UNESCO, several initiatives have been implemented to better Kenya’s education sector. For instance, UNESCO has helped in the capacity building of teachers and development of educational institutions’ infrastructure which began even before Kenya became a Member State of UNESCO.

This book presents a detailed account of the UNESCO-Kenya cooperation within both the formal and/or general framework since 1964. The achievements recorded within the UNESCO-Kenya framework for cooperation since 1964 are both significant and encouraging despite the many challenges faced along the way. The challenges pointed out in this book were real, but certainly not insurmountable. The prospects of surmounting them were, nonetheless, quite bright because they were clearly identified and
the lessons learned have been an integral part of the implementation of several programmes in the years that followed to date.

I wish to appreciate the support received in preparing this book and sharing of useful information by our partners and stakeholders. The evidence-based analysis and insights into the thematic areas, which are high on Kenya's national priority list makes it even more attractive to read. Indeed, this book is the first of its kind in Kenya covering the activities of UNESCO in Kenya over the last 50 years. As such, it fills an information gap that has existed since Kenya joined UNESCO in 1964.

Kenya continues to be active in many UNESCO committees, boards and on advisory bodies. Kenya's Permanent Delegation at the UNESCO Secretariat in Paris represents the Nation's interests by serving in the various working groups that are convened at UNESCO Headquarters. Special commendation goes to Kenya's Missions abroad and other Permanent Delegations at UNESCO for their collaboration and reciprocal support in areas of common interest. The first Ambassador, Dr. Mary Khimulu's performance in driving, harnessing and cementing these relations, together with her very able staff is commendable.

In forthcoming years, Kenya will continue to champion for balanced national and regional geographical distribution of employment opportunities within UNESCO, and to lobby for elective and/or appointment positions for the people of Kenya, while working closely with UNESCO for results and impact-oriented projects. Our collaboration with UNESCO in her efforts to change the lives of the marginalized peoples of not only Kenya but also of other Member States will continue to grow. Despite the success already achieved through this collaboration, a lot more needs to be undertaken, hence the need for increased joint efforts through a stronger and more united partnership. This will be achieved through the effective implementation of the KNATCOM 2014-2018 Strategic Plan without ignoring externalities.

The effort of all those who worked hard to have this publication ready on time to be launched at the celebrations of Kenya-UNESCO AT 50 Years is highly appreciated. Special gratitude goes to Prof. Jude M. Mathooko who put in many hours to compile this book. The support of UNESCO through the UNESCO Regional Office for Eastern Africa Nairobi is greatly valued. Finally, I would like to express immense gratitude of the Government and the people of Kenya to the UNESCO family for being an unwavering partner in progress for the last 50 years. Kenya looks forward to reinforcing this bond in the years ahead. Let us continue strengthening our partnership with UNESCO for the good of humankind. Let us continue to walk the journey together. God bless UNESCO in Kenya and Kenya at UNESCO.

Prof. Jacob T. Kaimenyi, PhD, FICD, FKNAS, EBS
Cabinet Secretary for Education, Science and Technology Kenya
Fifty years is a significant milestone worth celebrating. Over the past five decades, the Republic of Kenya and UNESCO have travelled a long journey full of milestones. During this period, a wide range of achievements have been recorded in all five areas of UNESCO’s competences: Education, the Sciences, Culture, and Communication and Information. This publication/book has meticulously documented those initiatives and successes and, I might also add, some of the challenges that still remain, to be overcome. The book will serve as a reference material for various stakeholders interested in understanding the role of international organizations in national development and, more specifically, UNESCO’s role in Kenya’s educational, scientific and cultural transformation in the last fifty years. I therefore fully welcome this initiative to document Kenya’s relationship with UNESCO, highlighting UNESCO’s leadership role in promoting international cooperation through the Organization’s work in its fields of specialization.

As we celebrate fifty years of successful cooperation between Kenya and UNESCO, we must also use this opportunity to reflect on the next five decades ahead of us. Moving forward into the future, Kenya and UNESCO must work even more closely together to strengthen our cooperation and consolidate the gains already made. Equally so, we must redouble our efforts in tackling some of the other pressing challenges that remain; be it youth unemployment, gender disparity in the sciences, or climate change. UNESCO will continue to play its part in standing by Kenya, as we embark together on the journey of the next fifty years.

UNESCO would like to acknowledge and thank Kenya and its institutions for their commitment and support in the achievement of the Organization’s mandate. We truly appreciate the good relations between Kenya and UNESCO. Finally, I wish to thank all those who worked tirelessly to ensure the production of this publication as well as those who contributed either directly or indirectly to its realization.

Mohamed Djelid
Director and UNESCO Representative
UNESCO Regional Office for Eastern Africa
Throughout the preparation of this book, we were fortunate to have received unwavering and generous support from many people, without whom the task would have been quite difficult, if not impossible, to accomplish within a record time of three months. This work has benefited from contributions of several individuals and organizations in Kenya and as well as the Kenya Permanent Delegation in Paris, France. First and foremost, our deepest respect and utmost gratitude go to the Director of the UNESCO Regional Office for Eastern Africa, Nairobi, Mr. Mohamed Djelid, who ensured that the work was well done by reading and advising on the draft manuscript. To Prof. Jude Mutuku Mathooko, the Consultant and a long time friend of KNATCOM: we salute you for your unwavering commitment to have this book produced in time for its launch. Your exceptional insights and generous advice on UNESCO for inclusion in the book makes it an indispensable read.

The work would not have been completed without the support and the contribution of the Kenya-UNESCO at 50 Years Planning Committee, which ensured that the book is produced, and the staff at the Kenya Permanent Delegation to UNESCO in Paris, France, who were ever ready to assist in the provision of information and materials. We salute you for the efficient and effective responses to our many requests and questions-in particular, our special gratitude goes to Ms. Christine M’kwenda, Second Secretary/ Chargé d’Affaires a.i., Mr. Silvanus Makokha, Mr. John-Paul oluoch, Mr. Victor Soo, Ms. Diana Muka, and Ms. Jane Kiama. We also thank the staff of the UNESCO Regional Office for Eastern Africa, Nairobi, for their contribution to the book content, especially Ms. Alice Ochanda for unwavering support and brilliant advice. Our gratitude goes to the Kenya National Commission for UNESCO staff, who provided some of the written material in this book. In this regard, we wish to mention Mr. John Mireri, Mr. Albert E. Ingati, Mr. Joel Ongoto, Ms. Christine Maingi, Ms. Tabitha Kamau, Ms. Pamela A. Obuya and Mr. Declan Magero. We are indebted to Mr. George Njoroge who assisted the Consultant to comb through the documents at the Kenya National Archives and in the KNATCOM Office to consolidate and compile the relevant information for the book. To the many people who provided valuable comments on the manuscript, which enhanced its readability, we appreciate you.

Special gratitude goes to the following personalities who have been involved in UNESCO work for a long time and who granted us enriching and educative interviews, either in person or through a questionnaire, focusing on various success stories and challenges in the UNESCO-Kenya cooperation: Prof. Bethwell Allan Ogot, Prof. Shem Oyoo Wandiga, Prof. Judith Mbula Bahemuka, Amb. Dr. Mary Mbiro Khimulu, Mr. Peter Wanyaga Muthoka, Mr. Christopher Chacha-Ogwe and Mr. Frederick Mwanzia Makindi.

Finally, we thank the team that co-ordinated the editing, typesetting and printing of this book at the UNESCO Regional Office for Eastern Africa Nairobi for its professional and timely delivery of the book. While, it is not possible to mention everybody who assisted in the production of this book, we wish to acknowledge and appreciate your support.

Dr. Evangeline Wanjira Njoka
Secretary-General, Kenya National Commission for UNESCO
Kenya
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<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACE</td>
<td>Adult and Continuing Education</td>
</tr>
<tr>
<td>ADA</td>
<td>Austrian Development Agency</td>
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<td>ADEA</td>
<td>Association for the Development of Education in Africa</td>
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<td>AFRICOM</td>
<td>African Council of Museums</td>
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<td>AICAD</td>
<td>African Institute for Capacity Development</td>
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<td>ALE</td>
<td>Adult Learning and Education</td>
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<td>ALIN</td>
<td>Arid Lands Information Network</td>
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<td>AMCOM</td>
<td>African Council of Museums on Water</td>
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<td>ANSTI</td>
<td>African Network of Scientific and Technological Institutions</td>
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<td>ASAL</td>
<td>Arid and Semi-Arid Lands</td>
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<td>ASPNet</td>
<td>Associated Schools Project Network</td>
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<td>AU</td>
<td>Africa Union</td>
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<td>AUC</td>
<td>African Union Commission</td>
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<td>AWHF</td>
<td>African World Heritage Fund</td>
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<td>AWSE</td>
<td>African Women in Science and Engineering</td>
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<td>BPA</td>
<td>Beijing Platform for Action</td>
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<td>BREDRA</td>
<td>Regional Bureau for Education in Africa</td>
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<td>CBA</td>
<td>Commonwealth Broadcasting Association</td>
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<tr>
<td>CFDW</td>
<td>Convention on the Elimination of All Forms of Discrimination against Women</td>
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<td>CFT</td>
<td>Competency Framework for Teachers</td>
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<td>CIGEPSE</td>
<td>Committee for Physical Education and Sport</td>
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<td>CMC</td>
<td>Community Media Centre</td>
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<td>COL</td>
<td>Commonwealth of Learning</td>
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<td>COMEST</td>
<td>Commission on the Ethics of Scientific Knowledge and Technology</td>
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<td>Abbreviation</td>
<td>Description</td>
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<td>CONFINTEA</td>
<td>International Conference on Adult Education</td>
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<td>COMEDAF</td>
<td>Conference of Ministers of Education of the African Union</td>
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<tr>
<td>CSPF</td>
<td>Consolidated Social Protection Fund</td>
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<td>CT-OP</td>
<td>Cash Transfer to the Older Persons</td>
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<td>CT-OVC</td>
<td>Cash Transfer Programme to Orphans and Vulnerable Children</td>
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<td>DESD</td>
<td>Decade of Education for Sustainable Development</td>
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<td>DICECE</td>
<td>District Centres for Early Childhood Education</td>
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<td>EAC</td>
<td>East African Community</td>
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<td>ECDE</td>
<td>Early Childhood Development Education</td>
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<td>EDCG</td>
<td>Education Development Partner Coordination Group</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>EFMIS</td>
<td>Education Financial Management Information Systems</td>
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<td>EMIS</td>
<td>Education Management Information System</td>
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<td>ERS</td>
<td>Economic Recovery Strategy</td>
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<td>ESD</td>
<td>Education for Sustainable Development</td>
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<td>ESM</td>
<td>Education Simulation Model</td>
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<td>E&amp;T</td>
<td>Education and Training</td>
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<td>FAWE</td>
<td>Forum for African Women Educationalists</td>
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<td>FGM</td>
<td>Female Genital Mutilation</td>
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<td>GCE</td>
<td>Global Citizenship Education</td>
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<td>GDP</td>
<td>Gross Domestic Product</td>
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<td>GEFI</td>
<td>Global Education First Initiative</td>
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<td>GER</td>
<td>Gross Enrolment Rate</td>
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<td>GFCS</td>
<td>Global Framework for Climate Services</td>
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<td>GGN</td>
<td>Global Network of National Geoparks</td>
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<td>GIPA</td>
<td>Greater Involvement of People with AIDS</td>
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<td>GMOs</td>
<td>Genetically-modified Organisms</td>
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<td>GMR</td>
<td>Global Monitoring Report</td>
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<td>GRALE</td>
<td>Global Report on Adult Learning and Education</td>
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<td>HRBA</td>
<td>Human Rights Based Approach</td>
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<td>HRST</td>
<td>Human Resources, Science and Technology</td>
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<td>HWC</td>
<td>Human Wildlife Conflict</td>
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<td>Acronym</td>
<td>Full Form</td>
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<td>IACIU</td>
<td>Institute for African Culture and International Understanding</td>
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<td>IBC</td>
<td>International Bioethics Committee</td>
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<td>IBE</td>
<td>International Bureau of Education</td>
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<td>International Basic Science Programme</td>
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<td>ICDE</td>
<td>International Council for Open and Distance Education</td>
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<td>ICH</td>
<td>Intangible Cultural Heritage</td>
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<td>ICHARM</td>
<td>International Centre for Water Hazards and Risk Management</td>
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<td>ICPAC</td>
<td>IGAD Climate Prediction and Application Centre</td>
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<td>ICPD</td>
<td>International Conference on Population and Development</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>IDPs</td>
<td>Internally-Displaced Persons</td>
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<td>IFAP</td>
<td>Information for All Programme</td>
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<td>IFCD</td>
<td>International Fund for Cultural Diversity</td>
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<td>IFPC</td>
<td>International Fund for the Promotion of Culture</td>
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<td>IFIP</td>
<td>International Federation for Information Processing</td>
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<td>IFSP</td>
<td>International Forum on Science-Policy</td>
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<td>IGAD</td>
<td>Intergovernmental Authority on Development</td>
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<td>IGBC</td>
<td>Intergovernmental Bioethics Committee</td>
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<td>IGOs</td>
<td>Intergovernmental Organizations</td>
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<td>IHP</td>
<td>International Hydrological Programme</td>
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<td>IICBA</td>
<td>International Institute for Capacity Building in Africa</td>
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<td>IITE</td>
<td>Institute for Information Technologies in Education</td>
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<td>IIEP</td>
<td>UNESCO International Institute for Educational Planning</td>
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<td>INSET</td>
<td>In-Service Training</td>
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<td>IOC</td>
<td>Intergovernmental Oceanographic Commission</td>
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<td>IODE</td>
<td>International Oceanographic Data and Information Exchange</td>
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<td>IPAL</td>
<td>Integrated Project in the Arid Lands</td>
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<td>IPDC</td>
<td>International Programme for the Development of Communication</td>
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<td>ISTIC</td>
<td>International Science, Technology and Innovation Centre for South-South Cooperation</td>
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<td>KATTI</td>
<td>Kenya Association Technical Training Institutes</td>
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<td>KENIA</td>
<td>Kenya National Innovation Agency</td>
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<td>Acronym</td>
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<td>KEPSHA</td>
<td>Kenya Primary Schools Heads Association</td>
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<td>KESSHA</td>
<td>Kenya Secondary Schools Heads Association</td>
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<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
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<td>KETCRI</td>
<td>Kenya Electronics Telecommunications and Computing Research Institute</td>
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<td>KEWI</td>
<td>Kenya Water Institute</td>
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<tr>
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<tr>
<td>KIE</td>
<td>Kenya Institute of Education</td>
</tr>
<tr>
<td>KIMC</td>
<td>Kenya Institute of Mass Communication</td>
</tr>
<tr>
<td>KMD</td>
<td>Kenya Meteorological Department</td>
</tr>
<tr>
<td>KMFRI</td>
<td>Kenya Marine and Fisheries Research Institute</td>
</tr>
<tr>
<td>KNALS</td>
<td>Kenya National Adult Literacy Survey</td>
</tr>
<tr>
<td>KNATCOM</td>
<td>Kenya National Commission for UNESCO</td>
</tr>
<tr>
<td>KUO</td>
<td>Kenya UNESCO Office</td>
</tr>
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<td>KWS</td>
<td>Kenya Wildlife Service</td>
</tr>
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<td>LAN</td>
<td>Local Area Network</td>
</tr>
<tr>
<td>LATIF</td>
<td>Local Authority Transfer Fund</td>
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<td>Man and the Biosphere</td>
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<td>Media Council of Kenya</td>
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<td>MDI</td>
<td>Media Development Indicators</td>
</tr>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MOST</td>
<td>Management of Social Transformation</td>
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<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
</tr>
<tr>
<td>NAM</td>
<td>Non-Aligned Movement</td>
</tr>
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<td>NCIC</td>
<td>National Cohesion and Integration Commission</td>
</tr>
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<td>NEMA</td>
<td>National Environment Management Authority</td>
</tr>
<tr>
<td>NEPAD</td>
<td>New Partnership for Africa's Development</td>
</tr>
<tr>
<td>NESSP</td>
<td>National Education Sector Support Programme</td>
</tr>
<tr>
<td>NFE</td>
<td>Non-Formal Education</td>
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<td>NFLS</td>
<td>Nairobi Forward-Looking Strategies</td>
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<td>NFP</td>
<td>Nuffic Fellowship Programme</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<td>Non-Governmental Organizations</td>
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<td>National Integrated Monitoring and Evaluation System</td>
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<td>National Industrial Training Authority</td>
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<td>NI3C</td>
<td>National ICT Innovation and Integration Centre</td>
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<td>NNFEI</td>
<td>Network for Non-Formal Education Institutions</td>
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<td>National Youth Service</td>
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<td>OAU</td>
<td>Organization of African Union</td>
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<td>Open Education Resources</td>
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<td>OVCs</td>
<td>Orphans and Vulnerable Children</td>
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<td>Pan African Women's Organization</td>
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<td>PBOs</td>
<td>Public Benefits Organizations</td>
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<td>PCPD</td>
<td>Post-Conflict and Post-Disaster Platform</td>
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<td>Programme of Education for Emergencies and Reconstruction</td>
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<tr>
<td>PESTEL</td>
<td>Political, Economic, Social, Technological and Legal</td>
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<td>Performance Monitoring Committee</td>
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<td>PPP</td>
<td>Public Private Partnership</td>
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<td>Participatory Rural Appraisal</td>
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<td>PWDs</td>
<td>Persons with Disabilities</td>
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<td>RECs</td>
<td>Regional Economic Communities</td>
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<tr>
<td>ROOTS</td>
<td>Rely On Ourselves to Survive</td>
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<tr>
<td>ROSTA</td>
<td>Regional Office for Science and Technology in Africa</td>
</tr>
<tr>
<td>RTWP</td>
<td>Regional Tsunami Watch Provider</td>
</tr>
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<td>SDGs</td>
<td>Sustainable Development Goals</td>
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<td>Social and Human Sciences</td>
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<tr>
<td>STEM</td>
<td>Science, Technology, Engineering and Mathematics</td>
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<td>STEP</td>
<td>Students Training in Entrepreneurial Promotion</td>
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<tr>
<td>TEIs</td>
<td>Teacher Education Institutions</td>
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<tr>
<td>TVET</td>
<td>Technical, Vocational Education and Training</td>
</tr>
<tr>
<td>UIS</td>
<td>UNESCO Institute for Statistics</td>
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<tr>
<td>UIL</td>
<td>UNESCO Institute of Lifelong Learning</td>
</tr>
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<td>UNCED</td>
<td>United Nations Conference on Environment and Development</td>
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<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>---------</td>
<td>-----------</td>
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<tr>
<td>UNECA</td>
<td>United Nations Economic Commissions for Africa</td>
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<td>UNCTAD</td>
<td>United Nations Conference on Trade and Development</td>
</tr>
<tr>
<td>UNDAF</td>
<td>United Nations Development Assistance Framework</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Science and Cultural Organization</td>
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<tr>
<td>UNESS</td>
<td>UNESCO Education Support Strategy</td>
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<tr>
<td>UNITWIN</td>
<td>University Twinning and Networking scheme</td>
</tr>
<tr>
<td>USK</td>
<td>Undugu Society of Kenya</td>
</tr>
<tr>
<td>WIOMSA</td>
<td>Western Indian Ocean Marine Science Association</td>
</tr>
<tr>
<td>WFUCA</td>
<td>World Federation of UNESCO Clubs, Centres and Associations</td>
</tr>
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</table>
1.1 A Brief History of Kenya

Kenya’s history dates back thousands of years to the stone and iron ages when the earliest origins of human life were first discovered through archaeological objects that were excavated in several parts of the country. The outside world knew very little about Kenya’s hinterland until European explorers, missionaries and traders began to penetrate and settle in the country. The first intruders to Kenya were the Islamic Arabs in the 9th Century A.D. who settled in Lamu area of the Kenyan coast. They were followed by the Europeans, starting with the Portuguese. The ruins of Gedi in Malindi and Fort Jesus on the Island of Mombasa are landmarks of that historical era.

Between 1895 and 1901 the British Government built a railway line from Mombasa to Kisumu on the shores of Lake Victoria with the aim of establishing communication with Uganda. In 1901, Kenya was declared a British Protectorate and this sparked off a series of land-grabbing activities which, under a 999 years’ lease, dispossessed indigenous people of their land and allocated it to white settlers.

When the Legislative Council was inaugurated in 1907, the indigenous people had no representation while the 600 odd settlers in the country were well represented. In 1920, Kenya was declared a British Colony and it was not until October 1944 that the first African was nominated as a Member of the Legislative Council. The indigenous Africans then organized themselves and founded a countrywide party in 1947, (the Kenya African Union), with Mzee Jomo Kenyatta as its President (Kenya National Commission for UNESCO (KNATCOM), 1986). The first African elections were held in March 1957 after which changes in the composition of the Kenya Government came steadily. By 1960, the Legislative Council had for the first time in Kenya’s history an African majority of 33 out of the 53 constituency seats. After a concerted struggle the Kenya African National Union (KANU) led by Mzee Jomo Kenyatta, after his release from prison in August 1961, attained independence for Kenya on 12 December 1963. Kenya was declared a Republic a year later in 1964.

The current population of Kenya is made up of over forty ethnic groups, with the Bantus, Nilotes and Cushites forming the majority. The
The Kenya Uganda Rail carriages in the early days

ethnic diversity in Kenya is her strength and has produced a harmonious mixture of a rich cultural heritage. Kenya’s journey towards widespread prosperity involves building of a cohesive society that enjoys equitable social development within a secure environment. The Government of Kenya is acutely aware of the need for proactive effort to enhance national unity in line with the values and principles of the Constitution of Kenya 2010. The Government believes that justice and observation of human rights are integral parts of improving governance and the rule of law. Kenya has a high level of absolute poverty, although a decline has been experienced in the past decade with a 10% drop in the number of people living below the poverty line (UNESCO, 2010a). According to the 2006 Kenya Integrated Household Budget Survey, there has been a fall from 52.3% in 1997 to 45.9% in 2005/2006. The Government of Kenya is committed to the national development goal of reducing the proportion of people living in extreme poverty by 2015 to 50%, and has adopted a poverty reduction strategy paper that incorporates the Millennium Development Goals (MDGs). Poverty itself brings with it challenges to individuals and also to the country. For the individuals, this includes the inability to meet basic needs, unemployment, and inability to feed oneself and family, lack of proper housing, poor health, and inability to educate children and pay for medical bills (UNESCO, 2010a).

Over 90% of the youth leaving school lack employable skills especially because they are products of a system that continues to educate for formal employment. UNESCO has participated and invested immensely in the amelioration of some of these challenges. The mitigation of some of them will still require intervention in UNESCO mandated areas like education, culture, communication and the sciences. Under the Second Medium-Term Plan 2013–2017 (Government of Kenya, 2013), transformation of the economy is pegged on rapid economic growth on a stable macro-economic environment, modernization of the infrastructure, diversification and commercialization of agriculture, food security, a higher contribution of manufacturing to Kenya’s GDP, wider access to African and global markets, wider access by Kenyans to better quality education and health care, job creation targeting youth, provision of better housing and improved water sources and sanitation to Kenyan households (Government of Kenya, 2013). In doing all these, Kenya will pay full attention to securing the environment and building her resilience to climate change. The overall aim of the Plan is that by 2018, Kenyan families will have begun to experience a positive transformation in their earnings and quality of their livelihoods, and that Kenya will be a more united, more prosperous society commanding respect in Africa and the
World. Kenya and UNESCO share the values of peace, social inclusiveness and gender equality amongst other humanistic attributes. These are reflected in the Government of Kenya agenda and in UNESCO’s ideals.

1.2 United Nations Educational Scientific and Cultural Organization (UNESCO)

“since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed”.

1.2.1 History of UNESCO

United Nations Educational Scientific and Cultural Organization (UNESCO) came into being at the initiative of R.A. Butler, Chairman of the Board of Education of the United Kingdom and Sir Malcom Robertson, Chairman of the British Council who, in 1942, convened a meeting of Ministers of Education of Allied Countries during the most terrifying conflict that mankind had ever known—the Second World War. The Conference of Allied Ministers of Education became the forerunner of UNESCO (KNATCOM, 1986).

The main aim of the conference was to assist and strengthen educational institutions set up for the Allied Countries in the United Kingdom and to identify the requirements of these countries for re-building their education systems. The idea of setting up an international organization in education gained ground from this springboard when a select committee of the conference recommended that a new international body be established, which would contribute, through education, to maintenance of peace; to remove from school curricula any features which were likely to inculcate hostile feelings and attitudes towards other countries; and to include content which would bring them closer together; to set up a research and information centre responsible for organizing exchanges and meetings and the dissemination of publications to create some degree of harmonization among national education systems, while paying due respect to national sovereignty. A further decision was taken after this recommendation to convene an extra-ordinary conference to be attended by the participating countries on an equal footing, with each country allocated one vote for the purpose of agreeing on the creation of an international organization to take charge of educational and cultural concerns of Member States during the reconstruction period.

In Article 57 of the UN Charter, provision was made for the establishment of specialized agencies. A few days after United Nations Charter came into force on 24 October, 1945, the United Nations Conference (ECO/CONF), which was a preparatory conference, was convened in London on 1–16 November 1945 with the aim of establishing an educational and cultural organization amid prevailing experiences of war. This Conference, which was attended by representatives of 44 countries, decided, due to the prevailing circumstances, to create an organization that would embody a genuine culture of peace. It was their belief that the new organization would establish the “intellectual and moral solidarity of mankind” and in so doing prevent the outbreak of another world war. On 4 November 1946,
Today, the world is facing many challenges and a new humanism, which the Director-General of UNESCO has embraced as required. In a world that is changing rapidly, the need for effective strategic advice to overcome challenges is stronger than ever. In this regard, UNESCO is earnestly working on a number of the crucial issues that the world is facing and trying to anticipate the changes and trends that will shape tomorrow. Indeed, UNESCO will continue to jealously safeguard the unique proposition and responsibility assigned to it amongst other UN agencies. If UNESCO were to lose direction and move away from its original remit, the United Nation's specific commitment to use, across its whole membership, education, science and culture as building blocks for a better world would perish. UNESCO shall therefore continue to recognise needs and opportunities, advise on effective responses, identify and provide the required expertise, guide and facilitate the practical steps that others would take and leverage funding from other sources for the implementation of its programmes in Member States. In this respect, UNESCO will uplift its visibility, strengthen societies and improve relations among them so that the world becomes a better place.

### 1.2.2 UNESCO Organs

Article III of the Constitution of UNESCO lists the governing organs of the Organization as the General Conference, the Executive Board and the Secretariat.
Director-General of UNESCO (2010 to 2017), Irina Bokova

**UNESCO General Conference:** On 20 November 1946, the First Session of the General Conference was opened in Paris (see picture of UNESCO Room below) until 10 December 1946 with the participation of representatives from 30 governments entitled to vote (Pohle, 2009).

From the onset, UNESCO was mandated with the task of reconstruction in education, information and cultural matters. During the opening session of the 1st General Conference, it was suggested that the Organization also deals with Science, thereby laying emphasis on the prospects of new discoveries and the need to link sciences with humanities and to make scientists aware of their responsibilities to society. With the inclusion of both the social and natural sciences in the Constitution, UNESCO was awarded global responsibility for developing Education, the Sciences, Culture and Communication. However, it was only after the Second World War that science was seen as a field in which international cooperation could be initiated. This was the first time that an international organization had been given the responsibility for the development of international relations in science, which was previously the province of Non-Governmental Organizations. After the First Session, the General Conference met every year from 1946 through to 1952 and, thereafter, has generally met every two years with its representatives coming from all the 195 Member States and with each Member State assigned one vote. As a rule, the Conference takes place in Paris, France but has in the past also met in Mexico City, Beirut, Florence, Montevideo, New Delhi, Nairobi, Belgrade, and Sofia. In recent years, its attendance has included the Member States and Associate Members, together with observers from non-Member States, Intergovernmental Organizations (IGOs) and Non-Governmental Organizations (NGOs).

The General Conference determines the policies and main lines of work of UNESCO, particularly through the examination and adoption of the biennial programme and budget, international standard-setting instruments as well as a number of other decisions on various issues related to the fields of competence of the organization which include Education, Natural Sciences, Social and Human Sciences, Culture and Communication and Information. The General Conference elects the members of the UNESCO Executive Board and holds elections for membership of various subsidiary organs. So far the General Conference has had 37 Presidents since 1946 (Box 1.1), with Kenya having been President in 1976 (19th Session) and 1991 (26th session). Every four years the Director-General of UNESCO, who is first nominated by the Executive Board, is appointed by the General Conference for a period of four years (previously every six years) and is eligible for re-election for another four-year term upon expiry of the first term. A list of the former and present holders of the Director-General’s office is presented in Box 1.2.

**UNESCO Executive Board:** It comprises 58 Member States and meets twice a year. It is elected by the General Conference for a four-year term. In electing the members of the Executive Board, the General Conference endeavours to include persons competent in the arts, the humanities, the sciences, education and the diffusion of ideas, and qualified by their experience and capacity to fulfil the administrative and executive duties of the Board.

The UNESCO Constitution 1965 required the General Conference to also have regard for the diversity of cultures as well as balanced geographical distribution. The Executive Board is mandated to prepare the work of the General
Box 1.1: List of the Sessions of the UNESCO General Conference, Presidents and Venues

<table>
<thead>
<tr>
<th>Year</th>
<th>President</th>
<th>Member State</th>
<th>Venue</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Léon Blum</td>
<td>France</td>
<td>Paris</td>
<td>France</td>
</tr>
<tr>
<td>2</td>
<td>Manuel G. Vidal</td>
<td>Mexico</td>
<td>Mexico City</td>
<td>Mexico</td>
</tr>
<tr>
<td>3</td>
<td>Hamid B. Frangie</td>
<td>Lebanon</td>
<td>Beirut</td>
<td>Lebanon</td>
</tr>
<tr>
<td>4</td>
<td>Ronald Walker</td>
<td>Australia</td>
<td>Paris</td>
<td>France</td>
</tr>
<tr>
<td>5</td>
<td>Count S. Jacini</td>
<td>Italy</td>
<td>Florence</td>
<td>Italy</td>
</tr>
<tr>
<td>6</td>
<td>Howland Sargeant</td>
<td>United States</td>
<td>Paris</td>
<td>France</td>
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<tr>
<td>7</td>
<td>S. Radhakrishnan</td>
<td>India</td>
<td>Paris</td>
<td>France</td>
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<tr>
<td>8</td>
<td>Justino Z. Muñiz</td>
<td>Uruguay</td>
<td>Montevideo</td>
<td>Uruguay</td>
</tr>
<tr>
<td>9</td>
<td>Maulana A. K. Azad</td>
<td>India</td>
<td>New Delhi</td>
<td>India</td>
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<td>10</td>
<td>Jean Berthoin</td>
<td>France</td>
<td>Paris</td>
<td>France</td>
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<td>11</td>
<td>Akale-W. Abte-Wold</td>
<td>Ethiopia</td>
<td>Paris</td>
<td>France</td>
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<tr>
<td>12</td>
<td>Paulo de Berrêdo</td>
<td>Brazil</td>
<td>Paris</td>
<td>France</td>
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<tr>
<td>13</td>
<td>Norair Sissakian</td>
<td>Soviet Union</td>
<td>Paris</td>
<td>France</td>
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<td>14</td>
<td>B. Tuncel</td>
<td>Turkey</td>
<td>Paris</td>
<td>France</td>
</tr>
<tr>
<td>15</td>
<td>Willian Eteki-Mboumoua</td>
<td>Cameroon</td>
<td>Paris</td>
<td>France</td>
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<td>16</td>
<td>Atilio Dell'Oro Maini</td>
<td>Argentina</td>
<td>Paris</td>
<td>France</td>
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<td>17</td>
<td>Toru Haguwara</td>
<td>Japan</td>
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<td>Magda Jóború</td>
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<td>Said Tell</td>
<td>Jordan</td>
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<td>23</td>
<td>Nikolai Todorov</td>
<td>Bulgaria</td>
<td>Sofia</td>
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<td>Guatemala</td>
<td>Paris</td>
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<td>25</td>
<td>Anwar Ibrahim</td>
<td>Malaysia</td>
<td>Paris</td>
<td>France</td>
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<td>26</td>
<td>Bethwell Allan Ogot</td>
<td>Kenya</td>
<td>Paris</td>
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<td>Ahmed saleh Sayyad</td>
<td>Yemen</td>
<td>Paris</td>
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<td>Torben Krogh</td>
<td>Denmark</td>
<td>Paris</td>
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<td>Eduardo Portella</td>
<td>Brazil</td>
<td>Paris</td>
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<td>Jaroslava Moserova</td>
<td>Czech Republic</td>
<td>Paris</td>
<td>France</td>
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<td>31</td>
<td>Ahmad Jalali</td>
<td>Iran</td>
<td>Paris</td>
<td>France</td>
</tr>
<tr>
<td>32</td>
<td>Michael Omolewa</td>
<td>Nigeria</td>
<td>Paris</td>
<td>France</td>
</tr>
<tr>
<td>33</td>
<td>Musa bin Jaafar bin Hassan</td>
<td>Oman</td>
<td>Paris</td>
<td>France</td>
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<td>34</td>
<td>George N. Anastassopoulos</td>
<td>Greece</td>
<td>Paris</td>
<td>France</td>
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<tr>
<td>35</td>
<td>Davidson Hepburn</td>
<td>Bahamas</td>
<td>Paris</td>
<td>France</td>
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<td>36</td>
<td>Katalin Bogay</td>
<td>Hungary</td>
<td>Paris</td>
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<td>37</td>
<td>Hao Ping</td>
<td>China</td>
<td>Paris</td>
<td>France</td>
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*Modified from Owhotu, 2013*
Box 1.2: Former and present Directors-General of UNESCO

<table>
<thead>
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<th>Name</th>
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<th>Period</th>
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<td>United Kingdom</td>
<td>1946–1948</td>
</tr>
<tr>
<td>Jaime Torres Bodet</td>
<td>Mexico</td>
<td>1948–1952</td>
</tr>
<tr>
<td>John Wilkinson Taylor</td>
<td>United States of America</td>
<td>1952–1953 (Acting)</td>
</tr>
<tr>
<td>Luther Evans</td>
<td>United States of America</td>
<td>1953–1958</td>
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<tr>
<td>Vittorino Veronese</td>
<td>Italy</td>
<td>1958–1961</td>
</tr>
<tr>
<td>René Maheu</td>
<td>France</td>
<td>1961–1974 (Acting)</td>
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<tr>
<td>Amadou-Mahtar M’Bow</td>
<td>Senegal</td>
<td>1974–1987</td>
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<tr>
<td>Federico Mayor Zaragoza</td>
<td>Spain</td>
<td>1987–1999</td>
</tr>
<tr>
<td>Koïchiro Matsuura</td>
<td>Japan</td>
<td>1999–2009</td>
</tr>
<tr>
<td>Irina Bokova</td>
<td>Bulgaria</td>
<td>2009 to date</td>
</tr>
</tbody>
</table>

Source: Kenya Delegation’s Office, 2010/2011

Conference and to ensure that its decisions are properly implemented. It prepares the agenda for the General Conference, reviews budget estimates, assesses the work programme for the following two years as prepared by the Director-General, and submits the budget estimates with its recommendations to the General Conference. In addition, the UNESCO Executive Board interviews candidates for the position of Director-General and nominates a candidate whom it recommends to the General Conference for appointment. (See list of present and past holders of Director-General’s office in Box 1.1).

The Secretariat: It comprises of professional staff members and administrators and carries out UNESCO’s Programmes under the leadership of the Director-General. The Secretariat is the body responsible for the day-to-day running of UNESCO and is expected to translate into reality the work programme approved by the General Conference. Staff members of the Secretariat do not represent their governments in the execution of their duties but only serve the interests of the organization and the international community. The Secretariat is made up of five programme sectors namely, Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and Information. Each sector is headed by an Assistant Director-General and has several departments and/or divisions. To enable the organization focus on Member States’ matters, UNESCO has set up regional offices in the various geographical regions of the World. These offices are administered by officers from the UNESCO Secretariat, working under the same rules and regulations as those at the headquarters.

UNESCO Director-General Irina Bokova’s First Secretariat, July 2010
Left to Right: ADG Communication and Information Sector Amb. Mr. Janis Karklins, ADG Africa Department Mrs. Lalla Aïcha Ben Barka, ADG Natural Sciences Sector Prof. Gretchen Kalonji, ADG Education Sector Mr. Qian Tang, DDG Mr. Getachew Engida, DG Amb. Mrs. Irina Bokova, ADG Strategic Planning Mr. Hans d’Orville, ADG Culture Sector Mr. Francesco Bandarin, ADG Social and Human Sciences Sector Ms. Maria del Pilar Alvarez-Laso, ADG Administration Sector Ms. Khadija Ribes, ADG Sector for External Relations and Cooperation Mr. Eric Falt

THE FIFTY YEAR JOURNEY
1.3 The Africa Department

The main role of the Africa Department is to coordinate and be attentive to actions that benefit Africa by creating conditions conducive to ensuring that the Global Priority Africa accorded to the continent by UNESCO’s governing bodies is translated into reality. The Department does this by maintaining close partnerships with the Permanent Delegations to UNESCO and the Member States. Furthermore, the Department ensures that all UNESCO Programmes accorded to Africa are reflected and adapted to the needs and aspirations of African Member States. It further ensures that Africa-oriented activities are implemented and follows up on the coordination of programmes in favour of Africa at UNESCO. This uplifts the Africa Department to a level of being a platform for the exchange of substantive partnerships and of coordination of activities with the African Union and the Regional Economic Communities. UNESCO’s well stated desire is to ensure that its actions to benefit Africa are more closely linked to the African Union’s priorities. This involves increased budgetary resources, launching of flagship projects in Africa and reinforcement of the UNESCO Addis Ababa Office in order to enable the organisation strengthen its ties with the Africa Union and develop a greater number of joint projects. Accordingly, the expected results of these projects are contained in UNESCO’s Programmes and Budget.

Kenya has continued to participate in the activities of the Africa Department and this partnership has grown from strength to strength over the years. The Africa Department supported and highlighted, as a special focus, Kenya’s question of groundwater exploration in response to the drought crisis in Northern Kenya. Kenya’s commitment to UNESCO’s values and objectives is not in doubt and is encouraged for further strengthening and up-scaling of active and practical cooperation with the Organisation.

1.4 UNESCO Relations with Non-Governmental Organizations

UNESCO’s partnership in its fields of competence with Non-Governmental Organizations, which represent civil society, constitutes a valuable cooperation network in the service of people towards sustainable development, equity, international understanding and peace. To promote this rich and varied partnership, and to gain more support, UNESCO has continued to work closely with various partners at the international, regional and national levels. By October 2013, UNESCO was in official partnership with 372 Non-Governmental Organizations, of which 65 held Associate Status and 307 held Consultative Status. Although there is a very wide disparity in the regional distribution of NGOs associated with UNESCO, with a large majority (82.5%) based in Europe and North America, many of them have members and activities in other regions of the world. However, efforts are underway to ensure a more geographically balanced distribution. This will expand UNESCO’S cooperation with Member States from Africa such as Kenya.
Global Priority Africa
1. The priority given to Africa and its development is translated into action in each of UNESCO's fields of competence, and it is worth noting that all major UNESCO Programmes have continued to prioritize their activities and projects on Global Priority Africa.
2. UNESCO's 2014–2021 Operational Strategy for Africa is based on the African Union's vision and identifies current and emerging challenges that must be taken up on the continent.
3. In view of the current budgetary constraints, and in the prospect of the field reform in Africa, it is crucial that UNESCO renews its approach to working in and for Africa in order to strengthen its relevance, effectiveness and impact in the region.
4. So far, the mechanisms that are meant to provide impulse and substance to Priority Africa have had very limited success; the framework for Priority Africa has neither triggered a significant increase in decentralization of human and financial resources to the region nor has it translated into improved results.

Global Priority Gender Equality
1. Gender Equality is a universal human rights principle and is the most fundamental humanist dimension and task of the 21st Century.
2. UNESCO gives priority to the pursuit of Gender Equality through action in all its fields of competence, supported by a two-pronged approach by pursuing both women's empowerment and gender mainstreaming in Member States and within the Organization in all its programming and at all levels.
3. There is ample scientific evidence that countries that operate within contexts with higher levels of Gender Equality perform much better in terms of economic development, social cohesion and cultural understanding and dialogue.
4. To promote a culture of peace and non-violence, UNESCO supports programmes related to women's democratic participation, gender sensitive teaching and learning, intercultural sensitivity and solidarity in order to fight intolerance, discrimination and violence, among others.
5. The Priority Gender Equality tenets are in tandem with practices as enshrined in Kenya's Constitution, in which mechanisms exist for promoting affirmative action that is designed to ensure that women participate and are represented in governance and other spheres of life.

1.5 UNESCO Priorities
“Globalization is a fact in today's world. However, the dynamics of globalization differ widely: it benefits some but marginalizes and leaves behind many others. How then can social scientists, NGOs, and policy makers affect the process of globalization so that it can accrue to the benefit of everyone instead of dividing and discriminating?”. International Forum Science Policy (IFSP), 2006.

1.6 UNESCO Institutes and Centres
The UNESCO Institutes and Centres have played a significant role in promoting the ideals of UNESCO within the Member States through capacity development and advisory services. Some of the roles that UNESCO Institutes and Centres that have played in Kenya's development are outlined below:
1. **UNESCO International Bureau of Education (IBE):** It is responsible for educational content and methods and for teaching and learning strategies through curriculum development. In 2013, IBE contributed to the 2013 EFA Global Monitoring Report (GMR) by conducting a rapid assessment of curricula on general education focusing on cross-curricular themes and generic competencies or skills. Kenya was a member of IBE between 2009 and 2013.

2. **UNESCO International Institute for Capacity-Building in Africa (IICBA):** Since its inception, it has been engaged in conducting research on relevant issues and publishing the results thereof. The dissemination of research findings and other relevant publications by IICBA has been mainly in the form of a book series, Fundamentals of Teacher Education Development. The series aims at informing policy-makers, planners and managers of teacher education at institutional and national levels. IICBA undertook a number of training workshops on the management of Teacher Education Institutions (TEIs) for the countries of the East African Community (EAC) and the Intergovernmental Authority for Development (IGAD) in Kenya in 2011.

3. **UNESCO Institute for Statistics (UIS):** The central aim of the UIS is to provide Member States with the data required for evidence-based policy making. In this regard, the UIS produces global statistics in the fields of education, science, culture and communication and information. It has released two major statistical publications: the World Atlas of Gender Equality in Education, which includes over 120 maps, charts and tables featuring a wide range of sex-disaggregated indicators produced by the Institute and the 2012 Edition of the Global Education Digest, which presents data to identify the children most likely to repeat a grade or leave school early. Kenya has had staff attached to UIS for fixed periods.

4. **International Basic Sciences Programmes (IBSP):** Basic sciences provide an important lever for sustainable development in order to bring technological innovations and solutions to address challenges such as poverty, environmental degradation, climate change, existing and emerging diseases, natural disasters and energy needs. UNESCO continues to support international partnerships in the fields of basic sciences and engineering. IBSP has the potential to become a more impactful catalyst to advance key areas of the basic sciences that bring about unprecedented opportunities to meet human needs and respond to environmental challenges.

5. **International Institute for Educational Planning (IIEP):** It has a global remit but gives special emphasis on countries farthest away from the Millennium Development Goals and Education for All objectives and on African countries in particular. In Kenya, IIEP's analyses of women's leadership in education and gender equality in learning outcomes have facilitated national discussion and prompted forward action. Kenya has been sending officers for Training Programmes at IIEP, and has been working closely with its experts in research-related areas such as HIV and AIDS.

6. **UNESCO Institute for Lifelong Learning (UIL):** Lifelong learning for all increasingly implies a transversal dimension for the development of skills and competencies across the education and training sector supported by systems of lifelong career development. Its mandate is to support Member States with advocacy, research and capacity-building in lifelong learning with a focus on adult and continuing education, literacy and non-formal basic education. It pays special attention to inclusion of vulnerable and marginalized groups; cooperation with civil society; and UNESCO’s Priority Africa and Priority Gender Equality.

7. **UNESCO Institute for Information Technologies in Education (IITE):** It is a specialized resource centre and provider of technical support and expertise in the area of ICT use in education. IITE facilitates policy dialogue and initiates development of national strategies on the application of ICTs in education. It focuses its policy activities on teacher competencies, Open Educational Resources (OERs) and digital pedagogy upon requests from high-level officials of education ministries. It adheres to the principle that OER contributes to improving the quality of education.

8. **UNESCO-IHE:** Details on training and research conducted by UNESCO-IHE with partnership institutions and researchers in Kenya are provided separately below.
“Since 1957, the Institute’s community of partnerships includes public and private organizations. This community also includes [...] alumni active in water sectors worldwide, representing an extensive network of international water professionals of yesterday, today and tomorrow”. Anon., 2009.

UNESCO-IHE is the only institution within the UN authorized to confer accredited Master of Science (MSc.) degrees. Degree programmes currently offered by UNESCO-IHE are the MSc. and Joint MSc. programmes for which the duration and location varies. The Doctor of Philosophy (PhD) programme is implemented in cooperation with partner universities in the Netherlands, based on their rights to issue PhD degrees. Kenya’s strong cooperation with UNESCO-IHE has enabled it to benefit immensely from the Institute’s programmes through joint degrees, both at Masters and Doctoral levels.

Since 2010, a total of 33 Kenyans have benefited from fellowships granted by Austria and The Netherlands to study Master of Science in Limnology and Wetlands Management degrees under the collaborative tripartite MSc. programme between UNESCO-IHE (The Netherlands), Egerton University (Kenya) and the University of Agriculture, Vienna (Austria). In addition, UNESCO-IHE and Kenyan researchers have partnered in many projects such as the MaraFlows, ECOLIVE and FINGERPONDS, which were carried out in Kenya.

These projects have resulted in better understanding of wetlands and sustainable livelihoods. Through an integrated framework, the new knowledge assisted in achieving policy goals for poverty reduction and ecosystem conservation. Through applied research on wetlands, the FINGERPONDS Project has enhanced food security and poverty reduction among rural Lake Victoria riparian households.

1.7 UNESCO Prizes and Awards

UNESCO has several prestigious Prizes, which cover all the sectors of UNESCO that are competitively awarded to outstanding contributions by individuals or institutions towards the pursuit of UNESCO’s ideals, thus enhancing the strategic objectives of the organization. The Prizes follow and address global themes in areas such as peace, tolerance and human rights; literacy and teaching, safeguarding and sharing culture; and environment, science and research, with each accorded a high moral and symbolic value along with a respectable monetary award. The Prizes give visibility to UNESCO’s programmes, encourage innovation and showcase best practices. UNESCO’s global strategy for its Awards has improved their management and controlled
the proliferation of awards and prizes especially those which do not conform to any pattern and do not contribute to UNESCO’s programmatic objectives and priorities. The improved approach and implementation of decisions on UNESCO Prizes was revisited more recently consequent to the approval of the UNESCO-Obiang Nguema Mbasago International Prize for Research in Life Sciences.

Few responses for the UNESCO Prizes are received from Kenya and this has been caused by the limited time provided between receipt of the information and the deadline for submission of applications—a challenge which was noted in 1968 by the Kenya National Commission for UNESCO. Nonetheless, despite the challenges, Kenyans have participated in the Awards and successfully won as follows:

**UNESCO-L’Oréal Regional Fellowships in Sub-Saharan Africa**

The aim of the UNESCO-L’Oréal Regional Fellowships is to help women scientists residing in Sub-Saharan Africa to achieve PhD degrees in the fields of science, engineering and technology. Since May 2011, the UNESCO-L’Oréal Fellowship for Women in Science (FWIS) Programme has awarded 10 outstanding women scientists from 8 countries for their excellence in physical and life sciences; 30 international fellowships to young women researchers from 26 countries; 2 special fellowships “In the footsteps of Marie-Curie”; 20 regional fellowships (sub-Saharan and Arab regions); and 375 national fellowships from more than 50 countries. One of these awards was to a Kenyan, Pegotty Mutai. The African Network of Scientific and Technological Institutions (ANSTI) in partnership with UNESCO-L’Oréal Corporate Foundation awarded 20 PhD fellowships in sub-Saharan Africa to increase the critical mass of women engineers and scientists in Africa as well as strengthen the research and innovation capacity of women scientists. Three Kenyan female PhD students have benefitted from these scholarships.

**UNESCO-International Programme for the Development of Communication (IPDC) Prize for Rural Communication Award**

The UNESCO-IPDC Prize recognizes meritorious and innovative efforts to improve communication for rural communities in developing countries. The Kenya Arid Lands Information Network (ALIN), a Kenyan NGO, was one of the co-winners of the Prize in 2012. The aim of ALIN is to improve the livelihoods of people by facilitating access to information and knowledge exchange between communities of arid lands in Kenya. To achieve this, ALIN engages knowledge community-based centres (Maarifa Centres) via a range of channels including web portals, mobile phone platforms, workshops, exchange visits and regular publications. Its activities focus on small scale sustainable agriculture, climate change adaptation, natural resource management and other community livelihood issues.

**Panasonic “Eco picture Diary” Global Contest Ceremony**

In February 2012, a Kenyan was among the 5 winners of the Panasonic “Eco picture Diary” global contest organized by Panasonic in cooperation with the UNESCO World Heritage Centre. This educational programme, the “Kids School-Eco-Learning” was developed for primary school children between the ages of 7 and 11 and gives pupils the opportunity to learn about climate change and protecting the planet in an easy-to-understand and playful way. One of the activities of the programme is to fill in an Eco-Picture Diary by writing down and drawing the activities undertaken during the day and making proposals on how to contribute to protection of the environment. The diaries are then entered into a contest in which the best illustrations are awarded during a special ceremony.
CHAPTER 2

Kenya at UNESCO

2.1 Introduction

Kenya became a member of UNESCO in 1964. On the basis of reports by the Chairman and Credentials Committee of UNESCO during the 1964 General Conference, Kenya's credentials were recognized as valid and therefore admissible as a Member State Number 73. The Director-General's report on the activities of the Organization in 1964, Chapter 1, Relations with Member States [Introduction], Paragraph 2 reads, "There was further growth in the number of Member States during the year [1964] with the admission of Kenya, ....". Although a Member State by 1964, Kenya had no Permanent Delegation or officials responsible for liaison with UNESCO. At that time, the Chief of Mission posts were being maintained in the United Republic of Tanzania which was covering Kenya and other African countries such as Malawi, Uganda and Swaziland (UNESCO, 1965).

Since 1964, there has existed a cordial and vibrant partnership between Kenya and UNESCO which continues to grow from strength to strength in all of UNESCO’s areas of competence. Kenya has been at the forefront of supporting UNESCO’s ideals and programmes since it became a Member State. It is within the context of this relationship that Kenya and UNESCO have been able to accomplish numerous assignments. Kenya has also participated actively, within her capabilities, in a number of UNESCO organs, commissions, committees, boards, programmes and activities and has collaborated with other Member States in the promotion of UNESCO’s ideals across the Organisation's areas of mandate.

2.2 Kenya’s 1960s Push for Employment at UNESCO

As early as 1967, barely three years since joining UNESCO, concerns were raised by the Kenya National Commission for UNESCO (KNATCOM) about the need for Kenyans to be employed at UNESCO’s Secretariat. To address this concern, the Kenya National Commission for UNESCO strategized by regularly releasing press statements about UNESCO job opportunities. In a KNATCOM Meeting in December 1967, it was resolved that the Government of Kenya be strongly urged to intensify its efforts to get
Kenyan nominations to positions at the UNESCO Secretariat. Apart from the fact that the same qualified manpower for these posts was also in demand locally, Kenyan chances were further hampered by their limited skills in French as one of the language requirements for the posts. It was reported during the 8th Kenya National Commission for UNESCO Meeting on 13 March 1968 that 4 candidates were presented for the UNESCO Probationary Training Course which was to commence in April 1968, and that UNESCO had offered Kenya an appointment to one. 50 years down the line, the situation has not changed and Kenya is still under-represented at the UNESCO Secretariat. Therefore, with the Kenya Permanent Delegation in place, and with the new status of the Kenya National Commission for UNESCO as a State Corporation, Kenya now requires 'a new fifty-year push' as she embarks on the next 50 years at UNESCO and of UNESCO in Kenya.

2.3 Kenya at the UNESCO General Conference

Kenya has always associated herself closely with the activities of UNESCO and has always attended the General Conference, with its first attendance being at the 13th Session of the UNESCO General Conference which took place in October/November 1964 in Paris, France. Since then, the presence of Kenya at the General Conference has been evidenced by the numerous constructive interventions made by the Kenya Delegations. During the 14th session of the General Conference in 1966, Kenya was, for the first time, elected as one of the 15 Vice-Presidents of the conference and also obtained a seat on the 15th Session's Legal Committee in 1968. Consequent to the Kenya Delegation’s active participation in the General Conference, Kenya was appointed President of the UNESCO General Conference on two occasions as shown in Table 2.1. This availed the country the opportunity to provide guidance to UNESCO’s policies and to contribute to the Organization’s wisdom.

In 1972, at the 17th Session of the UNESCO General Conference, the Minister for Education, who was also the Chairman of the Kenya National Commission for UNESCO, was elected to the Chairmanship of the Africa Group for a two-year term.

During the same General Conference, Kenya was elected member of the Organization’s Executive Board for a four-year term and also to the UNESCO Council of Man and the Biosphere (MAB). At the 18th Session of the UNESCO General Conference in 1974, Kenya was elected to the membership

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<th>Name</th>
<th>General Conference</th>
<th>Place of Meeting</th>
<th>Year</th>
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<tr>
<td>Dr. Taaita Arap Toweett</td>
<td>19th Session</td>
<td>Nairobi, Kenya</td>
<td>1976–1978</td>
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<tr>
<td>Prof. Bethwell Allan Ogot</td>
<td>26th Session</td>
<td>Paris, France</td>
<td>1991–1993</td>
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Professor Ogot holds the following academic qualifications and honorary degrees: MA (St. Andrews), PhD (London), Dip.Ed. (E.A), Hon. D.Litt. (Kenyatta University) and Hon. D.Litt. (Moi University. He is also a Professor Emeritus of History (Maseno University). He served as Deputy Vice-Chancellor, University of Nairobi from 1970–1973. Prof. Ogot has supervised numerous students in History, published a number of international peer-reviewed articles and written several History books, and has been a member of many organizations and councils, including the Makerere College Council (1962–1964). He was awarded the UNESCO Gold Medal for Service to the Organization in 1993 and made Elder of the Burning Spear (EBS) in 1986. In 2007, he was awarded the prestigious International Socrates Award for his personal contribution to the intellectual development of the modern society and his name included in the International Register of the Outstanding Personalities of the Modern World. He has vast administrative experience, having held many positions in both public and private organizations.

“In the final analysis, it is the human factor founded on a fabric of moral values that ultimately sustains any political, economic and social order, at either the national or international level.” B.A. Ogot

of the International Bureau of Education (IBE) for a two-year term. Kenya has been a member of the General Committee of the UNESCO General Conference on eleven occasions. The General Committee of the General Conference consists of the President, the Vice-Presidents and the Chairpersons of the Committees and Commissions of the General Conference, in accordance with Rule 41.1 of the Rules of Procedure of the General Conference (UNESCO, 2011a). The 19th Session of the UNESCO General Conference was held in Nairobi, Kenya, in 1976.

2.3.1 The 19th Session of the UNESCO General Conference 1976, Nairobi, Kenya

During the 18th Session of the UNESCO General Conference held in 1974, Kenya invited UNESCO to hold its 19th Session in Nairobi, in October/November 1976, a proposal that was accepted by acclamation. This was a rare decision in the history of the UNESCO General Conference. The honour of hosting the UNESCO General Conference in Kenya was embraced by the Cabinet and the people of Kenya as it was the first time it was being held outside of Paris since 1958. The conference also coincided with the 30th Anniversary of UNESCO.

Preparations for the 19th Session of the UNESCO General Conference in Nairobi

The initial Kenya National Commission for UNESCO meeting on the preparation of the 19th Session of the General Conference was held on 10 June 1976 and was chaired by Hon. Dr Zachary Onyonka, Minister for Education and Chairman of KNATCOM. During the meeting, the Resolution
was passed by the UNESCO Executive Board endorsing previous resolutions that the General Conference be held in Nairobi and documents such as C/5 already bearing the Kenyan Capital as the venue of the conference was confirmed. It was also confirmed that the UNESCO Mission that had visited Kenya in February/March 1976 to assess the existing and or improvements of the Conference facilities had been satisfied that Nairobi was an ideal venue for the conference. Members of the Kenya National Commission for UNESCO who attended the initial meeting and who started the preparations for the 19th Session of the UNESCO General Conference are listed in Box 2.1.

Four committees of the Kenya National Commission for UNESCO were formed to assist in the preparations for Kenya’s active and effective participation during the 19th Session of the General Conference. These were Education, Natural Sciences, Culture and Communication, and Social Sciences and Humanities. The Kenya National Commission for UNESCO formed the nucleus of the Kenya Delegation to the conference and it was also its responsibility to prepare the conference papers and to identify country projects.

Other committees formed to make the General Conference a success were the Inter-Ministerial Steering Committee, chaired by Kenya’s Director of Education, with membership from various ministries and bodies and sub-committees which were mandated to look into specialized aspects of the conference requirements such as accommodation, transport, hospitality, etc. The work of all the sub-committees was coordinated by the Directorate of UNESCO Conference Services, which was set up at the Kenyatta Conference Centre. The Kenya Delegation to

<table>
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<tr>
<th>Box 2.1: Members of the Kenya National Commission for UNESCO, June 1976</th>
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<tr>
<td>1. Hon. Dr. Z.T. Onyonka          Minister for Education, Chairman</td>
</tr>
<tr>
<td>2. Hon. S.K. Choge               Assistant Minister for Education, Vice-Chairman</td>
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<tr>
<td>3. Mr. H.J. Kanina              Director of Education, Ministry of Education</td>
</tr>
<tr>
<td>4. Mrs. C.W. Kuria               Ministry of Tourism and Wildlife</td>
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<td>5. Ms. M.W. Karanja             Ministry of Housing and Social Services</td>
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<tr>
<td>6. Mr. D. Thiong’o             Under Secretary, Ministry of Natural Resources</td>
</tr>
<tr>
<td>7. Mr. G.M. Kimani              Senior Research Officer, Ministry of Agriculture</td>
</tr>
<tr>
<td>8. Mr. L. Ngugi                 Senior Economist, Ministry of Finance &amp; Planning</td>
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<tr>
<td>9. Mr. C.M. Mwashumbe           Under Secretary, Ministry of Foreign Affairs, UN Desk</td>
</tr>
<tr>
<td>10. Mr. F.A. Njenga             S.A.S., Ministry of Information and Broadcasting</td>
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<tr>
<td>11. Mr. A.A. Adongo             Secretary General, KNUT</td>
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<tr>
<td>12. Mr. G.K. Dubai              Kenya National Council of Social Services</td>
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<tr>
<td>13. Mr. F.O. Pala               Chief Librarian, Kenya National Library Services</td>
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<td>14. Ms. M. Gichuru              Chairman, National Council of Women</td>
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<td>15. Prof. F.A. Mutere           East African Academy</td>
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<tr>
<td>16. Prof. D. Odhiambo           Department of Chemistry, University of Nairobi</td>
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<tr>
<td>17. Dr. W. Senga                Department of Economics, University of Nairobi</td>
</tr>
<tr>
<td>18. Mr. F.G. Ng’ang’a           Secretary General, KNATCOM</td>
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the conference was composed of experienced officers from various ministries, departments and organizations involved in work related to UNESCO’s areas of competence.

Resource Mobilization for the General Conference

The 18th Session of the UNESCO General Conference in 1974 received a Draft Resolution [18 C/PLEN/DR. 23; 18 November, 1974] included as Item 59 of the Agenda and a Draft Amendment (UNESCO, 1974) regarding possible voluntary contribution in the event that extra expenditure was envisaged, which read as in Box 2.2. In its 98th Session, the Executive Board, in document 98 EX/18, Item 6.3 of the Agenda, dated Paris 22 September 1975, foresaw the need for extra expenditure for the Nairobi conference. In preparing a preliminary breakdown of the additional expenditure not provided for in the programme and budget for 1975–1976, consequent on holding the 19th Session of the General Conference in Nairobi, it was necessary to take into account the results of the Executive Board’s discussions concerning the methods of work of the General Conference. In Document 98 EX/16, the Director-General presented the two possible alternatives below (one of which he offered a choice between two patterns), which in his view could be inferred from discussions of the Board on this subject at its 97th Session (98 EX/18; Item 6.3 of the Agenda, Paris 22 September 1975).

- **Alternative I**: Five weeks, five programme commissions.
- **Alternative IIA**: Four weeks, three programme commissions (C/5, C/4), “major general problems”).
- **Alternative IIB**: Five weeks, three programme commissions (C/5, C/4), “major general problems”).

There was no doubt that the adoption of any of these three possible alternatives would have budgetary repercussions on the holding of a session of the General Conference in Nairobi. In this regard, an appeal contained in decision 6.1 adopted at the 97th Session of the Executive Board was transmitted by the Director-General to all Member States on 30th June 1975, in the form of a circular letter (CL/2454), requesting Member States to contribute to the ‘special account’ for the 19th Session of the General Conference established with Resolution 50.1, adopted by the 18th Session of the General Conference. There was a positive response to this appeal. A special Mission was sent to the Organization of African Unity Summit in July 1976 to further appeal to Member States, especially the African countries, to contribute to the ‘special account’. The Director-General of UNESCO, Mr. Amadou Mahtar M’Bow from Senegal, requested his President to write to all OAU members urging them to contribute. Kenya did her part by providing resources. Solidarity and generosity of Member States was evidenced in the success of the 19th Session of the UNESCO General Conference in Nairobi, Kenya.

The General Conference lasted about 36 days and was quite demanding for those directly involved in its organization. Other activities that took place during the conference included celebrations of the 30th Anniversary of UNESCO, which comprised of cultural events such as traditional dances, art and book exhibitions, showcasing of country projects and tours.

Despite the financial difficulties reported in documents on the General Conference, the 19th General Conference in Nairobi was a success due to the organizing committees’ commitment. The preparatory meetings were meticulously organized and issues well-articulated. The success of the General Conference was lauded at the end as a result of many committed Kenyans led by the then President of the Republic of Kenya, the late H.E. Mzee Jomo Kenyatta.

It was befitting to appreciate the work of the Government and the people of Kenya and others who were involved directly or indirectly. At the end of the 19th Session of the General Conference, Member States, through the General Committee gave a Vote of Thanks to the people and Government of Kenya (Box 2.2) and on...
The General Conference, Meeting in its nineteenth session in Nairobi (Kenya) from 26 October to 30 November, 1976, at the Invitation of the Government of Kenya, Mindful of the fact this first session in Africa has given all delegates of Member States a unique opportunity of seeing for themselves the effort of development made by the African countries in UNESCO’s fields of competence, namely education, science, culture and communication, Grateful to the people and Government of Kenya for all that they have done to facilitate the work of this Conference in the most propitious setting of the Jomo Kenyatta International Conference Centre, Very appreciative of the generous welcome given and the highly valued initiatives taken by the governmental and municipal authorities and of the Kenyan authorities concerned with the development of education, science, culture and communication, which, by organizing meetings, lectures, visits and many other cultural events, have made the Delegations of Member States more familiar with the abundant artistic and cultural heritage and the unique character of the people of Kenya, 

Expresses its deep gratitude to His Excellency Mzee Jomo Kenyatta, President of the Republic of Kenya, for the interest he has graciously shown in the General Conference by enhancing, through his presence at the inaugural meeting, the prestige of this session held in Nairobi; Warmly thanks the Hon. Mr. Taaitta Toweett, M.P., Minister for Education, for accepting and ably and efficiently assuming the Office of the President of this session of the General Conference; Expresses its sincere appreciation and gratitude to the Kenyan administrative and liaison services and its cordial feelings towards the entire Kenyan people for having given the General Conference the benefit of their cooperation, their knowledge and their energy and having so contributed to its success in the spirit of Harambee.

28 December, 1976 the Ministry of Education thanked the members of the Kenya Delegation to the 19th General Conference (Figure 2.1) on the success of the conference.

**Outcomes of the UNESCO General Conference in Nairobi, Kenya**

Although many important resolutions and recommendations were passed during the 19th Session of the UNESCO General Conference in Nairobi, 1976, one key recommendation adopted by the Conference was the Recommendation on Development of Adult Education, referred to as the “Nairobi Recommendation, 1976” (UNESCO, 2011b). The Nairobi Recommendation provides guiding principles and a global approach for developing and promoting adult education. This has shaped adult education in the Member States. The conference recommendations are summarized in Box 2.3.
1. Policy (Nairobi Recommendation Articles 1–8 and 61–67)
A policy shift towards a lifelong learning perspective which integrates adult education is occurring in some Member States. Some Member States, including Kenya, have established or are in the process of establishing National Qualifications Frameworks to ensure the recognition, validation and accreditation of all forms of learning in informal, non-formal or formal settings. Adult education is rarely in the centre of national educational policy and reform. There are wide gaps between adult education policy and its implementation. Member States which do not have comprehensive national policies for adult education are encouraged to introduce legislation and/or develop policies with fully costed and well-targeted plans to provide literacy and education for adults and out-of-school youth.

2. Governance (Nairobi Recommendation Articles 37–40 and 54–56)
Member States have increasingly recognized the importance of involving all stakeholders and establishing appropriate coordination mechanisms for the development of adult learning and education. Some education systems have adopted a decentralized adult education governance structure and some governments have outsourced responsibilities for implementing adult education programmes, mainly to civil society organizations. The low visibility of adult education in government agendas is demonstrated by scant inter-ministerial cooperation, weak organizational structures and poor links between different forms of education (formal and non-formal) and other sectors.

3. Financing (Nairobi Recommendation Articles 57–60)
In many Member States, governments remain the main source of funding. Individual learners, the private sector, civil society organizations and international development agencies are also considerable contributors, particularly in sub-Sahara Africa. However, low prioritization, public spending constraints and the unequal distribution of resources all contribute to inconsistent, unpredictable and inequitable funding patterns. Consequently, there has not been enough far-sighted and adequate financial planning established to invest in adult education.

4. Participation (Nairobi Recommendation Articles 9–23 and 46–53)
Globally, basic education (mainly adult literacy programmes) remains the most prevalent form of adult education, against the background of persistent illiteracy. The South shoulders a major share of this burden and so literacy programmes, rather than more holistic adult education programmes, predominate here. Some Member States especially in the North have chosen to address literacy issues through adult literacy classes or basic skills programmes. Vocational and work-related education is the second major form of adult education. In many Member States, these programmes are not sufficiently responsive to the most vulnerable and marginalized people. This is because the diversity of learners in terms of age, gender, cultural background, economic status, special needs, including disabilities and language is not amply reflected in programme content and practices.

5. Quality (Nairobi Recommendation Articles 24–36 and 41–45)
While assuring the quality of adult education has become a concern of public policy, Member States’ experiences are quite diverse. Some providers and practitioners have developed their own specific definitions and ways of assuring quality. There is an increasing interest in, and demand for, greater specification of the quality of the adult learning experience and learning outcomes. Some countries such as Kenya have developed promising ways to formulate quality criteria and standards in adult education, such as national quality assurance bodies, to ensure shared objectives and standards between stakeholders and providers. Teachers/facilitators and trainers, who constitute the single most important input for ensuring quality in adult education, are, in many cases, inappropriately trained, hold minimal qualifications, work under highly strenuous conditions and are under-paid. Specifically-designed programmes for adult educators are very rare and the sector is still heavily reliant on voluntary workers. Moreover, evidence-based policy-making in adult education remains weak.
2.4 Kenya in the UNESCO Executive Board

During the 6th Kenya National Commission for UNESCO Meeting held on 18 December 1967, it was decided that Kenya should present a candidate for election to the Executive Board of UNESCO at the 15th Session of the General Conference in 1968. Consequently, on 30 September 1968, Kenya submitted her candidature to UNESCO for election to the Executive Board. This was Kenya’s first attempt to present her candidature to the UNESCO Executive Board for election by the General Conference. However, due to a ‘gentleman’s agreement’ which the East African Member States had previously made, Kenya withdrew her candidature to allow Tanzania to continue serving on the Executive Board.

Kenya has been a member of the UNESCO Executive Board and its Committees on five occasions, during which she was represented by the persons shown in Table 2.2:

Table 2.2. Past representatives of Kenya on the UNESCO Executive Board

<table>
<thead>
<tr>
<th>Name</th>
<th>Duration of Appointment</th>
<th>Appointing Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Yuda Komora</td>
<td>1972–1976</td>
<td>UNESCO General Conference</td>
</tr>
<tr>
<td>Mr. Bethwell Allan Ogot</td>
<td>1987–1991</td>
<td>UNESCO General Conference</td>
</tr>
<tr>
<td>Prof. Shem Oyoo Wandiga</td>
<td>1995–1999</td>
<td>UNESCO General Conference</td>
</tr>
<tr>
<td>Prof. Judith Mbuya Bahemuka</td>
<td>2001–2005</td>
<td>UNESCO General Conference</td>
</tr>
<tr>
<td>Prof. Jude Mutuku Mathooko</td>
<td>2009–2013</td>
<td>UNESCO General Conference</td>
</tr>
</tbody>
</table>
Hon. Mr. Yuda Komora, Representative from 1972–1976

Hon. Mr. Yuda Komora, an educationist, was the representative of Kenya to the UNESCO Executive Board from 1972–1976. He was a Permanent Secretary, Ministry of Tourism and Wildlife in 1977, an Assistant Minister for Education and MP for Garsen.

Prof. Shem O. Wandiga served on the Executive Board, 1995–1999

Prof. Wandiga is a Professor of Chemistry at the Department of Chemistry, University of Nairobi, Chancellor of Egerton University and Acting Director, Institute for Climate Change and Adaptation. He has a Ph.D. from the Case Western Reserve University, U.S.A. He was also a Deputy Vice-Chancellor (Administration and Finances) at the University of Nairobi (1987–1994); President of the External Relations and Programme Commission of the Executive Board (1997–99); Member of the General Committee and the Advisory Committee on Environment of the International Council for Science (ICSU) (1999–2002); The International Jury UNESCO Kalinga Prize for the popularization of Science (1999 to present); Member of the Jury, L’Oréal-UNESCO Award for women, 2004; and Member of the Board, UNESCO’s International Basic Sciences Programme (IBSP) (2004–2010).

“The ethical norms of any society are found in UNESCO’s charter. Support for UNESCO is support for us”. S.O. Wandiga

Prof. Judith M. Bahemuka represented Kenya on the UNESCO Executive Board, 2001–2005

Prof. Bahemuka possesses a BA (Michigan, U.S.A.), MA (University of Nairobi) and PhD (University of Nairobi). She is the Coordinator of UNESCO Chair on Women Education, Community Health and Sustainable Development. She was the Kenya High Commissioner to Canada and accredited to Cuba from 2006 to 2009 and also the Ambassador, Kenya Permanent Representative to the United Nations, New York, from 2003 to 2006. She is an accomplished researcher and has published extensively in international peer-reviewed journals. She is currently the Chancellor of the University of Eldoret, Kenya.
2.5 The Kenya Permanent Delegation, Paris

In 1967 and 1968, there was a call for Kenya to have a Permanent Delegation to UNESCO. However, pending appointment of an Education Attaché to the Kenya Embassy in Paris responsible for UNESCO matters, the Ministry of Foreign Affairs was mandated to request the Kenya Embassy Chargé d’Affaires to undertake the functions of the Permanent Delegation to UNESCO. As a result of this, on 18 July 1968, the Chargé d’Affaires at the Kenya Embassy in Paris presented his letters of credence to the Director-General of UNESCO as Kenya’s Permanent Delegate to UNESCO. This mode of operation continued until 2006 when the Kenya Permanent Delegation to UNESCO, independent from the Kenya Embassy, was established with Ambassador Dr. Mary M. Khimulu as the first Ambassador.

Amb. Khimulu, holds a PhD degree in Human Behaviour and Leadership (Management), Masters in Management & Organization Development and BSc Business Administration (Magna Cum Laude). She is currently serving as Global Honorary Associate, World Association of Girls Guides and Girl Scouts (WAGGGS); Trustee Member of the Africa World Heritage Fund (South Africa), a UNESCO Category 2 Institute; Advisory Board Member of the Nigeria/UNESCO Category 2 Institute for Africa Culture and International Understanding- served on their Executive Board up to 2013. She is a Bureau Member of the UNESCO Management of Social Transformations Programme (MOST), served as the Vice-President of the Africa Group France (2006 to 2013). She was the first ambassador of the Kenya Permanent Delegation to UNESCO. While at UNESCO, she served as President of the Africa Group of 53 Member States; President, Commonwealth Group; President Eastern Africa Group and 3 times Vice-President during UNESCO General Conferences amongst other leadership position.

Prof. Dr. Jude M. Mathooko: UNESCO Chair on Bioethics, 2004–2011; President of the UNESCO Intergovernmental Bioethics Committee (IGBC), 2007–2009; UNESCO Executive Board, 2009–2013

Prof. Mathooko has a BEd (Science) degree (University of Nairobi), MSc (Hydrobiology (University of Nairobi), MBA (Strategic Management) (Kenya Methodist University), Doctor of Natural Sciences (Doctoris rerum Naturalium)(Limnology) (University of Vienna) and an International Postgraduate Certificate in Limnology (Mondsee). He is a Professor of Aquatic Science and former Vice-Chancellor of the Management University of Africa, Kenya. Before then, he was the Deputy Vice-Chancellor in charge of Research and Extension at Egerton University, Kenya, 2007–2011; UNESCO Chair on Bioethics 2004–2011; and the Director of the UNESCO.

Regional Centre for Documentation and Research on Bioethics at Egerton University, 2007–2011. He chaired the Kenya Organizing Committee for the International Bioethics Committee (IBC) meeting held in Kenya in 2007. He is the regional chair of the Eastern Africa Water Association (EAWA) Council from 2003 to date.

“UNESCO is complex. It is from its complexity that we emerge strongest”. J.M. Mathooko
Prof. George Imbanga Godia, EBS, CBS, PhD, Ambassador of Kenya to UNESCO, 2014

Prof. Godia is a Professor of Education at Moi University having served as the Permanent Secretary and Education Secretary in the Ministry of Education, Republic of Kenya. His academic qualifications include PhD (Education and International Relations); M.A. in International Relations (Development Studies), Ohio University; M.A. (Education), Eastern Michigan University U.S.A; and B.Ed. (Hons), University of Nairobi. Prof. Godia has in the past led Kenya Delegations to key International conferences organized by UNESCO; Commonwealth meetings on Education, Africa Union (AU) and East African Community. He has also served as a Director/Board member at the Central Bank of Kenya; a member of the National Task Force to review Maritime Laws, and a member of the National Transport Policy Committee, as well as member of various Inter-Agency Task Forces. Prof. Godia served as a Member to the UNESCO Council of International Bureau of Education (IBE), Geneva, Switzerland; a member of the UNESCO International Task Force on Teachers for Education for All (EFA); and an Education Expert to the Learning Metrics Task Force of UNESCO, Institute for Statistics, and Centre for Universal Education at Brookings. He possesses honorary positions as the National Chancellor for Kenya in the International Association for Education for World Peace and the National Language Chancellor for Kenya in the International World Language Association.

This enhanced Kenya's visibility and engagements within UNESCO and resulted in more of Kenya's presence and participation in UNESCO meetings and activities. It also enhanced the execution of business in all UNESCO sectors and increased interaction with the Secretariat. This good working relationship between UNESCO and the Kenya Embassy in Paris, the Kenya National Commission for UNESCO and the relevant Government Ministries in finding ways to advance and promote Kenya's interest within UNESCO and its affiliate agencies, continues to date.

The mandate of the Kenya Permanent Delegation in Paris is to:

1. effectively represent the Government and the people of Kenya within UNESCO; and
2. promote Kenya's interests within UNESCO, its affiliate agencies and partner organizations.

2.6 Kenya at UNESCO Regional Groups

Kenya has been actively participating in UNESCO regional groups to enhance Kenya's visibility and also engage in various issues affecting Kenya and Africa. In particular, Kenya fully participates in activities of the Commonwealth Group; G-77 and China; Africa Group and the Eastern Africa Sub-Group; and the Non-Aligned Movement. The Africa Week and the Kenya Week, which take place in Paris, are also of great importance to the Kenya Permanent Delegation.

**Commonwealth Group:** The Commonwealth Group at UNESCO, which meets regularly, discusses matters of common interest and issues touching on Commonwealth countries, share best practices on UNESCO fields of competence and arising opportunities as UNESCO adjusts to a general global environment faced with substantial economic challenges (Kenya Delegation Office, 2012/2013). Kenya attends and actively participates in these meetings. The Kenya Permanent Delegation to UNESCO chaired the Group in 2007 and served as the Group's Secretary in 2010. In pursuing its mandate, the Commonwealth Group also addresses itself to other issues and objectives that are tabled by the Commonwealth Secretariat including contributing to the development of just, democratic and progressive societies with a goal of attaining quality education for all citizens.
regardless of their gender, age, socio-economic status or ethnicity; to provide and manage equitable access to quality education through opportunities in line with the two education related Millennium Development Goals (MDGs) and Education for All (EFA); and to deal with recurrent issues such as sustainable development and global climate change and its effects on social development and the economy (Kenya UNESCO Office, 2009/2010).

**G-77 and China:** The Group of 77, which is the largest Inter-governmental Organization of Developing States within the United Nations, was established on 15 June 1964 by 77 Developing Countries, which are signatories to the Joint Declaration of the 77 Countries, issued at the end of the First Session of the United Nations Conference on Trade and Development (UNCTAD) in Geneva, Switzerland. The G-77 and China provide the means for countries of the South to articulate and promote their collective economic interests and enhance their joint negotiating capacity on major issues within the United Nations system, and promote South-South Cooperation in Development. The Group meets and articulates issues in all sector areas of UNESCO and proposes decisions to be taken either by the Executive Board and/or the UNESCO General conference. The South-South Cooperation Programme/Fund in Education is one of the projects that the G-77 and China undertake and Kenya was a Member of the Working Group that formulated the African proposal before it was submitted to BREDA Office of UNESCO. Kenya has actively continued to support, participate and contribute to the existence and work of the G-77 and China, Paris Chapter, and in 2008, Kenya was its Vice-President for the Group.

**Africa Group and Eastern Africa Sub-Group:** Africa is on the move and the African countries are now gravitating towards increasing determination to free themselves from poverty and marginalization. This follows the re-awakening to the fact that the continent’s growing sustainability problem will never be solved by outside experts despite their good intentions. While it appears that the majority of African leaders are convinced that only through science-driven development can their nations overcome poverty and achieve the Millennium Development Goals, there is an urgent need for single-minded political leadership to translate this conviction into an articulate plan of action and for a strong government commitment to implement it (Uraka et al., 2010). UNESCO has contributed its part by making Africa a priority. This calls for the Africa Group, which is one of the largest groupings within UNESCO, to spearhead the implementation of the Global Priority Africa and Global Priority Gender Equality.

The Africa Group at UNESCO endeavours to articulate Africa’s views on UNESCO’s areas of competence to other UNESCO Member States, the United Nations, specialized developmental agencies, Governmental and Non-Governmental Organizations and to the Director-General of UNESCO. The Kenya Permanent Delegation continues to play an active role in the Africa Group and has been, and still is, a member of several working groups set up by the UNESCO Africa Group, including Chair of the Working Group on UNESCO Strategy on African Youth, Working Group on the EFA Self-Assessment Initiative, Working Group on the UNESCO Global Geoparks Initiative and the Working Group on the Operational Strategy for Priority Africa. Positions held by the Kenya Permanent Delegation in the Africa Group and the Eastern Africa Sub-Group are shown in Table 2.3.

**Non-Aligned Movement:** The Non-Aligned Movement (NAM) Group is an International Organization for Member States formally considering themselves as not officially aligned with any major power bloc. The movement was formed in Belgium in 1961 during the first Conference of Non-Aligned Heads of State during which 25 countries were represented. Kenya is an active Member of the NAM Group.
Table 2.3: Positions held by the Kenya Permanent Delegation in the Africa Group and the Eastern Africa Sub-Group, 2008–2011

<table>
<thead>
<tr>
<th>Period</th>
<th>Africa Group President</th>
<th>Eastern African Sub-Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 Chapter</td>
<td>President</td>
<td>Member</td>
</tr>
<tr>
<td>2009 Chapter</td>
<td>Ex-Officio Bureau Member</td>
<td>Member</td>
</tr>
</tbody>
</table>
| 2010 Chapter | • Working Group on the Africa Group Charter  
• Chair Working Group on the UNESCO Strategy of the African Youth  
• Vice-President, Bureau Member | President                  |
| 2011 Chapter | Secretary (January–March 2011)                                                        | Member                    |

**Africa Week at UNESCO**: This is held to commemorate Africa Day on 25 May. It was established to commemorate the 1963 founding of the Organization of Africa Unity (OAU), the predecessor to the present African Union. It is a highlight of UNESCO's annual calendar of events, organized by the Africa Group of Ambassadors in France to celebrate Africa's rich diversity and also manifest Africa's vitality on the international scene. It aims to increase the visibility of Africa by promoting its diverse cultural, natural and artistic heritage. The various events, showcased by African Member States, take place throughout the week and highlight the activities carried out by UNESCO to support the African Member States towards meeting their developmental challenges. It also presents an opportunity for UNESCO to make a strong statement about its commitment to reinforcing cooperation with Africa. Kenya always participates in the Africa Week through events and exhibitions of Kenya's rich natural and cultural heritage, World Heritage Sites and other beautiful Kenya sceneries.

**Kenya Week at UNESCO**: Kenya usually organizes a thematic Kenya Week at the UNESCO Headquarters. For instance, the theme for the 2010 Kenya Week was “A Future with a Promise” and the objective was “to enhance and promote Kenya's collaboration with UNESCO and its Member States and showcase Kenya's activities in the different UNESCO areas of competence”.

In addition to promoting the ideals of UNESCO, Kenya is keen on creating its own niche to showcase her rich culture and promote international awareness of Kenya’s cultural, ethnic and linguistic diversity. The Kenya Week provides the opportunity for Kenya to achieve these aims as well as sell the country as a top cultural and tourist destination to France and other Member States.

![Guests at the Kenya stand, UNESCO Paris](image-url)
2.7 Participation of Kenya in UNESCO Commissions, Boards, Bureaus, Committees and Working Groups

In the past, Kenya successfully campaigned to be elected to the various organs, commissions, boards, bureaus, committees and working groups of UNESCO and, consequent to this effort, it is actively serving in different capacities in these bodies. Below are details of Kenya’s past and present participation in the various UNESCO bodies based on the different programmatic sectors (Kenya Delegation to UNESCO Annual Reports, 2007/2008–2012/2013).

Table 2.4: Representatives of Kenya in other Committees at UNESCO Headquarters

<table>
<thead>
<tr>
<th>Name</th>
<th>Duration of Appointment</th>
<th>Appointing Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Headquarters Committee</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Name not available]</td>
<td>1997–1999</td>
<td>Legal Committee</td>
</tr>
<tr>
<td><strong>UNESCO Staff Pension Committee</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amb. Dr. Khimulu</td>
<td>2010–2011</td>
<td>UNESCO General Conference</td>
</tr>
<tr>
<td>James Nyongesa</td>
<td>2011–2012</td>
<td></td>
</tr>
<tr>
<td><strong>Consultative Committee for NEPAD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. Karega Mutahi</td>
<td>2005- To date</td>
<td>Director-General of UNESCO</td>
</tr>
</tbody>
</table>

Table 2.5: Representatives of Kenya in various boards, committees and bureaus of the UNESCO Education Sector

<table>
<thead>
<tr>
<th>Name</th>
<th>Duration of Appointment</th>
<th>Appointing Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Governing Board of the UNESCO Institute for Statistics (UIS)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. Collins Opiyo</td>
<td>2009–2013</td>
<td>UNESCO General Conference</td>
</tr>
<tr>
<td><strong>Steering Committee of the Task Force for Teachers for EFA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. George Godia</td>
<td>2011–2012</td>
<td>Task Force for Teachers for EFA</td>
</tr>
<tr>
<td>International Bureau of Education (IBE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. George Godia</td>
<td>2005–2009</td>
<td>UNESCO General Conference</td>
</tr>
</tbody>
</table>
### Table 2.6: Representatives of Kenya in various councils, boards and committees of the UNESCO Natural Sciences sector

<table>
<thead>
<tr>
<th>Name</th>
<th>Duration of Appointment</th>
<th>Appointing Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intergovernmental Council of the International Hydrological Programme (IHP)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Executive Council of the Intergovernmental Oceanographic Commission (IOC)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scientific Board of the International Basic Science Programme (IBSP)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. Shem Wandiga</td>
<td>2006–2012</td>
<td>Director-General of UNESCO</td>
</tr>
<tr>
<td><strong>Governing Board of the International Science, Technology and Innovation Centre for South-South Cooperation (ISTIC)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. Crispus Kiamba</td>
<td>2008 to date</td>
<td>Director-General of UNESCO</td>
</tr>
<tr>
<td><strong>Man and the Biosphere (MAB-International Coordinating Council)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. James Njogu</td>
<td>2011–2015</td>
<td>UNESCO General Conference</td>
</tr>
<tr>
<td>The African Network of Biosphere Reserves (AfriMAB)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Paul Makenzi</td>
<td>2011–2014</td>
<td>AfriMAB General Assembly [Bureau Chair]</td>
</tr>
<tr>
<td><strong>International Centre for water Hazards and Risk Management (ICARM)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. Francis Mutua</td>
<td>2008–2020</td>
<td>Member States of the IGC of the IHP [Member, Advisory Board &amp; Representative of Region V(a)]</td>
</tr>
</tbody>
</table>

### Table 2.7: Representatives of Kenya in various councils and committees of the UNESCO Social and Human Sciences sector

<table>
<thead>
<tr>
<th>Name</th>
<th>Duration of Appointment</th>
<th>Appointing Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International Bioethics Committee (IBC)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Monique Wasunna</td>
<td>2008–2011</td>
<td>Director-General of UNESCO</td>
</tr>
<tr>
<td>[IBC Vice-President, Bureau member]</td>
<td>2012–2015</td>
<td></td>
</tr>
<tr>
<td><strong>Intergovernmental Bioethics Committee (IGBC)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[IGBC President]</td>
<td>2007–2009</td>
<td></td>
</tr>
<tr>
<td>Boniface Wanyama</td>
<td>2009–2013</td>
<td></td>
</tr>
<tr>
<td>Dr. S.K. Langat</td>
<td>2013–2017</td>
<td></td>
</tr>
<tr>
<td><strong>Intergovernmental Council of the Management of Social Transformations (MOST)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hon. Esther Murugi Mathenge [Vice-President Group V(a)]</td>
<td>2008–2010</td>
<td>UNESCO General Conference</td>
</tr>
<tr>
<td>Hon. Naomi Shaban</td>
<td>2010–2011</td>
<td>UNESCO General Conference</td>
</tr>
<tr>
<td>[Amb. Dr. Mary Khimulu [Vice-President, Intergovernmental Council of MOST]</td>
<td>2013–2015</td>
<td></td>
</tr>
<tr>
<td><strong>Africa Representative to the Scientific Advisory Committee of MOST</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. Judi Wakhungu</td>
<td>2013 To date</td>
<td>Director-General of UNESCO</td>
</tr>
<tr>
<td><strong>Intergovernmental Committee for Physical Education and Sport (CIGEPS)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2.8: Representatives of Kenya in various councils, boards and committees of the UNESCO Culture sector

<table>
<thead>
<tr>
<th>Name</th>
<th>Duration of Appointment</th>
<th>Appointing Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Heritage Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. George Abungu [Vice-President representing Group 5(a)]</td>
<td>2006–2009</td>
<td>UNESCO General Conference</td>
</tr>
<tr>
<td>Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sylverse Anami</td>
<td>2008–2012</td>
<td>General Assembly of States Parties to the Convention</td>
</tr>
<tr>
<td>Administrative Council of the International Fund for the Promotion of Culture (IFPC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sylverse Anami</td>
<td>2012</td>
<td>Director-General of UNESCO</td>
</tr>
<tr>
<td>Intergovernmental Committee for the Promotion and Protection of the Diversity of Cultural Expressions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Mzalendo Kibunjia</td>
<td>2009–2013</td>
<td>General Assembly of States</td>
</tr>
<tr>
<td>Conference of Parties of the 2005 Convention for the Promotion and Protection of the Diversity of Cultural Expressions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kenya Vice-President Group V(a)</td>
<td>2009–2013</td>
<td>General Assembly of States</td>
</tr>
<tr>
<td>Parties to the Convention Institute for African Culture and International Understanding (IACIU)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amb. Dr. Mary Khimulu [Member of Governing Council &amp; Executive Committee]</td>
<td>2008–2013</td>
<td>UNESCO Africa Group</td>
</tr>
<tr>
<td>Board of Trustees of the African World Heritage Fund (AWHF)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amb. Dr. Mary Khimulu</td>
<td>2012–2014</td>
<td>Trustees of AWHF</td>
</tr>
<tr>
<td>Scientific Committee on the Pedagogical use of the General History of Africa Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. Florida Karani</td>
<td>2009 to date</td>
<td>Director-General of UNESCO</td>
</tr>
</tbody>
</table>

Table 2.9: Representatives of Kenya in various councils and committees of the UNESCO Communication and Information sector

<table>
<thead>
<tr>
<th>Name</th>
<th>Duration of Appointment</th>
<th>Appointing Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intergovernmental Council for the Information for All Programme (IFAP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ezekiel Mutua</td>
<td>2007–2011</td>
<td>UNESCO General Conference</td>
</tr>
<tr>
<td>International Programme for the Development of Communication ((IPDC))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Ombara</td>
<td>2011–2015</td>
<td>UNESCO General Conference</td>
</tr>
</tbody>
</table>
3.1 Introduction

UNESCO has been playing a key role in Kenya's development through its five areas of competence. Collaboration between UNESCO Headquarters, the Kenya Permanent Delegation to UNESCO, the UNESCO Regional Office for Eastern Africa, Nairobi, the Kenya National Commission for UNESCO and other government ministries has led to the implementation of many programmes in Kenya.

3.2 The Kenya National Commission for UNESCO

UNESCO is the only UN agency with a global network of national cooperating bodies referred to as National Commissions. The UNESCO Constitution (Article VII) and the Charter of National Commissions for UNESCO set the foundation and legal framework for the establishment and functioning of National Commissions. These important guidelines specify basic roles and responsibilities of the UNESCO Secretariat, Member States' governments and National Commissions. The National Commissions operate on a permanent basis for the purpose of associating their governmental and Non-Governmental bodies in Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and Information with the work of UNESCO and also facilitate UNESCO's outreach to civil societies, parliamentarians and the private sector, thus playing a significant role in raising UNESCO's visibility at the country level. A number of National Commissions have recently started to work more closely with the various UNESCO networks and civil society partners in their respective countries. These networks include UNESCO Chairs, National Committees of Inter-governmental Programmes, networks such as ASPnet, UNESCO Clubs and Associations, Category 2 centres and Non-Governmental Organizations (UNESCO, 2013a). This helps in exchanging advice, providing guidance and, as appropriate, coordination and support. The Kenya National Commission for UNESCO (KNATCOM) is among the 195 of UNESCO National Commissions across the world and it is the focal point for all UNESCO programmes and activities in Kenya.
Since 1964, the Kenya National Commission for UNESCO has promoted UNESCO’s activities through various ministerial departments, agencies, institutions, organizations and the intellectual community or individuals working for the advancement of education, the sciences, culture and information in order to contribute to the maintenance of peace and security and the common welfare of humankind. From its efforts, lasting links have been established and embedded in the Kenya-UNESCO partnership, which in turn have facilitated Kenya’s participation in the formulation and execution of UNESCO programmes. KNATCOM derives its mandate from the Charter of the National Commissions for UNESCO adopted by UNESCO’s General Conference at its 20th Session in November 1978. The Charter articulates the purpose, functions, roles and responsibilities of the National Commissions in Member States.

KNATCOM has a unique role to play in strengthening the foundations of lasting peace and sustainable development. Its strategic focus borrows from the UNESCO Constitution, the Charter for National Commissions, UNESCO’s Medium Term Strategy 2014–2021, the Constitution of Kenya 2010, Kenya Vision 2030, the Kenya Second Medium-Term Plan (2013–2017) and the Kenyan National Commission for UNESCO Act, 2013. To discharge its mandate, the Commission is guided by its Vision and Mission, which are “to be a leading organization in the advancement of peace, intellectual collaboration and human development” and “to promote, coordinate and enhance national, regional and global cooperation in all the UNESCO areas of competence namely education, the sciences, culture and communication for Kenya’s sustainable development”, respectively. In the development of its institutional culture, KNATCOM is guided by its values which include: to serve the public in a transparent, accountable, honest and fair manner; embrace teamwork and patriotism for efficient service delivery; enhance gender responsiveness, equity, peace and security in education, the sciences, culture, and information and communication; and observe diplomacy, etiquette and protocol.

The strategic objectives of UNESCO’s Medium-Term Strategy 2014–2021, which guide KNATCOM, include the following:

a. Developing education systems to foster quality lifelong learning opportunities for all;
b. Empowering learners to be creative and responsible global citizens;
c. Shaping the future education agenda;
d. Promoting the interface between science, policy and society and ethical and inclusive policies for sustainable development;
e. Strengthening international science cooperation for peace, sustainability and social inclusion;
f. Supporting inclusive social development and promoting intercultural dialogue and the rapprochement of cultures;
g. Protecting, promoting and transmitting heritage;
h. Fostering creativity and the diversity of cultural expressions; and
i. Promoting freedom of expression, media development and universal access to information and knowledge.

As a State Corporation with international visibility, the role of the Kenya National Commission for UNESCO is to provide a platform for the participation of various Government ministries, departments, agencies, institutions, organizations and individuals working for the advancement of education, the sciences, culture and information in UNESCO’s activities. To achieve this multifaceted role, KNATCOM operates within five main programmes, namely Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and Information. These programmes are supported by specific programme and expert committees drawn from relevant ministries, academia and the private sector. KNATCOM works very closely with the Kenya Permanent Delegation. The major role of the two offices is to ensure Kenya’s active and effective engagement with UNESCO by marshaling the intellectual community to add value to and extract value from the Organization.
They also act as agencies for consultation, liaison and information, and mobilizing and coordinating partnerships with the civil society.

### 3.2.1 History of the Kenya National Commission for UNESCO

The establishment of the Kenya National Commission for UNESCO had to await Kenya’s attainment of independence and her admission to the United Nations. Consequently, Kenya joined UNESCO in 1964 as the 73rd member and immediately thereafter, decided to establish its own National Commission for UNESCO through a Cabinet Decision Number 170 of March 1964 for the purpose of associating its principal bodies with the work of UNESCO. According to a Cabinet Meeting held on 25 March 1964, Minute No. 170 states that “The Cabinet had before it Memorandum CAB (64) 112 by the Minister for Education and AGREED:

1. That a Kenya National Commission for UNESCO should be established as soon as possible; and
2. That the Minister for Education should take the necessary action”.

The role of NATCOMs in Member States is still largely misunderstood. It’s no wonder the process of transforming our Commission into a State Corporation with increased autonomy was long, tedious, difficult and, sometimes, painful. God, however, walked with us each step. I look forward to a more vibrant and strengthened Commission. What a privilege to have been here at a time like this? All Glory and Honour to God” E.W. Njoka

Dr. Evangeline Wanjira Njoka: Chief Executive Officer/Secretary-General of KNATCOM

An educationist with vast experience in the management of education, Dr. Njoka possesses BSc and MEd (Administration and Planning) degrees from the University of Nairobi, and has a PhD in Education from the UK. She has researched and published several education research papers. She has been the Secretary-General and the Chief Executive of the Kenya National Commission for UNESCO since 2012 and continued serving in the same capacity when the Commission became a State Corporation in 2013. Before then, she served as Deputy Secretary General for 4 years. She is passionate about education equity and equality with a concern for participation of girls and women, and she is a member of the Forum for African Women Educationist (FAWE) since 2004.

The original communication is provided below:
The National Commission was therefore established through a Cabinet Memo in March 1964, with the then Ministry of Higher Education as its parent Ministry and in fulfillment of Article VII of UNESCO’s Constitution. It held its first meeting on 13 October 1964 and was attended by the people listed in Box 3.1. The first active participation of the Commission in the affairs of UNESCO was in the month of October 1964 when the first Kenya Delegation took part in the 13th Session of the UNESCO’s General Conference.

The Unstable Governance Era at KNATCOM

The Kenya National Commission for UNESCO has had a rather unstable past especially in its leadership. This impacted negatively on its efficiency and effectiveness in the delivery of its mandate. As with most starting organizations, the operations of the Kenya National Commission for UNESCO started with limited staff and with much to learn in terms of operations of National Commissions and about UNESCO itself. The first KNATCOM Secretary was shuttling between the Ministry of Education and the Commission. The Chairperson of the Commission depended on who the Minister for Education was at that particular time. The ministers were political appointees and changed their portfolios within very short spans of time, which made it difficult for KNATCOM to have a firm governance foundation during its early years. Generally, there was a glaring lack of continuity in the leadership and, consequently, operations. The 1970s and 1980s were characterized by this
unpredictable leadership and governance, even with the Secretaries-General. The records of who the Secretary-General for KNATCOM was in some periods were not clear owing to their short stints in office. As late as 2004, UNESCO was concerned with the high turnover of Secretaries-General and lack of consistency in the operations of the Kenya National Commission for UNESCO. While the institutional memory of the Commission has not been properly documented, with the assistance of some of the past Secretaries-General and persons who have associated with UNESCO for a long time, the chronological succession of the Secretaries-General at KNATCOM was constructed (Box 3.2), with Mr. Christopher Chacha-Ogwe indicated as having served the longest period as the Secretary-General of KNATCOM.

Box 3.2: The Secretaries-General of the Kenya National Commission for UNESCO, 1964 to date

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>F.G. Ng’ang’a</td>
<td>1978–1979</td>
</tr>
<tr>
<td>6.</td>
<td>Stanley Muka</td>
<td>1983</td>
</tr>
<tr>
<td>9.</td>
<td>E.S. Ngumi</td>
<td>Last quarter of 1987</td>
</tr>
<tr>
<td>17.</td>
<td>Mohammed M. Mwinyipembe</td>
<td>2010–March 2012</td>
</tr>
<tr>
<td>18.</td>
<td>Evangeline Njoka</td>
<td>2012 April to date</td>
</tr>
</tbody>
</table>

Revising the Kenya National Commission for UNESCO Constitution, 1967

During the 6th Kenya National Commission for UNESCO Meeting held on 18 December 1967, a decision to revise the Commission’s Constitution was reached and a committee formed to spearhead the exercise. The purpose of revising the Commission’s Constitution was to amend it in such a way that the Commission was better equipped to perform the numerous tasks entrusted to it. The revised Constitution was adopted on 13 March 1968 during the 7th KNATCOM meeting. On 30 September 1968, the Commission met for the first time under the new Constitution, with expanded membership.
Mr. Peter Wanyaga Muthoka holds a BA (Hons) Degree from the University of East Africa (UEA), MA Degree from University of California, Los Angeles (UCLA), and Course Certificates from UNESCO, Bank of England, International Monetary Fund, World Trade Organization, International Trade Centre, Japanese External Trade Organization, and Singapore Export Institute. He has served in senior positions with the Government Of Kenya (Office of the President and Ministry of Education), United Nations related bodies (UNESCO, UNDP, UNICEF, WTO, ITC), and the Central Bank of Kenya. He was founder and Chief Executive of the College of Banking and Finance of Kenya, founder and Chief Executive of Export Promotion Council of Kenya and Kenya Commissioner-General at Expo 2000 in Hannover, Germany.

Mr. Muthoka has served on many other Boards and/or capacities including Coordinator of Kenya Post Lome ACP Steering Committee, Member of the Panel of the World Bank Conciliators of International Centre for Settlement of Investment Disputes and Member of a Justice and Peace Committee. He is a Fellow of the Kenya Institute of Management (FKIM), Fellow of Kenya Institute of Bankers (FKIB) and member of the Institute of Directors. He is currently the Chairman of the Board of Fellows of the Kenya Institute of Management (KIM) and Chairman of the Board of Trustees of The Management University of Africa (MUA). In addition, he is a philanthropist; a Life Member of the Kenya Red Cross Society and a patron and initiator of a number of community projects.

Mr. Christopher Chacha-Ogwe was KNATCOM Secretary-General 1985–1986, 1988–1998. He served as Secretary-General for the longest period so far although he took a short break in between. He holds a BA (Hons) degree from the University of Nairobi and Diplomas in Education and International Relations. During his tenure he accomplished several projects and attended many UNESCO meetings and conferences despite the many challenges which existed in KNATCOM that time. He was at one time a Commissioner in the Teachers Service Commission (TSC), Provincial Director of Education, Nairobi, and an Egerton University Council Member.
Erastus Muthuuri Kiugu was KNATCOM’s Secretary-General from 1998 to 2001. Mr. Kiugu was previously an Education Attaché at the Kenya High Commission in London, Provincial Director of Education, Nairobi Province, Deputy Director of Education, Senior Deputy Director of Education, and Director of Kenya Education Staff Institute (presently Kenya Education Management Institute). He attended Education Management training in Glasgow, Regional Authority in the United Kingdom, Quatre Bornes, Mauritius, the University of Pretoria, South Africa, and UNESCO Institute for Education Planning in Paris, France and ESAMI and at the Kenya Institute of Administration (presently Kenya School of Government). He has organized and participated in many conferences locally and internationally. He is currently the Managing Director of Eraki Consultants, a consultancy involved in education management, training and development. He is Chairman, Kenya National Education Board and also the Chairman of the Education Appeals Board.

Mary Olute Omondi served in the Acting capacity of KNATCOM’s Secretary-General from 2007–2009. Mrs. Omondi holds a Bachelor of Education (Arts) from the University of Nairobi, Master of Arts in Sociology-Community Development also from the University of Nairobi, Master of Arts in Leadership and Policy in Education from Moi University, Diploma in Counseling (Amani Counseling Centre) and Certificates in Educational Administration and Management. She has also served as a Deputy Director of Education, Senior Assistant Director of Education, Chief Administrative Officer (Teachers Service Commission) and a County Director of Education. She has vast experience in management of educational programmes, formulation of educational policies and teacher management, among others. She is currently involved in activities for rural women and youth.

Mr. Mohammed Mwijuma Mwinyipembe was KNATCOM's Secretary-General, 2009–2012. Mr. Mwinyipembe holds a Bachelor of Education and Master of Education Management degrees from Kenyatta University, Kenya. He is currently pursuing a PhD in Education Management at the same university. He started from a humble beginning as a primary school teacher and he is the founder of Gome Primary School in Mombasa. Apart from being a primary school teacher, Mr. Mwinyipembe also served as an Assistant Primary School Inspector, Tutor, Assistant Lecturer, Lecturer, Senior Inspector of Schools, Assistant Chief Inspector of Schools, Deputy Chief Inspector of Schools, Senior Assistant Director of Education, Deputy Director of Quality Assurance and Standards, Senior Deputy Director of Quality Assurance and Standards and is currently performing the duties of Director of Quality Assurance and Standards since March 2012. Additionally, he has worked as a Provincial Director of Education in North Eastern and Rift Valley regions.
Transforming the Kenya National Commission for UNESCO into a State Corporation

Since its establishment in 1964, KNATCOM was functionally under the Ministry of Education where it derived both its human and financial resources. Due to its dependency on the Ministry, its performance was sometimes derailed. While it was a department of the Ministry, it handled multidisciplinary functions that cut across several ministries and institutions. Thus, its effectiveness and efficiency were seriously hampered. It was for this reason that the Government of Kenya, having considered the Commission's strategic position and the heavy responsibility it has, decided to elevate it from a department in the Ministry of Education, Science and Technology to a State Corporation. This upgrade was concluded on 13 January 2013 through the enactment of the Kenya National Commission for UNESCO Act 2013. The Commencement date of the Act was 25th January 2013.

According to the Constitution of UNESCO and the Charter of National Commissions, Member States are required to provide their National Commissions with sufficient autonomy, authority and resources to enable them to discharge their responsibilities effectively. KNATCOM as currently constituted has the requisite autonomy, structure, authority and resource mobilization capacity to enable it to efficiently carry out the functions specified in the UNESCO Constitution and the Charter for National Commissions and the KNATCOM Act, 2013. It is hoped that the transformation of KNATCOM to a State Corporation will enhance its efficiency and effectiveness in service delivery and performance. With this status and according to the Act, the main source of funding for KNATCOM is monies allocated by Parliament for the purposes of the Commission, monies as may accrue or vest in the Commission in the course of performance of its functions and monies from any other source provided for, donated or lent to the Commission. Accordingly, KNATCOM revisited its functions and performance levels through the development of an elaborate Strategic Plan, 2014–2018. The Strategic Plan was produced through intensive deliberations between the Technical Team, the Board of the Commission, consultants and stakeholders; and through a serious interrogation of key documents which included the Constitution of Kenya 2010, the UNESCO Constitution and UNESCO Charter of National Commissions, the Government of Kenya Vision 2030 and its Second Medium-Term Plan 2013–2017, among others (Kenya National Commission for UNESCO, 2014). The Strategic Plan elaborately ensures greater coherence of the Commission's objectives and activities with those of various collaborating ministries, departments, agencies, institutions, organizations and individuals working in UNESCO's five fields of competence. The programmes earmarked by the Commission for 2014–2018 shall seek to realize Kenya's national priorities by maximizing on opportunities and resources available at UNESCO. The complexities of the rapidly changing environment necessitate strategic direction for a robust, dynamic and revitalized KNATCOM that will situate itself in this new context. With this Strategic Plan, Kenya will endeavour to position herself as a leading Member State in Africa and beyond in the promotion and realization of UNESCO's ideals.

Functions of the Kenya National Commission for UNESCO

The Kenya National Commission for UNESCO's functions are multifaceted but are funneled to coordinate exclusively UNESCO's fields of competence namely Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and Information. KNATCOM is the liaison institution between the Government of Kenya, the Kenya Permanent Delegation to UNESCO in Paris and UNESCO in the discharge of its mandate. In line with UNESCO's mandate for its Member States and the Kenya National Commission for UNESCO Act 2013, KNATCOM’s main functions are to:

a. ensure permanent presence of UNESCO in Kenya;

b. involve in UNESCO's activities, the relevant line ministries, departments, agencies, organizations and individuals dealing in UNESCO's areas of competence;
c. implement UNESCO activities and budgeted programmes;
d. disseminate information and innovations on the activities of UNESCO;
e. foster liaison between UNESCO and State agencies and organs concerned with Education, the Sciences, Culture, Communication and Information;
f. collaborate with other National Commissions in UNESCO Member States, UNESCO Headquarters and Field Offices;
g. coordinate participation in international meetings on education, the sciences, culture, and communication and information;
h. disseminate information on UNESCO Prizes and Awards to potential candidates and ensure their participation;
i. disseminate information on UNESCO fellowships and study grants to potential applicants and facilitate their participation;
j. coordinate ratification of UNESCO-related Conventions and Protocols;
k. coordinate capacity building in education, the sciences, culture and communication;
l. participate in the formulation of UNESCO’s programmes and activities;
m. participate in mobilization of resources for implementation of UNESCO programmes and activities; and
n. provide expert advisory service to the Government of Kenya in education, the sciences, culture, and communication.

Indeed, these functions make KNATCOM one of the most engaged State Corporations and, thus, necessitates support in the delivery of these functions. For effective execution of its functions, KNATCOM has replicated its programmes and expert committees based on the UNESCO areas of competence.

**Governance Structure of KNATCOM**

The Kenya National Commission for UNESCO is headed by a Secretary-General who is assisted by a secretariat of professionals and support staff. The staff consists of seven senior officers, who include two Deputy Secretaries-General, three Senior Assistant Secretaries-General and two Programme Officers. The Senior Assistant Secretaries-General are in charge of the five fields of UNESCO’s competence. In line with the Kenya National Commission for UNESCO Act 2013, the Commission has a Board with the following members (Box 3.3), who form the first Board under the State Corporation status:

**The Commission Board has the following powers:**

1. Manage, supervise and administer the assets of the Commission for the purpose for which the Commission is established.
2. Determine the provisions to be made for capital, recurrent expenditure and the reserves of the Commission.

Receive any grants, gifts, donations or endowments on behalf of the Commission. Furthermore, the Board constitutes the following Committees as per the Act: Education; Natural Sciences; Social and Human Sciences; Culture; Communication and Information; and any other
committees considered appropriate to perform the Commission’s functions. All the Committees implement their respective programmes and activities in accordance with UNESCO Documents C/4 and C/5. Additionally, there are several non-establishment Expert Committees and UNESCO Chairs that support KNATCOM and are structured along the lines of UNESCO’s programme of activities at the national level. These include, *inter alia*, Bioethics, Youth, Basic Sciences (BS), Man and the Biosphere (MAB), Special Needs Education (SNE) and International Hydrological Programme (IHP). The UNESCO Chairs include UNESCO Chair on Women Education, Community Health and Sustainable Development and the UNESCO Chair on Bioethics. It should be noted that the UNESCO Chair on Mathematics, Science and Technology Education, the UNESCO Chair on Biotechnology and the UNESCO Chair on Freedom of Expression were discontinued by UNESCO.

### 3.2.2 UNESCO Supporting Programmes

UNESCO’s activities, its outreach, the pursuit of its expected results and ultimately its impact are supported by two main resource pillars: the assessed contributions of Member States to the Regular Programme and Budget of UNESCO, and the voluntary contributions (or extra-budgetary resources) provided by governmental and non-governmental donors for specific purposes (UNESCO, 2010b). UNESCO’s central vehicle for programming extra-budgetary activities and mobilizing resources for such activities is the Complementary Additional Programme (CAP). This emphasizes that UNESCO’s strategic and priority orientation must be complementary to the strategic objectives and programme priorities of the regular programme and budget (C/5 document). A significant part of extra-budgetary resources mobilized by UNESCO is generated through cooperation with traditional donors, and through well-established modalities such as the Joint United Nations programming (UNESCO, 2010b). In 2009, the Director-General affirmed UNESCO’s commitment to “creating new partnerships and alliances and exploring possibilities for mobilizing resources in an innovative way, at a larger scale for UNESCO’s strategic priorities”.

The Participation Programme functions as a vital complement to UNESCO’s regular activities by analyzing, evaluating and facilitating the implementation of national, sub-regional, inter-
The assistance provided to Member States through the participation programme is intended to promote national, sub-regional, interregional or regional activities and must be consistent with the Organization’s global priorities and its strategic programme objectives. UNESCO’s support to Kenya goes back to long before the country became a Member State (Figure 3.2), when the Government of the United Kingdom obtained Participation Programme support on behalf of Kenya in 1963. The statistics of projects supported in Kenya through the Participation Programme from 1998 to 2015 are as presented in Table 3.1.

### 3.2.3 Kenya National Commission for UNESCO Associated Programmes, Clubs, Centres and Associations in Kenya

UNESCO Clubs, Centres and Associations are groups of people of all ages and from all social backgrounds who share UNESCO’s ideals, seek to make them known and associate themselves with the Organization’s work by undertaking activities directly inspired by it. Although UNESCO allows its name to be used by these groups, it has no official link with them. It is however the National Commissions’ responsibility to guide such groups and link them up with UNESCO. The activities that a group undertakes depend on the age and interests of its members, the environment in which it is located, its financial resources and means of action. Given these factors, the choices of activities vary depending on the creativity of regional and regional projects submitted by Member States and NGOs directly related to the activities of the Organization. Furthermore, it serves as a means employed by UNESCO to strengthen partnership with its Member States as well as between the Organization and Non-Governmental Organizations in an official capacity.

### Table 3.1: Statistics of Participation Programme Proposals submitted by Kenya and supported by UNESCO per programmatic sector, 1998–2015

<table>
<thead>
<tr>
<th>Sector</th>
<th>Total Applications</th>
<th>Approved Projects</th>
<th>Applications information not available</th>
<th>Total in USD of Approved Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>22</td>
<td>15</td>
<td>4</td>
<td>359500</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>18</td>
<td>14</td>
<td>2</td>
<td>345500</td>
</tr>
<tr>
<td>Social and Human Sciences</td>
<td>22</td>
<td>13</td>
<td>2</td>
<td>313000</td>
</tr>
<tr>
<td>Culture</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>62000</td>
</tr>
<tr>
<td>Communication and Information</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>104000</td>
</tr>
</tbody>
</table>
The patrons and group members. These groups are required to maintain their faithfulness to the spirit of UNESCO and its non-profit making nature as their common characteristics.

The Kenya National Commission for UNESCO (KNATCOM) Board has appointed an Acting Chair of the Kenya National Federation of UNESCO Clubs, Centres and Associations while awaiting official elections by members in Kenya. The Acting Chair works with KNATCOM to coordinate the groups and to stimulate registration, interest and their establishment in learning institutions, and to promote the visibility of UNESCO and KNATCOM across Kenya. Some of the activities that the Federation jointly undertakes with KNATCOM include general coordination services, organizing meetings and exchanges and contributing to training programmes, projects and publications. The Chair also works with the World Federation of UNESCO Clubs, Centres and Associations (WFUCA), the international coordinating body of the movement of UNESCO Clubs Worldwide. During a meeting in New York on 7–12 March 2014, at the United Nations Headquarters, whose theme was “Global Ethics, Sustainable Development and Social Media” Emanuela Alimlim, a Kenyan who had participated in a competition organized to mark USA’s hosting of the conference, was honoured. A milestone of KNATCOM’s partnership with the Clubs is the capacity building training for teachers, which it carried out jointly with the National Cohesion and Integration Commission (NCIC) on the establishment of UNESCO Peace Clubs in primary and secondary schools throughout Kenya.

Associated Schools Project Network in Kenya (ASPnet)

Associated Schools Project Network (ASPnet) is a global network initiated by UNESCO in 1953. The purpose of the initiative is to give concrete expression to UNESCO’s overarching mission of promoting peace and international cooperation through education. ASPnet schools engage in fostering and delivering quality education in pursuit of peace, justice, and human development. The Kenya National Commission for UNESCO, in liaison with the Ministry of Education, Science and Technology, is entrusted with the responsibility of coordinating, planning and implementing ASPnet Programmes in Kenya. In 1995/1996, the Kenya National Commission participated in various aspects of the development of Kenyan schools under the UNESCO Clubs/Associated Schools Project Network by training teachers, paying school fees for needy students, donating computers and contributing seed money to facilitate activities carried out by the schools. The distribution was as follows: computers (11 schools), financial assistance (8 schools), science kit (3 schools), computer training (28 schools) and school fees (40 schools). Some of these schools were assisted in more than one category. Currently there are 109 ASPnet registered private and public institutions distributed as follows: Universities (5), Training Institutions (9), Secondary Schools (70), Primary Schools (21), and Pre-Schools (4). ASPnet institutions have been instrumental in translating the four pillars of education for the 21st century into good practices of quality education, that is, learning to know, learning to do, learning to be and learning to live together.

Nationally, ASPnet has contributed immensely in notable achievements of the Millennium Development Goals; implementation of UNESCO’s strategies and programmes in Education, Sciences, Culture and Communication; and achievement of Education for All goals. At the institutional level, ASPnet focuses on four main themes, that is, international learning; peace and human rights; Education for Sustainable Development (ESD); and the United Nations priorities. Institutions at various levels also engage in a variety of activities geared towards income generation, environmental conservation, waste management, power generation, energy-saving, botanic gardens and water management, among others. Other best practices experienced in Kenya include:

1. Establishment of UNESCO Clubs in ASPnet schools such as Wildlife Clubs, Science
Clubs, Child Rights Clubs, HIV and AIDS Clubs, Peace Clubs, Cultural Clubs, Young Farmers Clubs and ESD Clubs focusing on various ASPnet thematic areas.

2. Human rights education and education on the rights of the child have been integrated in school forums such as, morning assembly, clubs and societies, parents meetings and school prize giving days.

3. Sensitization of various stakeholders has contributed positively towards achievements of best practices in ASPnet schools in Kenya.

4. Through institutional associations, the growth of ASPnet and UNESCO Clubs has been fast. Such associations are the Kenya Secondary Schools Heads Association (KESSHA); Kenya Primary Schools Heads Associations (KEPSHA); Kenya Association of Technical Training Institutes (KATTI); and Kenya Teacher Colleges Principals Association (KTCPA). Madrassah Teachers Association and Civil Society Organizations have also given encouragement and support to ASPnet initiatives.

The KNATCOM UNESCO Volunteer Programme/ Kulturweit Programme

The UNESCO Volunteer Programme is established to offer opportunities, other than employment, for individuals to support the work of UNESCO on a voluntary basis. Since 2009, the Kenya National Commission for UNESCO (KNATCOM) has continued to implement and partner with the German Commission for UNESCO in the Kulturweit Cultural Volunteer Service to coordinate and host Youth Volunteers from Germany who join KNATCOM annually for 6–12 months to learn about the work of UNESCO. The Programme is financed by the German Federal Foreign Office and is for German Youth between the ages of 18 and 26 years. Its aim is to promote cultural understanding between Germany and Kenya. Since its inception, over 15 volunteers from Germany have been attached to KNATCOM in various programmes of UNESCO’s competence. The ultimate goal of Kulturweit is for the German youth to benefit from intensive educational experiences while at KNATCOM and for them to develop valuable perspectives, experiences and competencies.

KNATCOM UNESCO Youth Forum Kenya

The UNESCO Youth Forum has been institutionalized as a permanent and integral part of UNESCO’s highest decision-making body— the UNESCO General Conference. The Youth Forum is a fundamental part of UNESCO’s Youth Programme. Since its introduction in 1999, it has provided an innovative opportunity for young women and men to work in dialogue with UNESCO, to shape and direct the Organization’s approaches and to present their concerns and ideas to Member States. In this regard, young women and men come together at UNESCO headquarters every two years to contribute their collective energy, creativity and vision. Through debates and discussions, they draw up a list of recommendations to the General Conference, which reflect the most pressing needs and concerns of today’s youth in the fields of UNESCO’s work. In this regard, the youth are heard and, therefore, influence the programmatic decisions made by UNESCO’s Member States.

The KNATCOM UNESCO Youth Forum Kenya was launched in January 2006 as a cooperation platform between the Kenya National Commission for UNESCO, the Kenyan youth, the Government of Kenya and the UNESCO headquarters. However, it was not until 2010 that the UNESCO
Youth Forum Kenya became a vibrant organization through the KNATCOM youth empowerment initiatives, where youth from various universities, colleges and organizations were empowered and began to network and learn from each other. Today the UNESCO Youth Forum Kenya consists of six committees attending to Education, Natural Sciences, Social and Human Sciences, Culture, Sports, and Communication and Information.

The aim of the KNATCOM UNESCO Youth Forum Kenya is to perpetuate UNESCO's mandate of building peace in the minds of men and women through youth participation in interdisciplinary and multiplicative approaches to national problems. Its purpose is to contribute to the peace and security of Kenya through education, science and culture in furtherance of respect for justice, human rights and fundamental freedoms. It also provides a mechanism for empowering the youth of Kenya. Additionally, the organization helps to promote collaboration amongst youths from all nations. The specific objectives of UNESCO Youth Forum Kenya are to:

a. promote and embrace the concept of peace amongst the youths in Kenya.

b. promote human rights awareness amongst the youth in Kenya.

c. implement creative ideas and strategies in the form of projects and activities in Kenya.

d. represent the youth in Kenya.

e. develop and implement leadership programmes to help empower the youth.

f. partner with other youths all over the world.

g. conduct research, advocate and influence policy in issues affecting young people.

h. promote networking and exchange programmes with organizations and individuals who are committed to giving the youth a voice and an opportunity.

3.3 UNESCO Regional Office for Eastern Africa in Nairobi

3.3.1 History of the UNESCO Regional Office for Eastern Africa in Nairobi

This is one of the oldest UNESCO field offices whose roles, functions and responsibilities have evolved so many times that, according to the former Director, the late Prof. Joseph Massaquoi “... some of our partners often get confused about what we do and which countries we cover.” The decision to create the UNESCO Regional Office for Eastern Africa in Nairobi was taken in 1964 when, at the 13th Session of the General Conference resolved to establish a Regional Centre for Science and Technology for Africa. The following year, on 8 February and 24 March 1965, UNESCO and the Government of Kenya signed an Agreement establishing the Centre and defining the terms under which Nairobi, Kenya’s capital, would be its location. In 1973, the Centre was renamed Regional Office for Science and Technology in Africa (ROSTA). The Office got the name of UNESCO Nairobi Office in 1995 in conformity with the then designation of all field offices of UNESCO, with the name of the city where the office is located being indicated. This designation represented a quest for greater interdisciplinary integration and symbolized a broadening of field offices’ mandates from the traditional and more specific areas to all of UNESCO’s fields of competence. In 2001 the Office became a cluster office with the responsibility of delivering programme activities in all UNESCO’s fields of competence in Burundi, Eritrea, Kenya, Rwanda, and Uganda. Somalia, Djibouti and South Sudan have recently been added to the Office’s coverage. At its 36th Session, the UNESCO General Conference approved a comprehensive reform of UNESCO’s field network in order to enhance the quality and the efficiency of programme delivery in Member States, to ensure a more flexible and visible presence at regional and country levels, and to improve alignment with the United Nations system. The reform of the field network saw the establishment of a Multi-sectoral
Regional Office in 2013 with a larger geographical coverage and assuming a bigger responsibility for 13 Eastern Africa countries and the adjacent Indian Ocean Islands. With the new restructuring of UNESCO field offices, the Nairobi Office became the UNESCO Regional Office for Eastern Africa in Nairobi. This office provides policy guidance, technical backstopping and knowledge management services to national offices and to sectoral desks. Accordingly, the Regional Office assists these units in areas of monitoring and evaluation, as well as United Nations relations with regional and sub-regional bodies.

3.3.2 KNATCOM-UNESCO Regional Office for Eastern Africa Nairobi Cooperation

The Kenya National Commission for UNESCO maintains a cordial relationship with the UNESCO Regional Office for Eastern Africa in Nairobi. This is a long term relationship dating back to when the Nairobi Office was established as a Regional Office for Science and Technology in Africa (ROSTA). This relationship has been conducive for the implementation of activities in the country and beyond. A number of activities have been sponsored by the Nairobi Office over the past years and range from travel grants to holding of seminars/workshops and even capacity building through training. One of the activities undertaken in 1999/2000 was the direct funding that included the training workshop for teachers of computer studies and installation of Internet in four institutions, comprising one teacher college and three secondary schools. Expansion of this relationship through holding of frequent and structured meetings between the two institutions will enhance their mutual understanding.

3.3.3 UNESCO Regional Office for Eastern Africa Nairobi Programmes

The UNESCO Regional Office for Eastern Africa Nairobi is based at the UN-Gigiri Complex which is also the Headquarters for UNEP and UN-HABITAT. The majority programme activities undertaken by the Office focus on UNESCO fields of competence. Apart from the various programme activities, the Office also hosts programmes in statistics that assist Member States to carry out policy formulation, planning and monitoring of activities in science, education and culture.

The Natural Sciences Programme comprises of the Intergovernmental Oceanographic Commission (IOC). Ecological Sciences, Science Policy and Capacity Building, Hydrology/Water Sciences, and the African Network of Scientific and Technological Institutions (ANSTI) which carry out valuable activities in Kenya and other Member States. IOC has undertaken activities on the prevention and reduction of impacts of natural hazards, safeguarding the health of oceans ecosystems, and supporting conferences such as the 4th session of the Inter-governmental Coordination Group for the Indian Ocean Tsunami Warning and Mitigation System (IGC/IOTWS) held in Mombasa in 2007. Furthermore, Kenya was an active member of the Indian Ocean Wave 09 Task Team responsible for planning and coordinating the first Indian Ocean-wide exercise in 2009. The Office collaborates with other organizations in the delivery of its mandate including the African Technology Policy Studies (ATPS) network to organize workshops for policy-makers as well as distribute self-learning and teaching materials to Member States. Further, in Water Sciences, the UNESCO Regional Office for Eastern Africa in Nairobi focuses on the Intergovernmental Hydrological Programmes (IHP) and other cross-cutting and associated programmes. Several activities have been initiated such as FRIEND (Flow Regimes from International Experimental Network Data), HELP (Hydrology, Environment, Life and Policy) and IWRM (Integrated Water Resources Management), among others. The implementation of the project on groundwater survey to address the Horn of Africa drought crisis funded by Japan is an example of the activities undertaken under Water Sciences.
Other areas that are within the UNESCO Regional Office for Eastern Africa in Nairobi include Social and Human Sciences (SHS) programme, Education, Culture, and Communication and Information. In the past SHS programme focused on issues related to the promotion and respect for common norms, values and ethical principles in order to safeguard the universal respect for Human Rights in scientific and technological development. It called for the provision of tools and technical support for enhancement of Member States’ ethics infrastructure, and continued with the support of implementing ethics education, establishing and supporting national bioethics committees and promoting environmental ethics with emphasis on ethical principles in relation to climate change.

Several activities in the Education sector focusing on countries that were least likely to achieve EFA by 2015 have been undertaken through the Eastern Africa Region Education Initiative, and the Africa Regional Education Initiatives, among others. The Culture programme aims at strengthening capacity for safeguarding intangible cultural heritage and enhancing participation of East African countries in the mechanism for international cooperation for the 2003 Convention on Intangible Cultural Heritage. A regional training workshop organized in Mombasa, in November, 2011, in partnership with the Centre for Heritage Development in Africa (CHDA) resulted in the development of Action Plans for each of the participating countries represented for implementation of the 2003 Convention on Intangible Cultural Heritage. The Action Plans included status and policy context, ratification, awareness raising, domestication and policy reviews, inventorying, and nominations for listing. In addition, through this training workshop, the process of creating a pool of experts on ICH in the region commenced. On the other hand, the Communication and Information programme has also supported many activities in Kenya, including support to establishment of community multimedia centres such as community radio stations. It also supports capacity building in the field of journalism.

The African Network of Scientific and Technological Institutions

The African Network of Scientific and Technological Institutions (ANSTI) is a regional Non-Governmental Organization which was established in January 1980 by UNESCO with funding from the United Nations Development Programme (UNDP) and the German Government. The Network was conceived in response to the resolutions of the Conference of African Ministers of Science and Technology (CASTAFRICAII) held in Dakar, Senegal, in January 1974. At that meeting, the African ministers present, including Kenya, urged UNESCO to help African Universities and research organizations engaged in training and research in science and technology to establish linkages among themselves for pooling their human and material resources in order to contribute more effectively to the application of science and technology in development in Africa.

The UNESCO Regional Office for Science and Technology for Africa (now Regional Office for Eastern Africa Nairobi) has been home for the demand-driven ANSTI since its inception on the 5th of August 1980. The Network has 199 member institutions (20 in Kenya) from 37 countries in Africa. ANSTI has enjoyed the support of the Kenya National Commission for UNESCO which has a representative on the ANSTI Governing Council. Over the years, ANSTI has provided the platform for exchange of ideas, synergy, partnership and collaboration among universities within and outside Kenya.

The vision and mission of ANSTI is to become a major institutional player in the process of human resource capacity building in science, engineering and technology in Africa, and to facilitate active collaboration among African Scientific Institutions for the purpose of training and research in science, engineering and technology. The Network’s specific objectives are to:

1. facilitate and enhance interaction among member institutions;
2. facilitate training and research in science, engineering and technology;
3. promote use of ICT in teaching and research in science, engineering and technology;
4. promote gender equality in access to science, engineering and technology training institutions; and
5. develop and disseminate scientific and technical information to address major socio-economic problems.

UNESCO/ANSTI's achievements in Kenya since its inception include the provision of Post graduate fellowships (PhD and Masters) as described below, travel and training grants to members of staff of member institutions in 12 universities and in two research institutions in Kenya:

1. In order to support staff development in universities in member states, ANSTI in collaboration with the German academic Exchange Service (DAAD), has awarded more than 100 postgraduate fellowships to academic staff members of universities and research institutions in Kenya to undertake postgraduate studies in various scientific disciplines.
2. In order to strengthen the capacity of researchers in science, engineering and technology, ANSTI has provided travel grants to over 200 academic staff members of universities in Kenya to attend scientific conferences to present their research findings.
3. More than 60 Vice-Chancellors and Deans of Science and Engineering, and researchers in Kenya have been provided with financial grants to participate and present papers in the Bi-annual Conference of Vice-Chancellors, Deans of Science, Engineering and Technology (COVIDSET) since its inception in 2005.
4. ANSTI has awarded more than 50 academic staff members of universities in Kenya opportunities to make staff exchange visits to institutions outside Kenya to teach and do research.
5. ANSTI has supported more than 20 academic staff members of Kenyan universities to participate in E-content development training.
6. Considering that the participation of women in scientific research is a key factor of economic, social and cultural progress, ANSTI has been providing grants to women scientists from Kenya to complete their research leading to PhD through the UNESCO-L’Oréal Fellowships for Women in Science since 2010.

Additionally, ANSTI established the Conference of Vice-Chancellors, Deans of Science, Engineering and Technology (COVIDSET) as a forum for University leaders responsible for Science and Engineering Education to meet and dialogue on strategic issues in Science and Engineering Education. COVIDSET is a forum both for the exchange of ideas and experiences as well as for the sensitization of University Leaders on trends in Science and Engineering in the region and globally. ANSTI has affirmed its commitment to making this forum of African leaders responsible for university training and research, an important and regular platform for exchange, debate of ideas, capacity-building and design of concrete actions to improve the impact of high-level training and research on Africa's development.

**Intergovernmental Council of the International Hydrological Programme**

The Intergovernmental Council of the International Hydrological Programme (IHP), which started in 1974, is UNESCO’s International Scientific Cooperative Programme in Water Research, Water Resources Management, Education and Capacity-Building, and the only broadly-based Science Programme of the UN system in this area. One of the primary objectives of the IHP is, inter-alia, to act as a vehicle through which Member States, cooperating professional and scientific organizations and individual experts can upgrade their knowledge on the water cycle, thereby increasing their capacity to better manage...
and develop their water resources; to develop techniques, methodologies and approaches to better define hydrological phenomena; and to improve water management, locally and globally.

During the 4th phase of the IHP (1990–1995), problems concerning African hydrology were given priority. For the first time, discharge data of selected African rivers were compiled and published in the UNESCO series “Discharges of Selected Rivers of the World”. Concerning the African Rift Valley lakes, a monograph was published which focused on the hydrology and limnology of Lake Victoria among others. On 29 April 1999, a Project Planning Workshop for the Kenya International Hydrological Programme Committee was held in Kenya, with financial support from the UNESCO Nairobi Office. Its aim was to sensitize Kenyan hydrologists and water resources scientists about UNESCO IHP’s concerns and to identify potential priority projects.

Intergovernmental Oceanographic Commission
The Intergovernmental Oceanographic Commission (IOC) of UNESCO was established in 1960 by Resolution 2.31 adopted by the General Conference of UNESCO. It promotes international cooperation and coordinates programmes in marine scientific research, services, observation systems, hazard mitigation and capacity development of the Member States.

It is the United Nations body for ocean science, ocean observations, data and information exchange, and ocean services such as Tsunami Warning Systems. Its mission is to promote international cooperation and to coordinate programmes in research, services and capacity building, in order to learn more about the nature and resources of the ocean and coastal areas, and to apply that knowledge to improve management, sustainable development, protection of marine environment and the decision-making processes of Member States.

Kenya joined the Intergovernmental Oceanographic Commission (IOC) of UNESCO in 1973 and has since been an active member, serving on the Executive Council continuously for more than 30 years (including two periods as IOC Vice-Chair). Kenya spearheaded the establishment of the IOC’s Regional Committee for the Western Indian Ocean to coordinate the implementation of IOC’s activities in the region (established in 1979 as IOC Regional Committee for the Cooperative Investigations in the North and Central Western Indian Ocean by the Eleventh Session of the IOC Assembly, with the name changed in 2003). The membership of IOCWIO included Comoros, France, Kenya, Madagascar, Mauritius, Mozambique, Seychelles, Somalia, South Africa, and Tanzania. The IOC Project Office for IOCWIO was established in 2000 at the Kenya Marine and Fisheries Research Institute in Mombasa, Kenya, with Kenya providing office space and staff. The office was later re-located to the UNESCO Regional Office in Nairobi in 2004.

IOC Sub-Commission for Africa and the Adjacent Island States (IOCAFRIKA)
The IOC Regional Committee for the Western Indian Ocean (IOCWIO) was merged with the IOC Regional Committee for the Central Eastern Atlantic Ocean (IOCEA) and the IOC Sub-Commission for Africa and the Adjacent Island States (IOCAFRIKA) established by the 26th Session of the IOC Assembly in June 2011 as a framework to improve IOC visibility and to facilitate coordination among Member States.
in the region, and between the sub-regions of Africa, and ensure efficient implementation of IOC programmes in Africa through a permanent secretariat. The mission of the Sub-Commission is to “promote regional and international cooperation for the understanding and management of the African oceans and coastal ecosystems, in order to ensure sustainable development and safety of the coastal populations, taking into account the priorities of Member States from Africa”. The Secretariat of the Sub-Commission is located at the UNESCO Regional Office for Eastern Africa Nairobi and is headed by a Kenyan. Kenya also seconded an expert to assist with the development of the programmes of the Sub-Commission for one year.

The inaugural Session of the IOC Sub-Commission for Africa and the Adjacent Island States (IOCAFICA) was held in May 2012 in Nairobi with the kind support of the Government of the Republic of Korea, and with strong support from the Government of Kenya (UNESCO, 2013b). IOCAFICA works with various institutes in Kenya in conducting several activities geared towards capacity development, ocean data and information exchange, ocean observing systems and hazard warning systems. These include the Kenya Marine and Fisheries Research Institute, Kenya Meteorological Department and the National Environment Management Authority. Some of the activities implemented include:

a. **The Kenya National Oceanographic Data and Information Centre (Ke-NODC):** Hosted by the Kenya Marine and Fisheries Research Institute, it is part of the international network of data centres within the IOC’s International Oceanographic Data and Information Exchange Programme (IODE), whose aim is to enhance marine research, exploitation and development by facilitating the exchange of oceanographic data and information between participating Member States, and by meeting the needs of users for data and information products.

b. **Ocean Data and Information Network for Africa:** Kenya has been an active participant in the development and implementation of the project on Integrated Data and Information Products and Services for the Management of Oceans and Coastal Zones in Africa (ODINAFRICA-IV), with a focus on development of national and regional coastal and marine atlases, marine biodiversity databases, experts and institutions database, projects database, and institutional websites and portals. Kenya hosted a series of training courses and workshops, including: i) Ocean Teacher Academy Training Course on Digital Asset Management held at the Kenya Marine and Fisheries Research Institute in Mombasa in 2013; and ii) Marine Information Management and Websites Development Workshops held in October 2013 at the UNESCO Regional Office in Nairobi. UNESCO/IOC in collaboration with the Jomo Kenyatta University of Agriculture and Technology (JKUAT) hosted the International Workshop on Open Data for Science and Sustainability in Developing Countries in Nairobi, in August 2014, which deliberated on the challenges to international data access and sharing.

Indian Ocean Tsunami Early Warning and Mitigation System (IOTWS) is a group in which Kenya has also been an active member of its Intergovernmental Coordination Group for the Indian Ocean Tsunami Early Warning and Mitigation System (ICG/IOTWS) since its establishment in 2005. The 4th session
of ICG/IOTWS was hosted by the Kenya Meteorological Services in Mombasa in 2007 and Kenya has been the Vice-Chair of a Working Group on “A System of Interoperable Advisory and Warning Centres” and also a member of the Regional Tsunami Watch Provider (RTWP) Task Team, which oversees the implementation of the network of RTWP for the Indian Ocean. UNESCO/IOC supported the installation, upgrade and maintenance of tide gauges at Lamu and Mombasa, as well as provided training on installation and maintenance of the tide gauges, and analysis and interpretation of sea level data. Additional tide gauges have been installed by the Kenya Meteorological Department at Shimoni and Malindi, Kenya.

c. Development of a Marine Atlas for Kenya: This was undertaken with support from UNESCO/IOC as an online mapping application that produces maps of spatially referenced data dynamically from geographic information. Some of the participating institutions included Kenya Marine and Fisheries Research Institute (lead institution), Kenya Meteorological Department, Coastal Development Authority, and Fisheries Department. Some of the activities which led to the accomplishment of the assignment were: i) national workshop for identification of user needs and atlas layers to address these needs, ii) baseline data survey, collection and cataloguing of data from participating institutions, acquisition of data from external sources, formatting and conversion of data, iii) training for atlas developers on map server, web mapping and scripting, including training to data providers on Meta data, simple data management skills, web service, web data provision, training on modeling, forecasts and scenario development, and iv) development of Kenya specific layers for inclusion in a printed version of the African marine atlas.

d. Regional Training Centre – Ocean Teacher Academy: The Kenya Marine and Fisheries Research Institute has been identified as a possible Regional Training Centre for the Ocean Teacher Global Classroom project. The Ocean Teacher Global Classroom combines training at the UNESCO/IOC’s Project Office for IODE in Oostende, Belgium with training in regional training centres and using advanced video communication. An assessment visit to the KMFRI centre was undertaken in May 2014 and the implementation of the initiative will commence in January 2015.

e. Ocean Forecasting for Western Indian Ocean: UNESCO/IOC and the Western Indian Ocean Marine Science Association have worked with the Kenya Meteorological Department and the IGAD Climate Prediction and Application Centre (ICPAC) to enhance collaboration between climate and ocean scientists in order to improve climate predictions. This includes organizing sessions on ocean forecasting for the Western Indian Ocean prior to the regular Climate Outlook Forum for the Greater Horn of Africa region since 2012.

f. African Summer School on Application of Ocean Data and Modelling products: UNESCO/IOC and the Kenya Meteorological Services collaborated with the University of Cape Town (South Africa), the University of Ghana (Legon, Ghana), the Applied Centre for Earth and Climate Sciences (Cape Town) and the World Meteorological Organization to organize an African Summer School on Application of Ocean and Coastal Data and Modeling Products (April – September 2014). The goal was to build African capacity to access and utilize ocean and coastal data (and relevant meteorological data) from in-situ and satellite observations, as well as those generated from ocean models to produce useful services for local use, for a wide variety of human and economic purposes.

g) International Indian Ocean Expedition: Kenya is an active participant in the planning for the 2nd International Indian Ocean Expedition (2015–2020) and was represented at the planning meeting in Quatre Bonnes, Mauritius from 6–7 March 2014., Kenya has offered the use of its research vessel, RV Mtafiti, for the expedition.
**Man and the Biosphere Programme**

UNESCO’s Programme on Man and the Biosphere (MAB), which is an intergovernmental scientific programme, develops the basis for the sustainable use and conservation of biological diversity, and for the improvement of the relationship between people and their environment globally. Kenya continues to seek sustainable solutions to promoting biodiversity through MAB. This is because Kenya has several biosphere reserves such as the Malindi-Watamu and Mount Kulal biosphere reserves (Figure 3.3, see Table 3.2). Young Kenyans have won MAB Young Scientists Award for their exemplary works in the biosphere reserves. The Kenya MAB National

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Table 3.2: Biosphere Reserves in Kenya and the Designation Dates and Other Relevant Information

<table>
<thead>
<tr>
<th>Biosphere</th>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mount Kenya Biosphere Reserve Area (Hectares)</td>
<td>71,759</td>
</tr>
<tr>
<td>Elevation range (m)</td>
<td>3000–5199</td>
</tr>
<tr>
<td>Biome system with complex zonation Biogeographic province</td>
<td>East African Highland</td>
</tr>
<tr>
<td>Year designated as Biosphere Reserve</td>
<td>1978</td>
</tr>
<tr>
<td>2. Mt. Kulal Biosphere Reserve Area (Hectares)</td>
<td>700,000</td>
</tr>
<tr>
<td>Elevation range (m)</td>
<td>378–2416</td>
</tr>
<tr>
<td>Biome Biogeographic province</td>
<td>Somalian/Lake Turkana</td>
</tr>
<tr>
<td>Year designated as Biosphere Reserve</td>
<td>1978</td>
</tr>
<tr>
<td>3. Malindi-Watamu Marine Biosphere Reserve Area (Hectares)</td>
<td>19,600</td>
</tr>
<tr>
<td>Elevation range (m)</td>
<td>Sea level</td>
</tr>
<tr>
<td>Biome Biogeographic province</td>
<td>Warm deserts and semi-deserts Somali</td>
</tr>
<tr>
<td>Year designated as Biosphere Reserve</td>
<td></td>
</tr>
<tr>
<td>4. Kiunga Marine Biosphere Reserve Area (Hectares)</td>
<td>60,000</td>
</tr>
<tr>
<td>Elevation range (m)</td>
<td>0–30</td>
</tr>
<tr>
<td>Biome Biogeographic province</td>
<td>Warm deserts and semi-deserts Somali</td>
</tr>
<tr>
<td>Year designated as Biosphere Reserve</td>
<td>1980</td>
</tr>
<tr>
<td>5. Amboseli Biosphere Reserve Area (Hectares)</td>
<td>39,200</td>
</tr>
<tr>
<td>Elevation range (m)</td>
<td>up to 1,155</td>
</tr>
<tr>
<td>Biome Biogeographic province</td>
<td>Warm deserts and semi-deserts Somali</td>
</tr>
<tr>
<td>Year designated as Biosphere Reserve</td>
<td>1990</td>
</tr>
<tr>
<td>6. Mount Elgon Biosphere Reserve Area (Hectares)</td>
<td>-</td>
</tr>
<tr>
<td>Elevation range (m)</td>
<td>-</td>
</tr>
<tr>
<td>Biome Biogeographic province</td>
<td>-</td>
</tr>
<tr>
<td>Year designated as Biosphere Reserve</td>
<td>2003</td>
</tr>
<tr>
<td>7. Mount Elgon Trans-Boundary Biosphere Reserve*</td>
<td></td>
</tr>
<tr>
<td>8. Marsabit Biosphere Reserve*</td>
<td></td>
</tr>
</tbody>
</table>

*Proposed, - data not available.
Committee coordinates actions related to the MAB Programme and draws its membership from the Kenya Wildlife Service (KWS), Kenya Forestry Service (KFS), National Environment Management Authority (NEMA), and National Commission for Science, Technology and Innovation (NACOSTI), non-governmental organizations dealing with environmental issues and national universities fostering departments with domains on environmental issues and climate. In 1999, several activities were undertaken in Kenya under MAB and with full or partial support from UNESCO Nairobi Office.

These activities included:

a. Compilation of a biodiversity inventory and literature review for four of Kenya's biosphere reserves; and

AfriMAB
Under the MAB Programme, AfriMAB network exists and was chaired by a Kenyan up to mid-2014 when Ghana took over. The aim of AfriMAB is to ensure that MAB Programme activities are implemented and are in line with the provisions of the Madrid Action Plan (MAP) on issues related to conservation, education and development. AfriMAB has mainly been focusing on capacity enhancement and research to address technical, socio-economic and political challenges that most African states face when addressing the MAB Programme issues. Another area of focus for AfriMAB has been the promotion of regional cooperation in the fields of biodiversity conservation and sustainable development through trans-border projects, education and research. Biodiversity plays a vital role in human wellbeing and in maintaining the life support system on Earth. Therefore, the loss of biological diversity stands alongside climate change as one of the most pressing areas of global policy.

UNITWIN/UNESCO Chairs and Networks
The UNITWIN scheme, which was established in 1992 in accordance with a resolution adopted by the General Conference of UNESCO at its 26th Session in 1991, is an abbreviation for the University Twinning and Networking scheme. The Programme consists of the establishment of UNESCO Chairs and UNITWIN Networks in higher education institutions (UNESCO, 2009a). The UNITWIN/UNESCO Chairs is one of the categories covered by the UNESCO Comprehensive Partnership Strategy (UNESCO, 2013c). The Programme serves as a prime means of building the capacities of higher education and research institutions through the exchange of knowledge and sharing, in a spirit of international solidarity.

The UNITWIN/UNESCO Chairs Programme covers training, research and exchange of academics and offers a platform for information sharing in all fields within the competence of UNESCO. Majority of the projects are interdisciplinary and inter-sectoral, and involve all the programme sectors of UNESCO, with the active cooperation of its Field Offices, Institutes and Centres (UNESCO, 2009a). A wide range of possibilities for mobilizing resources for the Chairs is available and these include, inter-alia, UNESCO Participation Programme, UNESCO regular programme budget, and ‘seed funding’ principally for least developed and post-conflict countries.

Since the adoption of the strategic orientations for the UNITWIN Programme by the Executive Board at its 176th Session in April 2007, emphasis has been laid on:

a. the dual function of UNESCO Chairs and UNITWIN Networks as ‘think tanks' and ‘bridge builders' between the academic world, civil society, local communities, research and policy-making;
b. aligning the new UNESCO Chairs and UNITWIN Networks with UNESCO’s priorities as defined in its Medium-Term Strategy for 2008–2013;
c. strengthening North-South, South-South and North-South-South cooperation;
d. creating poles of excellence and innovation at the regional or sub-regional levels; and
e. reinforcing the dynamism of networks and partnerships.

Through the UNITWIN/UNESCO Programme and with the help of UNESCO, Kenya’s public universities have established UNESCO Chairs covering a wide range of disciplines. There are two UNESCO Chairs in the country which are active. These include the UNESCO Chair on Bioethics at Egerton University and the UNESCO Chair on Women Education, Community Health and Sustainable Development at the University of Nairobi. Three other Chairs, UNESCO Chairs on Biotechnology; Mathematics, Science and Technology Education; and Freedom of Expression, were discontinued by UNESCO.

a. The UNITWIN/UNESCO Chair on Women Education, Community Health and Sustainable Development in Kenya

The UNITWIN/UNESCO Chair on Women Education, Community Health and Sustainable Development, established in August 1998, at the University of Nairobi, covers the fields or disciplines of education, health and women studies. Beyond the Department of Sociology, the other Departments of the University participating in the work of the Chair include Nutrition, Community Health, Health Economics, Development Studies, Land Economics, Education and Business Administration. Other universities in the country also participate in the activities and this fosters inter-university cooperation by linking a number of universities in Kenya and their relevant departments. To further the outreach of the Chair and its networks, other key Universities in Eastern and Southern Africa have been involved in cooperative exchanges whenever appropriate. UNESCO has already established other relevant focal points in the Democratic Republic of the Congo (DRC), which the Chair on Women Education, Community Health and Sustainable Development hopes to twin with.

The Vision of the Chair is, drawing different disciplines together strengthens the linkages among Universities in the African region and the exchange of ideas among scholars and communities. This eventually contributes to the demystification of higher education. The Chair’s vision makes it imperative that institutions of higher education should work closely with communities to be able to respond to challenges of sustainable human development. This builds public support for institutions of higher education and, at the same time, informs those involved in higher education on what the civil society expects of their universities. The objectives of the Chair are:

a. to bridge the gap between basic education and higher education through innovative cultural exchanges among students, parents and communities.
b. transforming universities from the ‘ivory tower’ mentality to towers of hope and strength to communities by providing opportunities for staff and students to give back to society the knowledge they acquire at university.
c. knowledge and technology transfer between and among institutions that collaborate with the Chair and the University of Nairobi.

To achieve the above objectives, the Chair has over the years endeavoured to contribute to sustainable social transformation through action-oriented research, and by working with communities and their key allies in the field. These include community-based organizations, particularly women groups, farmers groups, children’s homes, Non-Governmental Organizations and schools. The Chair works closely with relevant government departments as well as the civil society.

b. The UNITWIN/UNESCO Chair on Bioethics in Kenya

In Africa, transmission and sharing of bioethical information is selective and limited. Yet, since ethical issues transcend all groups, it is important that free flow of information is ensured. Bioethical
issues are relevant not only to bioethicists but also to all other spheres of life and professions, and to individuals and societies as a whole (Cheek, 1992). Consequently, any form of information and strategy communicating bioethical issues in education should be dispatched in a form that can be understood by people at all levels of society. Therefore, the goal of bioethics education should be to provide a guide for people to make correct judgments on how to solve day-to-day problems (Shoji, 2004). To achieve this, it is pertinent that production of teaching materials and delivery of content for different education levels in Africa should cascade and reflect the thinking, traditions and culture of the people. This is important especially when tackling bioethical dilemmas mostly in the field of medicine, both modern and traditional.

**Promotion of Bioethics in Kenya by UNESCO**

UNESCO’s interest in Bioethics dates back to the 70s when bioethical concerns started emerging in many countries. UNESCO itself, and in cooperation with UNESCO’s Scientific Coordinating Committee for the Human Genome Project, started to organize symposia and conferences on bioethics in 1970, mainly related to the development of genetics, life sciences and reproductive technologies, (UNESCO, 1993, Henk & Jean, 2009). Over the years UNESCO has produced several documents that are useful reference materials for preparing curricula and teaching of bioethics. Some of these materials include, the Core Curriculum on Bioethics, the 1997 Universal Declaration on the Human Genome and Human Rights: from Theory to Practice, the 2003 International Declaration on Human Genetic Data and the 2005 Universal Declaration on Bioethics and Human Rights. Another important source of content is the UNESCO Global Ethics Observatory website.

Through the UNITWIN programme and with the help of UNESCO, a Chair on Bioethics was established in Kenya in 1998 and has since been popularizing bioethics through pedagogy, workshops and conferences. The establishment of the UNESCO Regional Centre for Documentation and Research on Bioethics in 2007 at Egerton University was a further milestone in UNESCO’s efforts to promote bioethics in Kenya. In order to support bioethics implementation in institutions, UNESCO conducts the Ethics Teacher Training Course, which was held in Kenya in 2007. This course provides training to bioethics teachers with the purpose of enhancing their skills and abilities. It further aims at, particularly, training a younger generation of teachers so that ethics teaching programmes in all Member States of UNESCO can expand and improve in the near future. In 2007, the then UNESCO Director-General, Mr. Koichiro Matsuura, when attending the African Union meeting said “Africa: Ignore bioethics at your own peril”.

**UNESCO Regional Centre for Documentation and Research on Bioethics**: The establishment of the UNESCO Regional Centre for Documentation and Research on Bioethics greatly enhanced the promotion of bioethics in Kenya. The Centre was established through a Draft Resolution adopted during the 33rd General Conference held in 2005. The objectives of the Centre are to promote an integrated research in bioethics; to create a platform for collaboration, networking and information sharing on bioethical issues among institutions of higher learning; to create a regional database on bioethics research and policy; to contribute to education and capacity building through training, research and documentation in the field of bioethics; and to initiate, guide and contribute to public debate on bioethical issues. UNESCO has supported this Centre through provision of furniture, computers and equipping...
the library thus making it a reference library for bioethics.

UNESCO has also supported meetings, conferences and workshops in order to enhance bioethical reflections within institutions of higher learning in the country. Kenya has been at the forefront in the domestication of the Universal Declaration on Bioethics and Human Rights (UDBHR) in the East African region. An international conference on “Bioethical Perspectives and Practices in Research, Medicine, Life Sciences and Related Technologies in Sub-Saharan Africa” was organized by the Centre in 2008.

Furthermore, a workshop on “Sub-Regional Capacity Building on the Interpretation and Domestication of the Universal Declaration on Bioethics and Human Rights” was held in Nairobi in 2009.

The specific objectives for this workshop were to share experiences among different Member States on the interpretation of the UDBHR; review the progress made on the interpretation and implementation of the Declaration; and provide guidelines and recommendations for the domestication of the Declaration. This brought together bioethics scholars and teachers from the East African region and from South Africa.

The 14th UNESCO International Bioethics Committee (IBC), created in 1993, is the only ethics committee with a truly global scope (Jean, 2006). It is a body of independent experts that follows progress in the life sciences and its applications in order to ensure respect for human dignity and freedom. The IBC members are appointed by the UNESCO Director-General to provide the best possible advice and, while making sure that the experts come from different regions with different backgrounds, professionally, culturally and morally. The sessions of the Committee are usually open in order to provide the opportunity for various stakeholders from the scientific community, the policy-making arena and the general public to comment on the activities and products of the Committee (Henk & Jean, 2009).

The 14th UNESCO International Bioethics Committee (IBC) Meeting, which was held in Nairobi in 2007, strengthened and promoted bioethics in Kenya and globally. The advertisements and media coverage prior to and during the meeting created notable awareness of bioethics amongst scholars and the general public.

The Intergovernmental Bioethics Committee: The Intergovernmental Bioethics Committee (IGBC) was established by Member States in 1998. The members of this Committee are elected by the General Conference, taking into account cultural diversity and geographical representation. The IGBC examines the advice and recommendations of the International Bioethics Committee (IBC).
including those concerned with the follow-up of the Universal Declaration on Bioethics and Human Rights. The IGBC further informs the IBC of its opinions and submits these opinions, along with proposals, for follow up on the IBC’s work to the Director-General of UNESCO and for transmission to Member States, the Executive Board and the General Conference. The IGBC may also transmit any proposals for the follow-up of the advice and recommendations to the IBC. Kenya was a Member of IGBC between 2005 and 2007 and President from 2007 to 2009.

**Ethics Teacher Training Course:** This training course was hosted in the UNESCO Regional Centre for Documentation and Research on Bioethics at Egerton University, Kenya. The quality of ethics teaching programmes substantially depends on the quality of the teachers involved in teaching and on availability of resources. Ethics teaching can be made much more impactful and attractive for students if they are taught by highly qualified, stimulating and inspiring teachers. In its effort to ameliorate this challenge, UNESCO initiated the Ethics Teacher Training Course, which has already been held in several countries. Kenya benefited from this course in July 2007, which was a life-changing experience for young teachers. The course was supported by the Israel National Commission for UNESCO in conjunction with UNESCO. It was organized in cooperation with the UNESCO Chair on Bioethics, University of Haifa, Israel as well as the UNESCO Chair on Bioethics in Kenya.

The objectives of the Ethics Teacher Training Course are to introduce the students to the means and resources of teaching ethics; to teach the students the methodologies and methods of teaching ethics; and to assess and provide feedback on the students’ demonstrations of teaching skills under the guidance of experienced teachers.

**The Kenya National Bioethics Committee:** The National Bioethics Committee underwent training through collaboration with UNESCO in the context of the Assisting Bioethics Committees (ABC) project. During the training, a Memorandum of Understanding (MoU) was signed between the Secretary of the Kenya National Commission for Science, Technology and Innovation (NACOSTI) and UNESCO. The MoU envisages a multifaceted and systematic capacity-building assistance containing various elements. The training enlightened the Committee and valuable documents produced during the trainings that have been adopted for use in Kenya include the National Guidelines for Accreditation of Research Ethics Committees as well as the process of accrediting them; the National Policy regarding tissue transplantation; and the Guidelines for Research Ethics Committees.
4.1 Introduction

This Chapter covers the programmes and activities that have so far been undertaken in Kenya by UNESCO in its five fields of competence. The records of programmes and activities include all those which were encountered in existing records at the Kenya National Commission for UNESCO, Kenya Permanent Delegation to UNESCO's Annual Reports and at the Kenya National Archives. To complement these sources, information was collated from questionnaires used to administer interviews to persons who have been in association with UNESCO over the years.

4.2 Education

Since 1964, with the onset of new government structures after Kenya’s independence, several commissions were set up to provide in-depth analyses of Kenya’s education system. For instance, the Ominde Commission, 1964 sought to reform the education system inherited from the colonial government in order to make it more responsive to the needs of independent Kenya. As a key partner in this sector, the achievements recorded within the UNESCO-Kenya framework for cooperation since 1964 have been significant and encouraging despite the many challenges experienced. The Government of Kenya’s commitment to the provision of quality education, training and research for all Kenyans is evident in the various government policies. The government is also committed to achieving the international development commitments such as the Millennium Development Goals (MDGs) and Education for All (EFA). The UNESCO Education Programme objective is to promote quality and inclusive education at all levels to champion the attainment of national and internationally agreed goals for sustainable development. UNESCO has put a major thrust on education in recognition of the fact that it is through education that mutual understanding and solidarity of humankind can be achieved. The programmes and activities undertaken by UNESCO in Kenya in the area of education are summarized in the following pages.
4.2.1 Key Programmes and Activities Undertaken Since 1964

Several activities have been undertaken by UNESCO and its partners since 1964. One of the earliest activities involved a UNESCO International Exchange Service, a Study Tour Scheme for Women Adult Education Leaders. This took place in early 1960s even before Kenya became a member of UNESCO. In fact, a candidate from Kenya qualified for the Study in 1963 when Kenya was yet to establish its National Commission. The Ministry of Social Services approved the application/nomination which enabled the candidate to proceed to Haifa International Training Centre, Israel, and later to Switzerland and France.

Between 1966 and 1969, the Mobile Book Distribution Scheme, funded by a grant from Swedish Trust Fund through UNESCO (UNESCO Letter Ref. BOC.75/50 of 13 December 1966), was launched in Kenya to distribute books to the rural areas through the Mobile Van Project. The profit from the sale of the books was used to set up an operating fund in the event that the Swedish grant ceased. Public reaction to the project exceeded the expectations of those involved. The relatively large number of books sold, the favourable comments received from the beneficiaries and the large crowds which awaited the books attested to the usefulness of the initiative. The project's objective to provide an opportunity for the poorer people in the undeveloped rural areas to access books was fulfilled.

In the 1960s, Kenya had many out-of-school youth who had limited literacy and no skills. In an effort to ameliorate the out-of-school youth problem, UNESCO commissioned a consultancy [FR/PP/CONSULTANT; UNESCO Serial No. 875/BMS.RD.EDA, Paris, October 1968] under the UNESCO Participation Programme for an in-depth analysis of the out-of-school youth problem and to propose an appropriate training programme for young people that was supportive of Kenya’s developmental goals. Many proposals came out of this study that underpinned a ‘top up’ education approach through which out-of-school youth could be offered alternative training in the already established Youth Centres. In 1968, an estimated 13,000 young people aged 13–21 years attended some 170 Youth Centres. However, Government expenditure on out-of-school education was too low compared to that of primary school education. Furthermore, the objective and function of the Youth Centres was not clearly defined. At their best they provided just the kind of further post-primary education which was advocated, a mixture of conventional reading, writing and arithmetic, and an equal amount of time for acquainting themselves with the use of simple tools.

It was proposed that provision of out-of-school education be made part-time and on non-residential basis in buildings to provided through voluntary effort in order to keep the cost low. It was further suggested that the most efficient way of proceeding was to reconstitute the existing Youth Centres and to increase their number. There were varied approaches to out-of-school education for young people being provided in 1968 and many proposals for improvement, including, for instance, the proposal to establish Village Polytechnics.

UNESCO also succeeded in the development of University Education in Kenya, for example the inauguration of the Master of Science in Geology at the University of Nairobi in 1976, which was supported by UNESCO/NORDIC Funds at a cost of USD 1079100. The project was initiated to increase the number of geologists to assist in the exploration of mineral resources that could contribute to economic growth. There was also need to build indigenous skills in geology by establishing programmes to train, upgrade and equip technical and professional staff on a scale appropriate to increase their responsibility. At the time, the University of Nairobi had only 49 students in the Department of Geology. The students and employees of government bodies and other corporations who underwent this training were expected to become better equipped in their fields of specialization.
In 1999, the HIV and AIDS pandemic was declared a national disaster in Kenya. To date, it continues to impact adversely on the education sector as a whole as it affects the quality, access, equity, supply and demand for education services (Government of Kenya, 2006). The HIV prevalence in the country currently stands at 1.6 million people, according to statistics from the UNAIDS and World Health Organization. An estimated 191,840 of the people living with the HIV virus in Kenya are children. In 2013, for example, some 58,465 people died of HIV-related illnesses. According to the report, “The National HIV and AIDS Estimates” of 2014, there are at least 100,000 new infections in Kenya annually and the country will need about KES 1.75 trillion to prevent at least 1.5 million new HIV infections. This is one of the areas in which UNESCO has played a key role through assisting in the development of policies and guidelines, integration of HIV and AIDS in educational curricula and in the support of new strategies for reducing infections.

The formulation of the Education Sector Policy on HIV and AIDS was supported by UNESCO and USAID. Education has a key role to play both in preventing HIV and AIDS and in mitigating its effects on individuals, families, communities and society. The Dakar Framework for Action for Education for All (EFA), adopted by the international education community during the World Education Forum in Dakar Senegal in 2000, draws attention to the urgent need to combat HIV and AIDS if EFA goals are to be achieved. The United Nations General Assembly Special Session on HIV and AIDS (UNGASS) Declaration of Commitment on HIV and AIDS in 2002 called for vastly expanded access to information and education, especially youth-specific HIV and AIDS education, necessary to develop the life skills required to reduce the risk and vulnerability to HIV infection. The Education Sector Policy on HIV and AIDS formalises the rights and responsibilities of every person involved, directly or indirectly, in the education sector with regard to HIV and AIDS: the learners, their parents and care givers, educators, managers, administrators, support staff and the civil society.

Within the same context of supporting Kenya’s Education sector response to HIV and AIDS through prevention education, UNESCO has worked closely with the Commission for University Education (formerly known as CHE) to develop and produce guidelines for mainstreaming HIV and AIDS in Kenyan Universities. An online reporting system for all university interventions on HIV and AIDS and establishment of a clearinghouse for research uploading findings on HIV and AIDS by universities was also initiated. This system is in use by the Commission for University Education for tracking HIV and AIDS response by universities in the country. Further, in order to emphasize the human rights of students and staff living with HIV and AIDS, UNESCO supported the Commission to work with universities to produce an advocacy tool for responding to the HIV and AIDS stigma and discrimination in Kenyan universities.

Given the dire situation of HIV and AIDS pandemic in the resource strained Sub-Saharan African countries, and the fact that students generally fall into a high-risk group, within the context of UNESCO’s prevention Education Programme and the Organization’s contribution to the achievement of the Millennium Development Goals, a series of training of trainers workshops were organized by UNESCO in partnership with the Commission for Higher Education (CHE) from 2004 to 2013, to introduce the concept of mainstreaming HIV and AIDS into the university operations and courses. These resulted in the development of HIV and AIDS institutional policies by all the public universities and the introduction of an examinable common undergraduate course on HIV and AIDS in both public and private universities. A further
training workshop, on theme “Higher Education Science and Curriculum Reform: African Universities Responding to HIV and AIDS”, was jointly organized by UNESCO’s Regional Bureau for Science and Technology in Africa in partnership with women scientists in Kenya, which targeted integration and mainstreaming of HIV and AIDS into the faculties of Science and Engineering programmes with a view to building the capacity of universities to produce AIDS-competent science and engineering graduates.

Seventeen Kenyan Universities had the capacities of their staff built on mainstreaming of HIV and AIDS into professional courses. The workshops also led to the development and production of HIV and AIDS integrated modules for the teaching of Biological, Physical and Engineering courses in the Universities. The Integrated modules were generic in nature and had inputs from all the public and private universities in Kenya at the time. Kenyan Universities also benefitted from an interactive CD and posters that were produced by the UNESCO Regional Office for Science and Technology in Africa to facilitate the teaching and learning of the courses.

Prior to 2014, Kenya experienced a notable decline in HIV prevalence, which was attributed to comprehensive, evidence-based prevention and treatment programmes that were put in place. However, according to reports published in 2014, this trend appears to have been reversed. Consequently, one of the main responses being currently promoted in order to reduce the risk of heterosexual transmission of HIV is male circumcision. In 2007, medical male circumcision was endorsed as an additional HIV prevention measure in Kenya. Recent studies have indicated that male circumcision reduces the risk of HIV transmission among men by as much as 60% (UNESCO, 2013d). UNESCO, supported a study in Butere District, Kenya on the state of traditional circumcision practice as it relates to HIV and AIDS prevention and care. The aim of the study was to identify and examine the social-cultural and contextual issues of traditional male circumcision in the District and to identify useful ideas to feed into the implementation of Kenya’s National Strategy for Voluntary Medical Male Circumcision as part of a comprehensive HIV prevention package.

From the findings of this study, it was clear that traditional male circumcision is still central in the everyday life of Butere community. Voluntary medical male circumcision services face stiff competition from traditional circumcision services which are considered culturally more appropriate in the community (UNESCO, 2013d). One of the recommendations from this study was the need to provide public health education on how to minimize the risk of HIV transmission during traditional male circumcision. Avoidance of sharing implements such as knives and surgical blades must be emphasized. In addition, there is need to incorporate HIV and AIDS information in the education given to newly circumcised boys during their seclusion period in which they are educated on various issues including relationships with women.
Other programmes and activities undertaken by UNESCO include:

1. **Internet Connectivity to a Girls’ Primary School in Lamu Island World Heritage Site in Kenya:** The Mkomani Primary School in Lamu is a large girls’ school built on sand. In 2006, only three girls from the school were accepted to national secondary schools while only 43% of the graduating Standard Eight class went on to secondary education. Touched by the efforts to improve the school and learning environment, the UNESCO Director-General visited the school in 2007 and donated computers. Teachers from the school and representatives from neighbouring schools were trained in Computer and Computer Laboratory management. The project connected Mkomani School to the world. The girls can now access information, learn computer skills and benefit from E-learning pedagogy.

2. The teachers too learnt computer skills and how to use computers to facilitate learning. They developed ‘home grown’ learning content, which they shared among themselves and with others elsewhere to further intercultural dialogue and mutual understanding. The computer laboratory was also a major motivation for teachers to further their careers and fourteen teachers at Mkomani School enrolled in distance learning courses. Having access to the Internet at their school was a big boost to their learning programmes.

3. **OPEC Fund Project 2003/2009:** In the year 2002, UNESCO, through Extra-budgetary Support, assisted Kenya to secure funds equivalent to KES 1.5 Billion from OPEC to support improvement of infrastructure in identified primary and secondary schools across the country. The Ministry of Education implemented the Project from 2003 to 2009.

4. **Strategic and Focused Approach supporting Kenya to Reach 2015 Target:** From 2009 to 2010, the Government of Kenya, through the Ministry of Education, Science and Technology and the Kenya National Commission for UNESCO together with UNESCO Regional Office, strengthened its collaboration and partnership with the principal objective of supporting Kenya in implementing the Kenya Education Sector Support Programme (KESSP). UNESCO through its Nairobi Office carried out a number of interventions in close collaboration with the Ministry of Education, Science and Technology and the Kenya National Commission for UNESCO, which included participation in a programme review of the Nairobi Office’s Education Programme to assess the Organization’s performance during the period 2001–2008. The review assessed UNESCO’s role and the extent to which Member States were assisted in advancing on national and Education for All (EFA) goals. The outcomes included the need to reprioritize and focus on a smaller number of priority areas in which UNESCO has comparative advantage and in which the organization is able to mobilize and adequately invest both technical and financial resources in order to achieve concrete results towards the fulfilment of its principal mandate; the need to update UNESCO National Education Support Strategy for Kenya; The need for implementation of Regular Programme and Extra-budgetary projects, notably, support to strengthening education sector responses to HIV and AIDS through EDUCAIDS, and UNESCO-Korea support to the development of Education Management Information System (EMIS); and the need for UNESCO Nairobi Office to focus on mobilizing organization-wide technical resources from the Regional Bureau for Education in Africa (BREDA), UNESCO Institute for Lifelong Learning (UIL), UNESCO Headquarters, and the UNESCO Institute for Statistics (UIS), within the framework of KESSP and UNDAF.

5. **Launch of the Education for All End Decade Assessment Report:** Kenya, supported by UNESCO, completed and launched the Education for All End Decade Assessment Report in 2012, which became a model for East Africa. The assessment noted significant
achievements in the progress towards EFA due to the Free Primary and Secondary Education Programmes. It noted a sustained high level of investment in education by the Government of Kenya. It also pointed out issues and challenges to be tackled towards the target year of 2015. These included education for the marginalized and vulnerable children and youth, and equality. It presented the achievements in progress towards EFA include Goals 2 (Provide free and compulsory primary education for all), 5 (Achieve gender parity), and 6 (Improve the quality of education). The recommendations informed the process of developing the Basic Education Act, 2012, Sessional Paper No. 14 of 2012, and the following five-year National Education Sector Support Programme for 2013/17 and 2018/19. UNESCO and Kenya also prioritized key interventions such as the commencement of initiatives to measure and monitor peace education and gender equality.

6. **Open Educational Resources:** The term Open Educational Resources (OER) was created at a Hewlett Foundation-sponsored UNESCO Forum in 2002 to describe a new global phenomenon of openly sharing educational resources. OERs are any type of educational materials released into the public domain or with an open license that allows a user to freely obtain, copy, use, adapt, and re-share the materials. The ‘open’ nature of the materials presents UNESCO Member States with a powerful opportunity to increase the quality and access to education as well as facilitate policy dialogue, knowledge sharing and capacity-building (UNESCO, 2013e). However, OERs are bedevilled by low levels of awareness by relevant stakeholders on their benefits; low numbers of governments or institutions adopting enabling OER policies; and low numbers of education professionals, teachers, and learners with the materials development, ICT and information literacy skills and confidence to develop, use and re-share OERs (UNESCO, 2013e). Kenya is one of the four countries in the world where the project on OER will be piloted by UNESCO. An inception meeting for the “Follow Up to the 2012 Paris OER Declaration” project was held in Paris, France on 26–27 March 2013. The Kenya Permanent Delegation to UNESCO attended the meeting as the designated participant of the Ministry of Education, Science and Technology. In 2012–2013, the Kenya Permanent Delegation facilitated a project in Kenya, focusing on the implementation of the Paris 2012 OER Declaration that focuses on the development of national OER policies and implementation of the UNESCO ICT Competency Framework for Teachers (CFT) by harnessing OER. Through initiatives such as the Open Education Resource Platform and the Global Open Access Portal, UNESCO endeavours to ensure that the poorest and marginalized students and young researchers in Kenya are not faced with barriers in accessing top quality education resources and research papers.

7. **Adult Education:** The year 1966 may be regarded as the year Adult Education started in Kenya. It was the first time the Government of Kenya allocated money exclusively for the education of adults. A new section charged with this responsibility was set up in the Ministry of Education. Parliament authorized the establishment of a Board of Adult Education on 1 March 1966. In the same year, UNESCO also appointed two literacy experts and opened a Sub-Regional Literacy Centre for East Africa to advise the Government of Kenya. To operationalize this, ten education officers were appointed and assigned to various districts. The enrolment of adult students increased steadily, starting with approximately 15,000 students in 1967 to over 34,000 in 1969. In-service training courses for adult teachers, which covered all districts and which were held during the school holidays, were established in 1968 and supervised by the Adult Education Field Officers. In 1970, three sections were
created in the Adult Education Division: Formal Adult Education, Literacy Education, and Research and Training. The Literacy and Adult Education Programme goal was to make 100,000 adults literate each year. Adult learning and education equip people with the necessary knowledge, capabilities, skills, competencies and values to exercise and advance their rights and take control of their destinies and is also an imperative for the achievement of equity and inclusion, for alleviating poverty and for building equitable, tolerant, sustainable and knowledge-based societies. The distinctive contribution of adult learning and education to education systems in Member States needs to be guaranteed and recognized, including in transversal areas such as health, environmental protection, food security, demographic citizenship and participation, economic and social productivity, climate change, information and communication technologies, the culture of peace, and demographic changes (UNESCO, 2013a).

UNESCO further managed to support key conferences and meetings in Kenya which complemented the programmes and activities highlighted above. In 1968, a joint UNESCO-OAU conference on Educational, Scientific and Technical Training was held in July 1968. One of the major achievements in conferences was the hosting of the 19th General Conference in Nairobi in 1976, which was being convened for the first time in Africa. One of the outcomes of the conference was the Nairobi Recommendation on Adult Education. Another achievement was the Africa Regional Preparatory Conference for CONFINTAE VI, in November 2008. The Ministry of Education organized the conference together with the UNESCO Regional Office in Nairobi, UNESCO Regional Bureau for Education in Africa (BREDA) and the UNESCO Institute for Life-long Learning (UIL). The theme of the Conference was “The Power of Youth and Adult Learning for the Development of Africa”. Further, the Climate Change Education and Sustainable Cities was held in Nairobi in August 2009. It was hosted by UNEP and UN-Habitat, and organized by the Inter-Agency Committee (IAC) for the Decade of Education for Sustainable Development (DESD). It was attended by 80 people. Other UNESCO activities in Education that are important to Kenya include the following:

1. **Adult Education:** In 1966, UNESCO appointed two literacy experts and opened a Sub-Regional Literacy Centre for East Africa to advise the Government of Kenya. The enrolment of adult students increased steadily, starting with approximately 15,000 students in 1967 to over 34,000 in 1969. By 1969, the National Literacy Programmes had been established in 39 districts where literacy and adult education were integrated into vocational training, including in agriculture, health and Home Economics. This was aimed at achieving more relevant literacy skills to the economic and social needs of Kenyans. UNESCO continued to support the literacy programme through provision of training fellowships for staff. For example, a UNESCO-assisted work-oriented literacy project of 1969 which was funded by FAO/SIDA and the experimental station at Migori Pilot Project for the special Rural Development Programme where initial literacy work was commenced in 1971. In 1970, there was restructuring of adult education management which led to the creation of three sections in the Adult Education Division: Formal Adult Education, Literacy Education, and Research and Training.

2. **Training of Secondary school teachers at the Faculty of Education, University of Nairobi:** This project was funded by UNDP and executed by UNESCO. It began in 1968 at the University College Nairobi, of the University of East Africa. The project included training of secondary school teachers at such institutions like the Kenya Science Teachers College, Egerton College and Kenyatta University College. The project was provided with technical, financial and
material support, including staff scholarships and equipment. In 1970, through this project, a new education building was erected at the Main Campus of the University of Nairobi. This building housed a Documentation Centre for educational material and teaching equipment which were secured with funds supplied by UNDP.

3. The 4th Ordinary Session of the Conference of Ministers of Education (COMEDAF IV), in November, 2009, Mombasa, Kenya: This Conference was organized by the Department of Human Resources, Science and Technology (HRST) of the African Union Commission (AUC) and hosted by the Government of Kenya. The theme of the meeting was “Revitalization of Higher Education in Africa”. The main discussions centred on the progress made in the implementation of the Plan of Action for the Decade of Education for Africa (ADEA).

4. International Conference on Teachers for EFA in Africa: Collaborative Action to Address the Teachers Gap, in January 2011, Nairobi, Kenya: The International Task Force on Teachers for Education for All (EFA), whose Secretariat is based at the UNESCO Headquarters in Paris, in conjunction with the Government of Kenya hosted an International Conference in Nairobi on Teachers for EFA in Africa. The theme of the Conference was “Collaborative Action to Address the Teacher Gap”. The meeting discussed the gaps relating to teacher provision to be able to reach the EFA Goals and also discussed that stakeholders must address policy, capacity and financing gaps affecting the provision of teachers. The conference noted that inadequate supply of teachers has been impeding the achievement of EFA goals especially when it is considered that teachers are the single most important education resource in any country. Further, that each country must strive towards ensuring that it has adequate, well-motivated and trained teachers as a guarantee for effective learning. The main discussions focused on the prevailing progress and challenges experienced in meeting the teacher gap in Sub-Saharan Africa; meeting the financial gap and improvement of cost-effectiveness; strategic options for addressing the teacher supply, recruitment, motivation and retention challenges; partnerships and networks for coordinated action to address the teacher gap; and contractual teachers. The conference recommended that governments, particularly in Africa, be encouraged to:

a. Keep up the momentum and thrust in providing quality education for all children.
b. Maintain commitment to EFA and ensure increased budget allocations to the Education Sector, which should be monitored and tracked adequately.
c. Ensure a lifelong learning approach to teacher training and development through coherent, comprehensive and cost-effective measures, bearing in mind the limited funding available.
d. Develop a comprehensive national teacher policy covering all levels and forms of education, and addressing teacher education and training, certification, recruitment, deployment, retention and conditions of service including a clear career path.
e. Work in partnership with international organizations and civil society organizations to develop and implement policy frameworks that gradually integrate contract teachers through teacher training, continuous professional development and absorption into the public service.
f. Ensure systemic gender sensitization and integration, with the support of a variety of partners, to achieve gender equality.
g. Give higher priority to Early Childhood Care and Education (ECCE) and its workforce, including the implementation of ECCE policies and strategic plans.

5. UNEVOC Network Sub-Regional Meeting in Kenya: “The Role of UNEVOC Centres in Furthering the African Union Second Decade of Education for Africa TVET Plan of Action”, in December 2012 in Nairobi: This was a sub-
regional consultative meeting on the role of UNEVOC Centres in furthering the Africa Union’s Second Decade of Education for Africa TVET Plan, and was organized by the UNESCO-UNEVOC International Centre. The aim of the meeting was to have a critical look at the progress that had been made in the first half of the Africa Union Second Decade of Education for Africa in TVET. The Decade’s Plan for Action was launched in 2006 to stress on the importance of quality TVET, which responds to the demands of the labour market and which is designed and delivered by educational institutions and other providers in close partnership with prospective employers (UNESCO, 2012a). During the meeting, the participants were also introduced to the use of the e-Forum and TVETipedia to get a better understanding of these online tools.

6. National Stakeholders Meeting on the Development of a National Implementation Strategy for ICT Competency Framework for Teachers (ICT CFT) and Harnessing of Open Education Resources (OER), in June 2013: This meeting was coordinated by the Kenya National Commission for UNESCO and the objective was to develop a National Implementation Strategy for ICT Competency Framework for Teachers and harnessing of open education resources. This was in line with UNESCO’s support of member states in empowering citizens through universal access to knowledge and information.

4.2.2 On-going Projects and Activities

1. Education for All

The Kenya National Commission for UNESCO in liaison with the Ministry of Education, Science and Technology and UNESCO Regional Office for Eastern Africa Nairobi has been undertaking a National Education for All (EFA) 2015 Review. This has been an inclusive, participatory and evidence-based exercise with the following strategic objectives:

a. To assess progress towards the achievement of the six EFA goals.
b. To review the implementation of national strategies to achieve the six EFA goals.
c. To determine current educational challenges and the future education agenda.

The purpose of the review is to document progress achieved towards the EFA goals, experiences in implementing the EFA strategies, lessons learnt, emerging issues and challenges encountered. The review findings will be used to accelerate actions to complete the unfinished EFA tasks as well as inform discussions on the education agenda for post-2015.

The project began with the appointment of the Steering Committee and the Technical Working Group. The tasks, in terms of the six EFA goals, were shared among the Technical Working Group members based on their competence/expertise. The Technical Working Group was officially commissioned by the Kenya Education Principal Secretary and briefed on the task. Various writing workshops have been conducted and a validation exercise undertaken on the first draft that has been disseminated to stakeholders.

2. Peace Building in and Through Education

Globally, UNESCO supports member States to develop comprehensive systems of education that embrace human rights values, inter-cultural understanding and respect for diversity. By advocating the embedment of peace education and non-violence in broad interventions on educational access and quality, UNESCO has ensured that education serves as a powerful tool for peace.

In Kenya, peace-building through the education system has over time developed through two main trends. The first approach is manifested in the actions of curriculum developers at the Kenya Institute for Curriculum Development (KICD). Through this approach, peace has been integrated as one of the core values that are nurtured through
life skills education in primary and secondary schools. Content for peace building has also been integrated in various other school subjects. The second approach was manifested and crystallized in the interventions carried out in the context of the 2007/2008 post-election violence, where activities were undertaken by education officials at various levels (in schools and communities), including the preparation of peace education materials for schools and training of teachers from areas that were most affected by the crisis. The approach was adopted by the Ministry of Education officials.

Through technical assistance and capacity building to the Ministry of Education, Science and Technology (MoEST), UNESCO in partnership with UNICEF has been able to facilitate the development of an Education Sector Policy on Peace Education. This policy incorporates and integrates the approaches outlined above into a systematic and coherent articulation of policy, planning and implementation of Peace education in Kenya.

Other actions by UNESCO in support of Peace Education include the development of resources for *Teaching Respect for All* as well as being one of the strategic technical partners of the Inter Quality Country Node (ICQN) on Peace Education for which Kenya is the lead country. The ICQN is an inter-country, intergovernmental ADEA mechanism for the promotion of peace through education. In December 2012, a Ministerial workshop was convened in Kenya under this mechanism and in November 2013, a regional workshop for Peace Education focal points from 11 countries in Africa was convened under the leadership of Kenya’s Ministry of Education.

3. *Education Sector Response and Prevention of HIV and AIDS*

In order to equip young people with information on the pandemic, HIV and AIDS was mainstreamed in the curriculum in 2000 and later in the life skills curriculum in 2007. However, the impact assessment study by MoEST/UNESCO (2013) revealed that, because Life Skills is not an examinable subject, it is hardly taught thereby denying the children the opportunity to access relevant information before the onset of sexual habits. Today young people remain vulnerable to HIV infection with the highest incidences being reported among the 15–24 year-olds (KAIS 2013). According to UN Joint Programme in Kenya (2013), new infections among young people in the country are the fourth highest in the world. Further, there were 29,353 new infections among young people aged between 15–24 years and that the country is home to over 232,000 children under 14 years living with HIV, while those aged between 15–24 years are 191,002 constituting 2.23% prevalence against a national prevalence of 5.4%. This paints a grim picture for Kenya, which is aspiring to become a middle income country as enshrined in the Vision 2030. As the UN agency mandated with the provision of quality HIV education, UNESCO in partnership with USAID, supported the revision of the policy on education to include the following emerging issues; Provision of age appropriate comprehensive sexuality education, treatment, care and support as well
as access to HIV testing for mature minors. This policy has been disseminated at the national level as well as in the 47 devolved counties. UNESCO has also supported the capacity development of civil society, religious leaders and head-teachers on comprehensive sexuality education in order to compliment the efforts of the government of Kenya. And lastly, because young people living with HIV have remained invisible, making it difficult for the education sector to prioritize them, to ensure an enabling environment is created in learning institutions, UNESCO is leading the process of establishing a national network for learners living with HIV that will not only increase their visibility but also provides a mechanism through which HIV prevention, treatment, care and support will be enhanced.

4. Education for Sustainable Development
The Kenya Education for Sustainable Development (ESD) Strategy recognizes the Ministry of Education, Science and Technology as the lead agency for ESD implementation. The Kenya National Commission for UNESCO, in liaison with the National Environment Management Authority (NEMA), the MoEST and the UNESCO Regional Office for Eastern Africa Nairobi has been implementing ESD activities. Education for Sustainable Development implementation and coordination in Kenya is being carried out through the following seven strategies: advocacy and vision building; consultancy and ownership; partnership and networks; capacity building and training; research and innovation; use of ICT; and monitoring and evaluation. One of the on-going ESD projects in Kenya is the formulation of the Education National ESD Policy with MoEST as the chair and the Kenya National Commission for UNESCO as the secretariat. Members of the Steering Committee have been identified from the following organizations: Ministry of Education, Science and Technology; Kenya National Commission for UNESCO; UNESCO Regional Office for Eastern Africa in Nairobi; National; Environmental Management Authority; Teachers Service Commission; Kenya Institute of Curriculum Development; Kenya National Examinations Council; and the World Wide Fund (WWF).

5. The World Education for Sustainable Development Conference in Aïchi Nagoya, Japan
The World Education for Sustainable Development, ESD, Conference will be held in Aïchi Nagoya, Japan, from 10th to 12th November 2014. Kenya has been invited to participate in the High Level Round Table discussions and to make a seven-minute presentation on ESD implementation in Kenya. The Conference will mark the end of the United Nations Decade of Education for Sustainable Development. Around the same time, ASPnet International ESD Events will be taking place in Okayama, Japan, from 4th to 8th November 2014 to inform the ESD World Conference and will consist of the following programmes: a) an exchange programme to cover eight local schools; b) ASPnet platform for students; c) ASPnet platform for teachers; and d) Japan's National Conference on UNESCO ASPnet.

Kenya is among the 34 Countries invited to participate in ASPnet International ESD Events. Four students (2 boys and 2 girls) and one teacher will represent the country. The selected ASPnet schools are Thika Boys High School and Buruburu Girls High School. The objectives of the events for students will be to:

a. share ESD achievements and commit to further ESD activities beyond the Decade for ESD.

b. strengthen interactions and cooperation among young people through UNESCO ASPnet.

c. discuss the role of ASPnet students as future decision makers in building sustainable societies.

Furthermore, the objectives for the Teachers' Forum will be to:

a. share ESD achievements and ideas to further ESD activities in schools;
b. discuss Post-DESD actions and commitments to Global Action Programme (GAP); and
c. strengthen international partnerships among participants.

KNATCOM Education Programme is in the process of preparing schools for participation and also the country position papers and other presentations.

6. Education for Sustainable Development Capacity Building Project

One of the Education for Sustainable Development (ESD) activities is to build capacity. KNATCOM is undertaking a project to build capacity for Education Officers, Principals of secondary schools and primary school head teachers. The first workshop took place in Kisumu County in September 2014 where 60 Education stakeholders were sensitized. The following topics were covered:

b. Environmental Education for Sustainable Responses.
c. ESD Implementation and Governance.
d. ESD Implementation by Education Stakeholders.
e. Monitoring and Evaluation.
f. Role of Information Communication Technology (ICT) in ESD.

The sensitization programme will be rolled out to other counties across the country to ensure ESD implementation in schools with the support of Education stakeholders.

7. Project on Psychosocial Support of Learners and Capacity Building of Education Officials in Tana Delta

The purpose of the project was to provide psychosocial support to learners affected by inter-community violence and to build capacities of education stakeholders (pupils and students, head teachers, teachers, Education Officers, Boards of Governors and School Management Committee members of schools in Tana Delta, Tana River County in Kenya). This is after Inter-community violence resulted in 200 deaths, displacement of 12,000 people and over 100 households set ablaze. The inter-community violence was a big cause for concern as Kenya was then preparing for the March 2013 General Elections.

The displacement of people, deaths and destruction of property adversely impacted on education opportunities for the youth and children. Therefore, there was need to urgently intervene in terms of capacity building of head teachers, teachers and education officers, and to offer guidance and counselling for pupils and students. The capacity building of head teachers, teachers and education officers on disaster and conflict mitigation went a long way in strengthening planning and governance structures of the education system in the affected area. Guidance and counselling of pupils and students helped them to cope with the trauma and adjust to life.

Three residential workshops were held for the head teachers, teachers, and education officers. They were facilitated by specialists in peace, conflict and disaster management. Three consultants were sourced to undertake guidance and counselling and psychosocial support for the pupils and students affected by the inter-community clashes. After the capacity building and training, the effects of the inter-community violence on children’s education were established, teachers and education officers were trained in conflict management (inter-cultural dialogue, conflict resolution and peace building), pupils and students provided with psychosocial support, and visibility of KNATCOM/UNESCO initiatives in peace building and conflict resolution was increased.

4.3 Natural Sciences

The Natural Sciences Programme is geared towards mobilizing science knowledge and policy for sustainable development. The Constitution of Kenya 2010 and the Kenya Vision 2030 recognize
the critical role played by science, technology and innovation as key foundations for sustainable and equitable national development and global competitiveness.

4.3.1 Key Programmes and activities undertaken since 1964

Between 1999 and 2000, the UNESCO Nairobi Office focused on four activities for the promotion of renewable energy resources in Africa, which included Solar Village demonstration projects, education and training for the use of renewable energy, the development of manufacturing capability for solar energy systems, and background studies for project development. The solar energy demonstration projects were set up in Kenya, among other Member States. These projects were aimed at supplying energy in isolated rural communities for activities such as providing lighting for adult literacy centres and hospitals, grain milling and water pumping. The projects were intended to show the potential uses of renewable energy. The UNESCO Nairobi Office also organized training workshops for technicians and preparation of training manuals for the design, installation, repair and maintenance of solar energy systems. It also implemented projects to develop national capacities for the manufacture of solar water heaters and the assembly of PV solar systems (Kenya National Commission for UNESCO, 1999/2000). With assistance from UNESCO, Kenya embarked on a project to provide solar energy for use in literacy programmes in eight schools in selected rural communities.

In furtherance of UNESCO's infrastructural development endeavours, a UNESCO Category 2 Regional Centre on Groundwater Resources Education, Training and Research for East Africa was approved for establishment in Kenya. The Centre, located at the Kenya Water Institute (KEWI), was approved by the General Conference during the 36th Session of the General Conference in 2011(UNESCO, 2011c). The recommendation for approval of the Centre by the UNESCO Executive Board and its subsequent approval by the General Conference was a major achievement for Kenya. The Centre will assist the countries in the region to better understand how groundwater interacts with the global water cycle and how it supports ecosystems and humankind in order to best prepare responses and pressures of human activity and climatic changes. The main emphasis of the Centre will be to conduct research, offer professional training, provide policy advice, facilitate technology transfer and promote regional cooperation and exchange of experiences. It will also boost the capacity of the region in groundwater management as well as foster North-South-South Cooperation.

Other achievements in Kenya include the following:

1. Periodic Review of Mt. Kulal Biosphere Reserve: Mt. Kulal Biosphere Reserve is one of the six Biosphere Reserves in Kenya, designated in 1979. Participatory Rural Appraisal (PRA) was conducted in 2009 with the objective of involving the local communities in assessing the status of the resources within the Biosphere Reserve (BR) and the management of the BR and its compliance with Seville Strategy and Statutory Framework of BRs and the Madrid Action Plan (MAP) (Kenya UNESCO Office, 2009/2010). The MAP aims to raise biosphere reserves to be the principal internationally-designated areas dedicated to sustainable development in the 21st Century. The information collected was analysed in the field with participation of the communities. Arising issues were analysed, the problems listed, the coping strategies by the local communities discussed, and proposals for solutions made by the communities. From the focus group discussions, the local communities were empowered to be more effective in the management of the Biosphere Reserve. Analysis of the information by the community further led to identification of community resource management and their linkages to the state of the Biosphere Reserve. The Kenya National Commission for UNESCO has also initiated the periodic
review of Kiunga, Malindi Watamu and Mt. Kenya Biosphere Reserves. Furthermore, with assistance from the Lake Victoria Basin Development Authority, the nomination of Mt. Elgon as a Trans-boundary Biosphere Reserve has been initiated.

2. **Biosphere Reserves as Learning Laboratories for sustainable Development in Africa – Improving Management of the Ecosystem and Livelihoods in Amboseli Biosphere Reserve (Kenya) and Mt. Kilimanjaro World Heritage Site (Tanzania) Trans-boundary Complex:** The Amboseli Biosphere Reserve and Mt. Kilimanjaro are vital to the sustainability of the ecosystem functions and livelihood options in the area. However, the linkage between the two ecosystems is poorly understood, specifically in the context of climate change impacts. The project, from 2008–2009, aimed at addressing these issues through awareness raising, training and policy advice. The project also aimed at contributing to better management of the area and to building capacity of stakeholders to better understand the linkages between integrity of ecosystem and sustainability of livelihoods. The capacity of the stakeholders was strengthened in the area of sustainable natural resource management as well as climate change impacts. The value of multi-stakeholder approach was key to the project’s success.

3. **Strengthening Capacity to Combat Drought and Famine in the Horn of Africa: Tapping Groundwater Resources for Emergency Water Supply:** A rapid estimation by the UNESCO Institute for Water Education (UNESCO-IHE) highlighted the fact that in order to achieve the MDGs’ targets related to water and sanitation, the actual number of professionals on water in Africa ought to be increased by at least three-fold. It is also estimated that 75% of water supply in Africa is groundwater. In 2011, following the worst drought in 60 years in the Horn of Africa, UNESCO’s Natural Sciences Sector, funded by the Government of Japan at USD 1.55 million, launched an emergency initiative to map the region’s groundwater potential. The overall objective of the project was to increase resilience and reduce vulnerability of communities to climate change within the drought-prone areas in Kenya, Ethiopia and Somalia through provision of safe drinking water (UNESCO, 2014). This was an emergency response by UNESCO to the drought crisis in the Horn of Africa and which shed light on water availability, its quantities and spatial distribution. Using new remote-sensing technology developed by Radar Technologies International, the project generated high resolution groundwater potential maps of the areas under study in Kenya, Somalia and Ethiopia, which guided partners in determining where to drill boreholes in a cost-effective manner.

The UNESCO project also included the water scarce regions in Kenya, which are Northern and Central Turkana, and Northwest Kenya. This was part of fulfilling the objectives of a broader project for the Horn of Africa that aims at building capacity in the region for groundwater resources research, assessment and management. This survey contributed directly to meeting priority groundwater mapping objectives identified in the Kenya Vision 2030. The survey identified six large deep aquifers with a combined potential of billions of cubic metres of water, and also shallow water up to 80 metres deep, which is sufficient to meet the industrial, domestic and agricultural water requirements of Turkana’s residents. The huge groundwater resources discovered through this exercise have the potential to improve the lives of the populations living in the arid regions of Northern Kenya thereby contributing to peace and security through prevention of communal disputes over water resources.

In the long term, UNESCO will offer support in drought monitoring and preparedness, in order to ensure that the Horn of Africa is better prepared to face the prevalent severe drought seasons. UNESCO also plans to strengthen
institutional and technical capacities in the region with the support of the Regional Groundwater Education, Training and Research Centre in Kenya, which operates under the auspices of UNESCO. UNESCO's Action Plan was devised in line with the Nairobi Declaration adopted by Heads of State during the emergency summit on the crisis in the Horn of Africa in September 2011.

4. **Capacity Building on Rainwater Harvesting for Women's Groups in Arid and Semi-arid areas:** Within the framework of the UN Joint programme for Gender Equality and Women's Empowerment, and working with the UNESCO Chair on Women Education, Community Health and Sustainable Development in Kenya as the implementing partner, UNESCO supported two women groups in Makueni County by training them on rainwater harvesting to ensure sustainable livelihoods for the group members, their families and communities. The project resulted in the construction of underground water tanks for harvesting the rain water for use by neighbouring households while other water tanks were constructed for use by pupils in the village schools and the community in general.

5. **Enhancing the Research Capacity of Women Scientists:** With the participation of women in scientific research being a key factor in socio-economic and cultural progress, UNESCO and the L'Oreal Corporate Foundation, through the African Network of Scientific and Technological Institutions (ANSTI), awarded three fellowships to young Kenyan women scientists to pursue research leading to the completion of their PhD degrees. A Kenyan was also awarded a UNESCO/L'Oréal International Fellowship at a ceremony held at UNESCO Headquarters in Paris in March 2011. In this context, UNESCO also encourages linkages between universities and research institutions in order to build knowledge partnerships.

6. **Building Capacity in Policy Making:** The UNESCO Nairobi Office provided the National Council for Science, Technology and Innovation (NACOSTI) with technical assistance and financial support for a review of Kenya's Science, Technology and Innovation (STI) policy to ensure mainstreaming of gender, youth and vulnerable groups. Six policy-makers, academics and private sector representatives participated in the UNESCO capacity-building workshop in Nairobi to review the STI policy.

7. **Science, Technology and Innovation (STI) for Youth Employment, Human Capital Development and Inclusive Growth:** In collaboration with the African Development Bank, the African Union, UNECA and the Association for the Development of Education in Africa (ADEA), UNESCO organized the first Africa Forum on STI for Youth Employment, Human Capital Development and Inclusive Growth in April 2012. This was hosted by the Government of Kenya and the Forum provided a platform for experts and policy-makers to deliberate on how to design policy measures that promote innovation and entrepreneurship, in order to make African countries more competitive and for them to generate employment for youth in both the formal and informal sectors.

8. In order to support Kenya's efforts aimed at enhancing women's participation in Science Technology Engineering and Mathematics (STEM), UNESCO continues to organize mentoring events for secondary school girls. Over 15 Kenyan secondary schools have so far participated in the mentoring with over 58 girls being mentored in STEM courses and careers. The organization of scientific camps of excellence for such girls continues to be supported by UNESCO to raise interest in STEM among secondary school girls in Kenya with a view to enhancing higher enrollment in the courses at the university level.

9. **Building capacity in hydrology in the context of climate change:** Global climate change engendered by past and present human activities poses a severe threat to human welfare, biodiversity and the ecosystem.
Global climate change does not and will not affect humans alone, but will also diminish the flourishing and integrity of the biosphere as a whole. It is important, therefore, to build a sound scientific understanding of the mechanisms through which climate change unfold, and, on the basis of this knowledge, to mitigate its intensity as far as possible, while adapting to its effects. All predictions about future climate change trends start with gathering factual data from a particular place over an extended period of time. Climate data on Southern countries and continents appears to be thin. And yet, the people most vulnerable to the direct effects of global climate change are those living in areas prone to flooding such as small low-lying islands, large river deltas and certain coastal areas, as well as those living in arid or semi-arid regions, who already are or will be the victims of prolonged droughts. With climate change set to create additional stresses to water resources in Africa, in 2011, the UNESCO Nairobi Office supported participation in meetings which had a strong climatic element. In addition, UNESCO organized the 10th Workshop of the Kenya Meteorological Society in September 2011 on the theme “Climate change and Socio-economic Development”, as well as a workshop of the Kenya Hydrological Society. Furthermore, groundwater governance is vital in the face of future climate change. Thus, UNESCO supported Kenyans to attend workshops and to receive training in matters related to water resources management and governance.

10. A Kenyan youth group finds a market for water hyacinth: The April 2012 issue of UNESCO’s Quarterly Journal, A World of Science, profiled a Youth Club in Kisumu, Kenya, that had come up with an ingenius solution for tackling water hyacinth, which has been resisting all attempts, including those by the World Bank, to eliminate it from Lake Victoria. The Club participates in Sandwatch, an environmental education programme of UNESCO’s. It combats deforestation and environmental degradation while generating income. Additionally, the Club encourages local youth groups, women’s groups and groups of the physically challenged to become entrepreneurs by training them on how to turn water hyacinth into a variety of ecological products such as ropes, furniture, sandals, pulp for paper and biogas. In recent years, more young people living near lakes and rivers have joined the programme.

11. UNESCO Efforts to Ameliorate Water Challenges: Managing water resources is increasingly becoming difficult as natural disasters involving water, such as floods and droughts, are increasing due to global environmental changes, international trade leads to virtual transfers of water from one region or country to another and numerous conflicts arise over access to water. The world community is also facing an increasingly daunting challenge of how to manage its water. Awareness is now increasing internationally about the need to mitigate the effects of climate change, and it is becoming clear that developing countries and poor communities, which find themselves least equipped with knowledge, capacity and infrastructure to adapt, may be hit hardest by water scarcity, floods, environmental degradation and rising sea levels. Changes inside and outside the water sector are creating new demands for knowledge and capacity, but water institutions have considerable inertia and do not easily adjust to changing demands. The water challenge remains enormous. Globally, 1.1 billion people lack safe drinking water.
and 2.6 billion lack improved sanitation (Luijendijk and Arriëns, 2009). UNESCO has been assisting in improving these water challenges as shown below:

a. Climate Change Impacts on the Hydrological Cycle and Consequent Impacts on Water Resources: Within the framework of IHP-VII activities were undertaken in Kenya under FRIEND Nile Project. The on-going activities include:
   i. **Rainfall runoff modelling**, which aims to develop suitable rainfall runoff models on a limited number of catchments of the Rift Valley with a view of application in flood forecasting activities, design of water resources, estimation of missing data, extension of short historical records and investigation of the impacts of land use change or climatic change on the river flow.
   ii. **Sediment transport and watershed management research** whose objective is to estimate and predict sediment load from selected catchments and to design an appropriate sediment monitoring network for the region.
   iii. **Flood frequency analysis**, which is being computerized by use of discharge data for the Nile basin.
   iv. **Drought and low flow analysis**, with the objective of analysing daily data on river flow for estimation of low flows (magnitudes, duration and frequency). It includes development of new techniques and software and conducting of comparative research on patterns and processes of drought and low flows under different climatic, geological and land use conditions.

b. Managing Water as a Shared Responsibility Across Geographical and Social Boundaries: Water is central to promoting socio-economic development, protecting the environment and achieving the MDGs. The status of water resources has been changed in Eastern Africa for many decades, whether through decreasing water quality, lowered groundwater, more or less rainfall and changing timing of rainfall.

c. Assessing the Vulnerability of Africa's Water Resources to Environmental Changes: This is a UNEP/UNESCO project on assessing the vulnerability of Africa's water resources to environmental changes.

d. Management of Water Resources in the African Rift (MAWARI) Project: The overall objective of this sub-regional project, including Kenya, is to contribute to the improvement of knowledge and understanding of the groundwater life cycle and consequently, to establish guidelines to help decision makers for sustainable management of the water resources in the Rift Valley.

e. Impact of Forest Degradation on the Hydrological and Hydrogeological Conditions of the Mau Forest Complex Watersheds (See more details in 11 below): The main objectives of this study were to assess the groundwater situation (both quantity and quality) in order to demonstrate the effects of the Mau Forest depreciation, identify the main causes and to evaluate the land use/land cover in the Mau Complex and surrounding areas making use of such data as satellite images, aerial photographs, among others.

12. Degradation of the hydrological and hydrogeological conditions in the Mau Forest Complex Watersheds: Forests play a key role for many aspects of water resource management and environmental protection. They represent a very important type of land surface in relation to water management and the climate system and are characterized by having deep canopies, deep root layers and deep and porous surface soil layers, compared to other types of vegetation. These properties are important factors that affect characteristics of the water cycle. Deforestation has been taking place in the Mau Forest Complex and has impacted on the volume of water the rivers and streams emanate. UNESCO and UNEP have jointly undertaken activities aiming at both analysing
the causes, consequences, extent and severity of deforestation in the Mau Forest Complex and investigating the contributions of both climatic and human factors to the changing hydrological conditions.

13. **Enhancement of Water Supply and Food Security Through Integrated Water Resources Management: A UNESCO supported Project in Kitui District:** In Kitui County, water is a major development constraint and remains the most essential and precious commodity. Due to its rarity, it has become a significant pre-occupation of the people. A few of the sources of water, which do not even meet the water demands, include ephemeral and intermittent seasonal rivers, boreholes, and springs. During the dry season, sub-surface sandy riverbeds remain the major sources of water in some of the river valleys. The water available is generally of good quality due to minimal use of agro-chemicals in the county. In Kitui, the potential to harvest and properly utilize rainwater for various purposes, including small-scale food production remains largely unexplored. In view of this scenario, the scope and purpose of this project was to enhance water supply for domestic use and small-scale irrigation through an integrated management of water from seasonal rainfall. An integrated water resources management approach was used to attract the participation of the local community in harnessing the available water resources for equitably meeting their water needs. The project identified a potential pilot site at Kwa-Kilonzo on Kongwe River sub-catchments for the development of a sand dam and upon which an integrated water resources management scheme would be developed and implemented. The natural rock formation comprising of fresh granitoide gneiss and the availability of good quality sand at the site were some of the factors that influenced the site's choice. The local community was in dire need for a structure that would enhance their accessibility to clean water. To encourage the conservation of the water catchment area, the community mandated both the local administration and the water committees to undertake the following: reduction of misuse of water; ensuring accessibility and good management of the water facility; and registration of a water users association to protect the local community from individuals with unscrupulous interests.

Apart from and in support of the above key programmes and activities, UNESCO also supported, *inter alia*, the following key conferences and meetings held in Kenya:

1. **A Symposium on the Structure, Performance and Effectiveness of National Science and Technology Policy-making Bodies in Eastern Africa** held at the Regional Office for Science and Technology (ROSTA), Nairobi from 26–29 March 198: Kenya was represented in this symposium by officials from the National Council for Science and Technology.

2. **A Symposium on the Comparative Ecology of Aquatic Environment** held at ROSTA in
Nairobi between end of September and early October 1985: Kenyan representatives to this symposium came from the University of Nairobi, Ministry of Culture and Social Services and Ministry of Tourism and Wildlife.

3. In April 1999, a Project Planning Workshop for the Kenya International Hydrological Programme (IHP) Committee, with financial support from the UNESCO Nairobi Office: It was organized to sensitize Kenyan hydrologists and water resources scientists about concerns of UNESCO IHP and to identify potential priority projects.

4. The Third Meeting of the African Ministerial Council on Science and Technology (AMCOST III) held in Mombasa, Kenya in November 2007: The Council, which comprises of all African Ministers responsible for Science and Technology, meets every two years to deliberate on policy issues and also approve programmes in Science and Technology presented by the Africa Union/NEPAD. The agenda for AMCOST III encouraged deliberations that touched on governance, implementation and funding of the consolidated Plan of Action of the Africa Union 2007 Summit decision on international cooperation. UNESCO as a lead agency for Science in the UN family is one of the development partners that are invited to each AMCOST meeting.

5. Ministers of water from across Africa met in Nairobi, Kenya in November 2007 to discuss the creation, agree on criteria and nominate members of the Groundwater Commission to serve as a vital new platform for Africa-wide cooperation on water management. The Nairobi meeting was attended by high-level officials.

6. The East Africa Science and Technology and Innovation Policy Reviews and Statistics Indicators Meeting held in June, 2009: The meeting was hosted by Kenya, UNESCO Division of Science Policy and Sustainable Development and the UNESCO Institute for Statistics (UIS). It brought together representatives from East Africa in a capacity building initiative in Science, Technology and Innovation (STI) Policy Review. The theme of the meeting was “Improving Policy Conditions and Building Mechanisms for Innovation”. This meeting was as a result of the Addis Ababa Declaration on Science and Technology by African Heads of State and Government of the Africa Union (January 2007), which called upon UNESCO and other bilateral and multilateral organizations to support Member States, and Regional Economic Communities and the African Union to implement the Summit’s decision on Science and Technology. As a response to the African Union’s request, the UNESCO Executive Board (177 EX/16) and the UNESCO General Conference approved the UNESCO Plan of Action proposed by the Director-General. The governing bodies of UNESCO adopted flagship projects as part of the Plan of Action, namely Capacity Building on Science and Technology and Innovation Policy, Enhancing Science and Technology Education and the African Virtual University.

7. Regional Meeting of the African Network of Biosphere Reserves – AfriMAB, in September, 2010, Nairobi, Kenya: This meeting provided a platform for exchanging information on the status of implementation of the Madrid Action Plan (MAP) for Biosphere Reserves in Africa and to agree on the operationalization of the AfriMAB Charter and Statutes. The technical session focused on sustainable financing mechanisms of Biosphere Reserves. Reports presented during the meeting indicated that African countries were on track in the implementation of the Madrid Action Plan.

8. Kenya actively participated in the implementation of the project on “Integrated Data and Information Products and Services for the Management of Oceans and Coastal Zones in Africa (ODINAFRICA-IV)”, and hosted the following series of workshops:
   a. ODINAFRICA Coastal and Marine Atlases Editorial Board Meeting, in March 2012, Nairobi.
b. ODINAFRICA SmartAtlas software review workshop, June/July 2012, Nairobi.
c. The 4th and 5th ODINAFRICA Coastal and Marine Atlases workshops, April and September 2013, Nairobi.

9. Tsunami Warning Systems: The 4th Session of the Intergovernmental Coordination Group for the Indian Ocean Tsunami Warning and Mitigation System (IGC/IOTWS) was held in Mombasa in 2007. Kenya has been the Vice-Chair of a Working Group on “A System of Interoperable Advisory and Warning Centres” and is also a member of the Regional Tsunami Watch Provider (RTWP) Task Team, which oversees the implementation of the network of RTWP for the Indian Ocean. Furthermore, Kenya was an active member of the Indian Ocean Wave 09 Task Team responsible for planning and coordinating the first Indian Ocean-wide exercise in 2009.

10. Workshop on Implementing Adaptation to Climate Change in Western and Eastern Africa, in November 2010, Nairobi: Following the IOC principles of self-driven capacity-development, UNESCO initiated a series of workshops, after a request by Kenya, with a view to mainstreaming adaptation to climate change into national policies. This led to a series of other meetings with IOC aiming to partner with African countries on implementing concrete measures for adaptation on oceans and coasts. The overall workshop objective was for participants to identify and outline adaptation to climate change projects that use/create a sound science base. The projects were to be based on gaps and priorities that had been identified by each country and to also identify where IOC could assist its Member States. It was expected that the outputs of this workshop would be used by Member States as the basis for full blown national and regional projects for adaptation to climate change on coasts and oceans. The main outcomes of this meeting were:

a. Actions to strengthen regional collaboration in adaptation to coastal and ocean climate change were proposed.

b. National priorities, gaps, obstacles, needs and on-going projects that plan for risks posed by climate change in the coastal zone as well as long term adaptive measures were identified.

c. Tangible actions to reduce the identified gaps in national and local coastal capacities to adapt to climate change taken.

d. Pilot sites where ocean and climate operational knowledge was needed to provide advice for communities to adapt livelihoods and other socio-economic activities to projected climate change impacts were identified and proposed.

4.3.2 On-going Projects and Activities

1. Building Capacity in Earth Sciences

The International Geoscience Programme (IGCP)

The involvement of Africa in the UNESCO-International Union of Geological Sciences (IUGS), International Geosciences Programme (IGCP) since its launch in 1974 was marginal, both in terms of the number of projects devoted to the continent (7%) and in terms of the number of project leaders from the continent (6%). This trend changed in 2011. Thanks to special funding from the Swedish International Developing Agency (SIDA), UNESCO embarked on promoting this worldwide programme in Africa. As a consequence, four projects lead by Africans (IGCP-594, IGCP-601, IGCP-606 and IGCP-616) and ten SIDA-funded activities on the impacts of mining activities were implemented in Africa between 2011 and 2013; two of these, led by two Kenyan scientists (a male and a female) were implemented with focus on the Vitengeni lead-zinc abandoned mine in the Coastal region and on the Malcader abandoned gold mine in the Migori region.

Kenya on the Path of Establishing and Joining the Geopark Community

A Geopark is a territory containing a number of outstanding geological heritage sites important for their scientific, educational, cultural and economic...

UNESCO has supported the emergence of the Global Geopark Network (GGN) in 2004 to address the growing need of making more effective, efficient and visible the contribution of geological heritage to the sustainable development of a territory. The Geopark initiative works in synergy with the World Heritage and Man and the Biosphere (MAB) programmes of UNESCO. To date, the GGN has endorsed 111 Geoparks in 32 countries, with only one in Africa. Since its 36th General Conference, UNESCO is working to improve its cooperation with the Global Geopark Network through the establishment of the UNESCO Global Geoparks in the framework of the International Geosciences and Geoparks Programme (IGGP).

Perspectives and Possibilities of Geoparks in Kenya: Baringo County and Mt. Suswa

Baringo County, Kenya
The Kenya National Commission for UNESCO has made the first step towards making Kenya the first country in Africa to establish a recognized Geopark. A reconnaissance visit to several possible geosites in Baringo County, where French and German scientists have been conducting research on the rocks and fossils, convinced the Commission team that the sites were suitable for establishing a Geopark. Already the locality has a Community Museum where fossils collected by researchers are displayed. A photograph of a fossil in the Community Museum is provided below.

Mount Suswa
The idea of a Geopark at Mt. Suswa emerged from the desire of the Maasai Community living around the mountain to meet a sustainable development of their community through the promotion of the unique natural environment of their land and culture. To this end, the local community formed a legal entity, the Mt Suswa Conservation Trust (MSCT), in 2006 to spearhead the initiative.

Mt. Suswa is a double-crater volcano situated about 80km west of Nairobi. It was recognized as a possible candidate for Geopark because of: a) its location in the Rift Valley with spectacular volcanic landscape, numerous lava caves of high touristic value and steam jets, on which the
local community has developed rudimentary technology to tap water for domestic use and for cattle; b) its rich biodiversity linked with the volcanic environment; c) the links between culture and geology (mystic power of the crater in telling the future, as well as the caves as sanctuary to boost morale in preparation for difficult times such as war); d) the clear vision of sustainable development objectives through natural heritage conservation, environmental protection, tourism and cultural activities; and more importantly, e) the bottom-up approach, where the initiatives are driven by the local community.

Some basic research work has been done on mapping the principal cave and developing its management plan. The MSCT has built camps for visitors at the main cave, near the inner crater, and two entry gates for the future Geopark; The MSCT is also working on partnership to construct the road network to the crater. A growing number of tourism businesses are interested in investing in camp facilities. A documentary on Mt. Suswa prepared by and screened on BBC is available. But a lot still needs to be done to improve the site: a detailed geological survey on the main sites of interest; a detailed biodiversity survey on the fauna and flora of the territory; appropriate technology to harness water from steam jets for the use of local community, cattle and tourists; and appropriate training programme for local community on ecological monitoring (habitat and wildlife), on safety to provide security to visitors, on management skills for a Geopark, on website development and on support for a Cultural Village owned and managed by the local women.

UNESCO has undertaken to promote the Geopark initiative at Mount Suswa internationally by presenting the project at various international fora (Japan, Australia, and Morocco, meetings at UNESCO) with the objective of attracting partnerships. Members of MSCT have also been supported to attend various training on Geoparks.

2. Mount Elgon Trans-boundary Biosphere Reserve Nomination

The Lake Basin Authority supported this project to the tune of USD 50000. The aim of the project is to initiate nomination of Mt. Elgon as a trans-boundary Biosphere Reserve. This is in line with the Kenya National Commission for UNESCO Strategy II (b) which reads “Prepare nomination dossiers for at least two Biosphere Reserves and at least one trans-boundary Biosphere Reserve to be listed as UNESCO Biosphere Reserves”. The project will involve consultations between Kenya and Uganda in capacity building on both sides of Mt. Elgon, mapping and zonation. This will lead to the preparation of a nomination dossier to be forwarded to UNESCO Paris for possible enlisting. The formation of the Trans-boundary Biosphere Reserve will result in improved management of the Mt. Elgon ecosystem in terms of biodiversity, education and conservation. So far, stakeholder meetings have been held and a Memorandum of Understanding between Kenya and Uganda drafted. The preparation of the nomination dossier is still in progress.

4.4 Social and Human Sciences

The mission of the Social and Human Sciences (SHS) Sector is to advance knowledge, standards
and intellectual cooperation in order to facilitate social transformations conducive to the universal values of justice, freedom and human dignity. Social and Human Sciences play a vital role in helping to understand and interpret the social, cultural and economic environment, and also provide research, identify and analyse trends and propose paths of action. Other activities within this sector include poverty eradication under varied projects, sports, youth and social transformations. UNESCO also recognises that scientific and technological progress must be placed in a context of ethical reflection rooted in the cultural, legal, philosophical and religious heritage of the various human communities. In the field of the Ethics of Life with emphasis on Bioethics, Human Rights and the fight against all forms of discrimination and intolerance, UNESCO establishes standards, creates legal instruments, advises governments and coordinates intergovernmental organizations.

4.4.1 Key Programmes and Activities Undertaken Since 1964

1. The National Audio Visual Aid Centre, 1964-1965: An Expert was sent by UNESCO to assist the Ministry of Health to set up an Audio Visual Aid and Film Production Centre in Kenya. This Centre was meant to serve all ministries but initially it was seen to serve the purpose of the Ministry of Health.

2. Understanding Street Children, a Contextualized Analysis in Support of Sustainable Rehabilitation - Research, interventions and literature review on poverty, focusing on children’s welfare: This study was conducted under the auspices of the UNESCO Chair on Women Education, Community Health and Sustainable Development at the University of Nairobi. It revealed critical structural, cultural and organizational gaps among the roots of poverty. The analysis in question focused on the phenomenon of street children within the context of poverty, which is treated as a salient characteristic underlying the social ecology of the street child. The project briefly isolated the key issues regarding the street children phenomenon within the framework of an intervention project undertaken by the UNESCO/UNITWIN Chair, in collaboration with Undugu Society of Kenya (USK), a Non-Governmental Organization, in Nairobi’s slum areas (Mathare, Kibera and Pumwani). Using the community development approach, the organization serves over 3000 street children every year by providing them with basic literacy and numeracy skills, knowledge on health and nutrition as well as vocational skills. In addition, the children are routinely given food, shelter, health care and counselling, and training services. They are also given formal and non-formal education through the Undugu Basic Education Programme. The children are further given vocational training in, inter alia, carpentry and welding through apprenticeship arrangements. The USK graduates have in the past managed to secure employment in both the public and private sector.

The street children interventions may assume any of the following orientations. First, there are the preventive as opposed to the supportive interventions. The supportive interventions target actual street children. The aim is to restrain them from going to the streets and provide them with such basic necessities as education and training in the hope that they can be rehabilitated and eventually leave the streets. There are also institutional as opposed to non-institutional interventions. The former institutionalize the actual or potential street children in an effort to rehabilitate them while the latter focuses on rehabilitation of the children within their natural environments. The focus is on institutions and alternatives. Alternatives to the institutions include adoption and artificial families. The intervention can be focused on either the individual child or can be aimed at organizing the communities in which the children live. These interventions could be public and facilitated by the government or private and run by Non-Governmental Organizations and other private programmes. Some of the conclusions, recommendations and lessons learnt in this project include the following:

a. Past approaches have been mainly curative, focusing mainly on institutionalization. The
legal institutions have tended to focus on protection and discipline. The rest of the institutions are mainly children's homes. But the street children phenomenon has persisted.

b. The future direction should incorporate the improvement of access to basic services within a participatory approach with all stakeholders concerned with children's welfare. Given the resource limitations, the focus should be on cost-effective community-based approaches. Availing small business loans to women groups in the slums appears to be an attractive option with a bearing on community participation.

c. Given that many street children work to support their families, hence the strong poverty dimension in the plight of the street children, the problem of economic deprivation among the poor slum families needs to be addressed. This should take the form of an integrated approach that goes beyond provision of basic needs to capacity building and creation of skills for enhanced economic opportunity.

d. Viable intervention options against the dependence syndrome associated with donor funding should instead focus on financial sustainability of the programmes. A suitable idea towards economic empowerment is establishment of a revolving loan scheme targeting the slum dwellers.

e. The participating organizations should incorporate the use of a holistic approach that involves the families - given that the root causes of the street children phenomenon is the incapacity of the parents to raise their own children. Other local community structures that constitute the social matrix in which families are located should be brought on board and empowered to fight poverty.

3. UNESCO Strategy on African Youth: The Strategy on African Youth (2009–2013), developed through a collaborative effort between the UNESCO Secretariat (SHS Sector), the African Union Commission, and the Africa Group at UNESCO was a means of mobilizing actors around a common set of priorities and actions to address the challenges facing youth in Africa. The objectives of the Strategy were to:

a. strengthen knowledge building and management and promote research on youth issues;
b. foster the development of policies and frameworks to address youth issues; and
c. promote youth participation in decision making, youth civic engagement and social inclusion.

The Social and Human Sciences Sector closely cooperated with the Kenya Permanent Delegation to UNESCO during Kenya's presidency of the Africa Group in 2009 in the finalization process of the Draft Strategy on African Youth. Apart from their valuable contributions and comments on the draft document of the Strategy and on the implementation requirements, the Kenya Delegation coordinated communications and exchanges with a regional working group established for this purpose. Therefore, Kenya was a lead sponsor of the Draft Decision on "International Year of Youth 2010" and the UNESCO Strategy on African Youth. The Draft Decision on this Strategy was co-sponsored by all the 17 African Member States on the Executive Board, and supported by all the Africa Members at UNESCO. To help ensure that young people are empowered and their contributions are taken into account, there is need to facilitate and support youth participation in the implementation of the Strategy with regard to governance, programming, policy development, advocacy and monitoring. Towards this, several related activities have been implemented. A Dialogue Roundtable titled, "Towards Youth Inclusive Policies and Prevention of Violence in the Great Lakes Region" convened in June 2011 in Nairobi, Kenya. The aim of this meeting was to advance knowledge regarding existing responses implemented by national governments and, thereafter, propose different preventive measures to empower youth, thus lowering the potential for violence. It focused on youth inclusive policies and prevention of violence in the Great Lakes Region, especially Burundi, the Democratic Republic of the Congo, Kenya.
and Tanzania. The main discussions included promotion of dialogue, cooperation and exchange of good practices and information to encourage the development of joint strategies, actions and programmes for the youth development and social integration aiming at preventing risk factors associated with youth violence.

4. National Gender Research and Documentation Centre: In February 2013, UNESCO signed an agreement with the Government of Kenya and the University of Nairobi establishing the National Gender Research and Documentation Centre to develop capacity for research and teaching on gender equality in Kenya. Linked with other centres in the region for more effective policies on gender equality and women's empowerment, the Centre is specifically linked to UNESCO's Category 2 Centre on Women, Gender and Peace-building in the Great Lakes Region based in Kinshasa, Democratic Republic of the Congo. A Meeting of Ministers of Women Affairs for the Great Lakes Region, jointly organized by UNESCO and the Ministry of Gender, Children and Social Development, was held in June 2009 in Mombasa. The main discussion centred on policy dialogue on "Strategies for Combating Violence Against Women in the Great Lakes Region" and Forum for Women Affairs in view of establishing the Women's Research and Documentation Centre for the Great Lakes Region. During this Meeting, United Nations partner agencies (United Nations Development Fund for Women, United Nations Population Fund, Economic Commission for Africa, Food and Agriculture Organization of the United Nations) reaffirmed their commitment to supporting the Centre with technical and/or financial resources. The meeting encouraged women to positively, and in the correct manner, follow up on issues that would bring about fair treatment of women by their governments and by society as a whole.

5. Management of Social Transformations Programme: The Management of Social Transformations (MOST) Programme was launched in 1994 in recognition of the crucial role of social sciences for the development of society and implementation of UNESCO's programmes. It focuses on building efficient bridges between research, policy and practice, while concentrating on two strategic themes, namely:

a. Social inclusion particularly with respect to the following dimensions: social development, education, labour, science and technology, and environment.

b. Social transformation arising from global environmental change and prevention/mitigation of its social consequences such as displacement and migration, growing social instability, potential for conflict due to competition over scarce resources, rising intolerance and poverty.

The primary purpose of the MOST Programme is to transfer relevant social sciences research findings and data to decision-makers and other stakeholders. Further, MOST helps Member States in improving the quality of policy-making by encouraging evidence-based approaches through sustained dialogue between research and policy. In this regard, the MOST Intergovernmental Council (IGC) provides a unique platform for bringing together researchers and policy-makers with the objective of applying scientific research in the design, implementation and evaluation of policies in the field of social development. Kenya is a key contributor to the MOST Programme.

6. Sports and the International Convention Against Doping in Sport: Developments in anti-doping, sport and physical education call for reform of the current international sport governance. In its efforts to use sport as a catalyst for peace and social development, UNESCO has supported several initiatives in Kenya over the years as follows:

a. Promoting Gender Equality and Women's Empowerment Through Sport: Using funds secured by the Athens Classic Marathon, UNESCO’s Sector for Social and Human Sciences plans to launch a sport education project in Nairobi in cooperation with UNESCO’s Education Sector and Division of Gender Equality. The project will use sport
as a tool to promote gender equality and provide young women with the means and methods with which to address gender-based violence. The two-year pilot period will be initiated in Kenya with the aim of replicating the project across the Great Lakes Region after developing a good practice guide and policy recommendations. UNESCO hopes to work in close partnership with the Kenyan authorities, the African Union and UNESCO's Regional Research Centre on Women, Gender and Peace-building, in the implementation of this project.

b. International Convention Against Doping in Sport: On 26 August 2009, Kenya deposited its instrument of ratification of the International Convention against Doping in Sport with the Director-General of UNESCO. The Convention entered into force with respect to Kenya on 1 October 2009, making Kenya the 123rd State Party to the Convention. The country is now considered to be compliant with the Convention based on the responses to the monitoring questionnaire submitted in 2011. Furthermore, Kenya was involved in the development of the Convention.

4.4.2 On-going Projects and Activities

1. Phase III of the Student Training Entrepreneurial Promotion (STEP) Project

The Kenya National Commission for UNESCO and Kenyatta University are implementing Phase III of the Student Training Entrepreneurial Promotion (STEP) Project. STEP is a joint venture between BASF, Leuphana University of Lüneburg, Germany Commission for UNESCO, Kenya National Commission for UNESCO and Kenyatta University. The project is being supported by Germany Commission for UNESCO and her partners like DAAD and BASF. It provides knowledge to university students to start their own businesses and knowledge on how to change their attitude towards entrepreneurship. The participants are trained on self-confidence and how to develop structured business plans and successfully start their own businesses. The key components of the training include entrepreneurial autonomy and realistic and attractive careers that are relevant to the participants. The Social and Human Sciences programme (SHS) has been supporting the STEP Programme at Kenyatta University. Towards it, the UNESCO Regional Office for Eastern Africa Nairobi has provided some funds to Kenyatta University for the Programme’s expansion to the counties.

2. Youth Capacity Building on Development of Youth Training and Development Policies

The Kenya National Commission for UNESCO is implementing a UNESCO approved project on capacity building. The project focuses on training of youth and stakeholders on appropriate development of youth training and development policies. This is in line with UNESCO’s aim of building capacities of Member States to design and implement multi-stakeholder and inclusive youth policies for young women and men engaged in community building and democratic processes. The target group will be Government of Kenya senior officials in ministries and agencies that deal with youth training and development, that is, Ministry of Devolution and Planning, Ministry of Education, Science and Technology (State Department of Science and Technology), Youth Enterprise Fund, Uwezo Fund, institutions of higher learning, National Youth Council, Civil Society Organizations and County Executive Committees. KNATCOM will engage experts drawn from all the stakeholders in youth training.
and development to draft the training manuals for conducting the training.

3. **A Regional Capacity Building Project on Anti-doping in Sports**

The Kenya National Commission for UNESCO (KNATCOM) is implementing a UNESCO approved regional capacity building project on anti-doping in sports for senior officials from National Commissions for UNESCO, Ministries of Education and Sports within the East African Community. This project will involve a survey and training workshop, facilitated by experts, and case studies, discussions, sharing of experiences on country programmes, group work and video clip presentations. Towards this, in early 2014, the Kenya National Commission for UNESCO received USD 50000 from the UNESCO administered Anti-doping Fund to undertake a regional capacity building training of sport officials on the World Anti-doping Convention. The training, which will include officials from several countries in Eastern Africa, is expected to take place before the end of 2015.

4.5 **Culture**

“We must keep in mind the indisputable reality that outstanding universal values of World Heritage Sites are based on local values, local experiences and most importantly on local conservation efforts. [...] local and indigenous people are the key actors who make this global heritage possible.” – H.E. Mitrofanova, 2012

In a Kenya National Commission for UNESCO meeting held in March 1968, the need to preserve Kenya’s cultural heritage was emphasized. It was also noted that this had to undertaken urgently as there was a danger of the rich oral traditions being lost unless they were recorded. A decision was therefore taken that the Government of Kenya urgently explores possibilities of setting up a specific department to deal with culture. Consequently, the Government of Kenya recognizes the important role that culture occupies among her people, and as a resource for enhanced social integration, intercultural dialogue and sustainable development. This is highlighted in the Constitution of Kenya 2010, which reiterates that culture is “the foundation of a nation and a cumulative civilization of the Kenyan people”. The examples of activities and achievements presented below are meant to highlight the collaboration between UNESCO and Kenya in bringing about a vibrant, cohesive Kenyan society that thrives and prides in the richness of her cultural diversity. Fully aware of the pivotal role of youth and women in protecting and promoting the diversity of cultural expressions, UNESCO is dedicated to investing in the promise for the sustainable development of the African continent.

Further, recognising the role of cultural diversity in widening the range of options open to its citizens, UNESCO, through its programmatic Culture Sector, provides Kenya with strategic partnership for the development and promotion of its cultural diversity as a resource for enhanced social integration, intercultural dialogue and sustainable development. In recent biennia, UNESCO has gathered considerable evidence demonstrating the linkages between culture and development, notably through the implementation of the culture conventions, and projects funded by the Millennium Development Goals Achievement Fund on Culture and Development, the International Fund for Cultural Diversity (IFCD) and the reactivated International Fund for the Promotion of Culture (IFPC). Furthermore, culture is a strong and viable economic sector, which generates income and creates jobs, and goes beyond monetary value because it provides people and communities with a strong sense of identity and belonging.

4.5.1 **Key Programmes and Activities undertaken since 1964**

1. **Safeguarding Traditional Somali Performing Arts**: The funding for this project was provided by the Japan Funds-in-Trust through UNESCO. Partners in this project included Somali Transitional Federal Government, the National Museums of Kenya and Somali Communities of
The project considered the possible role cultural practices play in fostering social cohesion and in reconciliation processes in post-conflict Somalia. This was in line with the aims of the project which were to identify traditional performing arts practices of Somali people with a view to safeguarding this heritage.

2. Safeguarding Traditional Foodways of Two Communities in Kenya: A consequence of globalization, modernization and urbanization in Kenya is the disappearance of traditional foodways. The younger generation is particularly affected as they are neither aware of the traditional foodways nor the associated traditions and practices of their communities. In 2010, with the financial support from the Japanese Funds-in-Trust, UNESCO collaborated with the Government of Kenya in implementing a project “Safeguarding Traditional Foodways of Two Communities in Kenya”, with Biodiversity International-Kenya, the Department of Culture and the National Museums of Kenya within the Ministry of State for National Heritage, and the Provincial Administration in the Rift Valley and Western Kenya as partners. The two communities involved were the Eastern Pokot people of the Rift Valley who are mainly pastoralists and the Isukha group of the Western Province who are agriculturalists. The project targeted young people and worked with two primary schools to produce a manual that provided the school children with a step-by-step procedure on how to identify, document and keep an inventory of traditional pathways of their communities covering aspects such as types of traditional foods, traditional foodways seasons, harvesting and preparation and preservation methods, nutritional values, as well as associated rituals in each of the two communities. Teachers and parents assisted the school children to document information about the various foodways within their community. The project aimed to identify and develop an inventory of traditional foodways in these two communities, encourage youth to appreciate traditional food practices, and raise awareness in Kenya about endangered traditional foodways and related knowledge about nature. The project trained researchers, undertook research and documentation, developed practical inventories that included recipes on traditional foodways and mounted exhibitions on traditional foodways. The inventories developed through this project were used to publish four booklets, namely:

a. Traditional Foodways of the East Pokot Community of Kenya,
b. Traditional Foodways of Isukha Community of Kenya,
c. A Practical Guide to Documenting Traditional Foodways: Using Lessons From Isukha and Pokot Communities, and
d. Photo book of Traditional Foodways of the Isukha and East Pokot Communities of Kenya.

These booklets provide a mirror into the rich and diverse traditional foodways of the East Pokot and Isukha Communities and their associated traditions, beliefs, taboos and practices.

3. World Heritage Sites

“The concept of “outstanding universal value” has meaning only if it is embedded in a local ecology, in harmony with local communities, with biological and cultural as well as linguistic diversity”. Irina Bokova, World Heritage-Benefits Beyond Borders, 2012.

Kenya has succeeded in having six properties on the World Heritage List which include Lake Turkana National Park, Mount Kenya Forest Reserves (which include Lewa Wildlife Conservancy and Ndare Forest Reserve), Lamu Old Town, The Sacred Mijikenda Kaya Forests, Fort Jesus, and Kenya Lakes Systems in the Great Rift Valley. Kenyan lakes and Fort Jesus Mombasa were inscribed on the UNESCO World Heritage List at a World Heritage Committee meeting held in June 2011 at UNESCO Headquarters.

a. Lamu Old Town: Lamu Old Town is the oldest Swahili town in Kenya and dates back to the 12th Century. Lamu Fort was built
in 1814 by Bwana Zeid Ngguni, the last Sultan of Lamu. The architecture of Lamu is uniquely Swahili with narrow streets, storied buildings, intricately carved wooden doors and numerous mosques. Lamu Old Town is a unique and rare historical living heritage with more than 700 years of continuous settlement.

In 2001, Lamu Old Town was declared a World Heritage Site by UNESCO. Since then the Lamu Cultural Promotion Centre, a community-based group, has been organizing an annual festival to promote and preserve the unique Swahili heritage of Lamu Archipelago (Mireri, 2007). Lamu is also unique in that it is host to three museums and a Fort with an impressive exhibition space managed by the National Museums of Kenya. These are the Lamu Museum, known for its exquisite Swahili ethnography exhibits, the German Post Office Museum, showing the Post Office when it was operational in the late 19th – 20th centuries, and Swahili House Museum, a restored 18th Century house reflecting the life of the privileged Lamu Swahilis. The building of Mwanakupona (1830) houses the wildebeest gallery. Lamu’s material culture is best shown by its carved doors and traditional furniture which can be viewed all over the town (Mireri, 2007). There are many wood carving workshops mainly producing Swahili doors, furniture and smaller artefacts such as miniature dhows that are popular with tourists.

b. **Fort Jesus, Mombasa:** It was built by the Portuguese in 1593–1596 from the designs of Giovanni Battista Cairati to protect the Port of Mombasa. Within the framework of the World Heritage Convention Project “Tourism Management at World Heritage Sites of Portuguese Origin (WHPO)”, Fort Jesus was one of the pilot sites to benefit from this project. The aim of the project was to strengthen world heritage site management capacity to plan and manage tourism in a sustainable manner. As part of the project, WHC sent a consultant in 2012 to work with representatives of the World Heritage Property of Fort Jesus on the implementation of the proposed public use planning methodology.

Fort Jesus was inscribed as one of the most outstanding and well preserved examples of the 16th Century Portuguese military fortifications and a landmark in the history of this type of construction. The Fort’s layout and form reflected the Renaissance Ideal that perfect proportions and geometric harmony that are to be found in the human body (Kenya UNESCO Office, 2010/2011). Its listing brings it into focus for continued conservation as it joins other iconic monuments that are considered to be the heritage of humanity, such as the Nubian Monuments from Abu Simbel to Philae in Egypt.

c. **Kenya Rift Valley Lakes:** The World Heritage Committee inscribed the Kenya Lakes Systems of the Rift Valley into the World Heritage List on 24 June 2011. The three, Lakes Bogoria, Nakuru and Elmentaita, formally received recognition from UNESCO’s World Heritage Committee meeting at its 35th Session in Paris, France for their Outstanding Universal Value. The listing of the lakes brings into focus the continued conservation status of the three lakes, both at the national and international levels. This inscription further ensures greater ownership and participation by the local communities adjacent to the lakes.
d. The Sacred Mijikenda Kaya Forests: Mijikenda are comprised of nine distinct groups of people who are said to have migrated from Singwaya, a place believed to be north of Tana River and south of Juba River in Somalia, where they lived as one people. Conflicts with other communities, however, forced them to migrate to the south and settle within the coast region (Spear, 1978). The group includes Agiriama, Adigo, Aduruma, Achonyi, Arike, Arabai, Akambe, Akauma, and Ajibana. Once here, they established themselves in fortified villages known as Kayas. However, with the gradual abandonment of the central Kaya settlements over the last two centuries, it is believed that the Mijikenda cleared much of the primary large forest in the surrounding areas where they live today (Spear, 1978).

The Kayas are fortified settlements, enclaves and laboratories of culture, history and biodiversity and contain information that is of great benefit to humankind. They are therefore indispensable. The use of natural resources within the Kayas is regulated by traditional knowledge and practices that have contributed to the conservation of their biodiversity. The Kambi (Councils of Elders) acts as the custodian of these Kayas and the related cultural expressions. Due to pressure on land resources, urbanization and social transformations, the traditions and cultural practices associated with the Kaya settlements are fast diminishing. This poses great danger to the social fabric and cohesiveness of the Mijikenda communities who venerate and celebrate them as their identity and symbols of continuity.

In 2008, ten Kayas were listed as World Heritage Sites as having outstanding universal value under the following official criteria as cited by Abungu and Githitho (2012): Criterion (iii): The Kayas provide focal points for Mijikenda religious beliefs and practices, are regarded as the ancestral homes of the different Mijikenda peoples and are held to be sacred places. As such they have metonymic significance to Mijikenda and are a fundamental source of Mijikenda’s sense of “being-in-the-world” and of place within the cultural landscape of contemporary Kenya. They are seen as a defining characteristic of Mijikenda identity; Criterion (v): Since their abandonment as preferred places of settlement, Kayas have been transferred from the domestic aspect of the Mijikenda landscape to its spiritual sphere. As part of this process, certain restrictions that were the biodiversity of the Kayas and forests surrounding them have been sustained. Today, the Kayas are under threat both externally and from within the Mijikenda society through decline of traditional knowledge and respect for practices; and Criterion (vi): The Kayas are now the repositories of spiritual beliefs of the Mijikenda and are seen as the sacred abode of their ancestors. As a collection of sites spread over a large area, they are associated with beliefs of local and national significance, and possibly regional significance, since the sites extend beyond the boundaries of Kenya.

In August 2011, the Intangible Heritage Fund approved a project to safeguard these traditions and practices. This project, which runs until the beginning of 2015, is structured in three phases within which a series of activities were and will be implemented. During the first phase the following activities were undertaken:

• Publication of a brochure about the traditions and practices of the Mijikenda;
• Training in project design and management was organized for the communities;
• Establishing income generating activities such as establishment of nurseries for tree planting in the forests, and bee keeping;
• Facilitating school visits to the various Kayas in order to raise awareness about the Kayas among the youth and school children;
• Undertaking research and documentation on the Kaya traditions and practices; and
• Organizing community cultural festivals and cultural exchanges between the different Kayas.

e. Mount Kenya National Park: In 1932, Mount Kenya was gazetted as a Forest Reserve with the National Park subsequently being created within the Forest Reserve in 1949 to include all the Afro-alpine moorlands and the peak areas. In 1978, the park was internationally recognized as a Biosphere Reserve by UNESCO's Man and the Biosphere (MAB) Programme. It was in 1997 that Mount Kenya National Park and some of the surrounding natural forests in the then Forest Reserve were inscribed as a World Heritage Site. The World Heritage Committee at its 21st Session recognized Mount Kenya as one of the most impressive landscapes of Eastern Africa with its rugged glaciated-clad summits, Afro-alpine moorlands and diverse forests which illustrate outstanding ecological processes.

Rising on the equator to a height of 5199 metres above sea level, it is Africa’s second highest mountain after Kilimanjaro, which is situated in the neighbouring United Republic of Tanzania. Formed some 3 million years ago by volcanic activity, Mount Kenya is a circular mountain with a base diameter of 60 km. The original crater has since eroded away, and the plug now forms dramatic glaciated peaks with deeply incised U-shaped valleys radiating from the core. The twin summits of Mount Kenya are Batian (5199 metres) and Nelion (5188 metres). The third highest peak is Point Lenana at 4985 metres, which is the only trekking peak on the mountain. The altitude and gradient of the mountain contributes to a diverse range of flora. Plants belonging to the Afro-Alpine zone are rare and only occur on a limited number of high-altitude areas in East Africa and Central Africa.

Some 882 plant species, subspecies and varieties belonging to 479 genera of 146 families have been identified in the Mount Kenya Forest. Eighty-one plant species are endemic (Bongo, 2003/2004, Kenya UNESCO Office, 2008/2009). Mount Kenya also has a wide variety of wildlife that dwells mostly within the natural forest. Important mammals of international conservation interest are elephants, a few remaining solitary Black Rhinoceros, while Leopard are low in density and are targeted by poachers. Other species are the Giant Forest Hog, first described to science from Mount Kenya in 1904, the Mountain Bongo with a negligible population that is under severe threat, and the Black-fronted Duiker, which is a subspecies of restricted range.
4. Developing Art Talent among Youth as a Creative Tool for Their Expressions: Nairobi National Museum Art Club: The National Museum of Kenya has a Museum Art Club which serves as a platform for information exchange and development of art talent among secondary school art teachers and their students in Nairobi, which the UNESCO Nairobi Office supported as a pilot project in 2011. The Project targeted 20 students from schools in Nairobi who were mentored and commissioned to create artistic work around themes linked to social and developmental issues that affect them. The students were provided with professional facilitation and taught basic principles and elements of art, theme identification, imagination and creativity, illustration and colour combinations, portraiture/charcoal drawing, screen printing, cartoon development, working with murals, stereotyping and team building.

5. African Stone Talks: This is a project undertaken by DEPCONS LTD, a cultural institution specializing in research and development on stone culture in Kisii with support from International Fund for Cultural Diversity (IFCD). The project aimed at creating awareness about cultural industries and in particular, visual arts and their role and importance in development. The project also enabled women in Kisii to be involved in stone sculpture for the first time within their community.

6. Unearthing the Gems of Culture: Mapping Exercise for Kenya’s Creative industries: This project is undertaken by the African Cultural Regeneration Institute in Nairobi with financial assistance from International Fund for Cultural Diversity (IFCD). Based on the 2009 UNESCO Framework for Cultural Statistics, the objective of the project is to undertake research throughout Kenya in order to identify and collect data on cultural industries and highlight their potentials to contribute to sustainable development. The project has so far commenced research activities in all parts of Kenya. It has also organized two roundtable workshops targeting government institutions, civil society and private sector as a platform for awareness-raising of the 2005 Convention on Cultural Diversity.

7. Training Programme for Musicians and Visual Artists: Two UNESCO experts working with the Ministry of Sports, Culture and the Arts have developed a training programme for musicians and visual artists. The experts are helping devise training materials so that capacity building activities for local trainers can be carried out throughout Kenya. These activities aim to help musicians and visual artists in acquiring the necessary skills to develop marketing strategies for their cultural goods and services. The aim is to help make Kenyan cultural industries more sustainable and competitive, increasing their position on national, regional and international markets. This expert mission is a tangible example of the implementation of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions at local and national levels. It demonstrates the importance given by UNESCO and other organizations to implement concrete activities that promote culture as a key factor of sustainable development.

8. Promoting the Cultural expressions of Kenya’s Indigenous People: Within the context of the IFCD, the Pastoralist Development Network of Kenya was given USD 95547 on activity-basis aimed at promoting the cultural expressions of Kenya’s indigenous people. The Project ran from February 2012 to March 2013. The objectives of the Project were:
a. to build a political and cultural environment in Kenya in which the rights and in particular the dignity of indigenous peoples will be respected; and
b. to produce a publication on the rights of indigenous peoples to cultural expressions and industry.

The study recommended, *inter alia*, that there is need in the country for policy formulation and eventual legislation on intellectual property rights, which will put in place an appropriate framework for access to traditional knowledge, ensure equitable benefit-sharing of indigenous knowledge proceeds, protect and promote cultural expressions of indigenous communities, provide a mechanism for the enforcement of rights of indigenous knowledge holders in line with the Constitution of Kenya 2010. The various forms of legal protection available include laws on traditional knowledge, intellectual property rights, unfair competition, contracts, civil liability, indigenous peoples, crime, fisheries and environment, customary laws and protocols, and regimes that give access and benefits sharing.

9. **Gender, Culture and Alternative Dispute Resolution Mechanisms:** UNESCO’s approach to promoting gender equality in cultural life is based on a commitment to cultural rights and cultural diversity, and guided by the international Human Rights framework. Field experience and research have demonstrated how gender relations come into play in the transmission of cultural knowledge and skills, the protection and safeguarding of heritage, and the emergence and strengthening of vibrant cultural and creative sectors. Within the context of “Delivering as One” Programme and in line with the UN Joint Working Group on Gender Equality and Women’s Empowerment, UNESCO commissioned a study on “Gender, Culture and Alternative Dispute Resolution Mechanisms in Particular, as it Affects Women and Girls in the Northern Part of Kenya, Marsabit District”. The communities targeted were the Borana, Samburu, Rendille, Turkana, Elmoro and Gabra. Some of the preliminary findings indicated that communities in Marsabit County are engaged in endless rivalries over pasture and watering points especially during dry periods. Women and children are the greatest victims of such frictions and still remain the most vulnerable groups. Although internal mechanisms aimed at minimizing or resolving inter and intra-cultural disputes exist within each community, these remain a great challenge that requires a broad-based approach that should be developed in consultation with the communities. It is therefore necessary to devise an appropriate conflict resolution strategy that is multi-stakeholder oriented and participatory. For such a strategy to be effective, it should accord due regard to women and children so that a lasting solution can be found towards enabling the county and country advance their development agenda as stipulated in Vision 2030, in the Kenya Constitution 2010 and the African Charter.

In addition to programmes, UNESCO also supports conferences and meetings in the Culture programmatic sector. These included a World Heritage Convention organized in the framework of the World Heritage Sites in Conflict and Post-conflict Regions in Africa in September, 2009 in Nairobi. It was organized in partnership with the African World Heritage Fund, the International Union for Conservation of Nature (IUCN) and the National Museums of Kenya. The main objective was to review situations in various countries in Africa affected by conflicts. Discussions also addressed the resulting difficulties, with special focus on World Heritage Sites affected by conflict and post-conflict situations.

The 5th Session of UNESCO’s Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage was held at Kenyatta International Conference Centre (KICC), Nairobi in November 2010. The annual meeting, held for the first time in sub-Saharan Africa, brought together about 400 representatives of the States Parties that signed the 2003 Convention for the Safeguarding of Intangible Cultural heritage, civil society representatives and observers. The opening session of the Intangible Cultural Heritage meeting was also attended by the then
Vice-President of Kenya, Hon. Stephen Kalonzo Musyoka, Education Minister Prof. Sam Ongeri, Minister of State for National Heritage and Culture, Hon. William Ole Ntimama, Prof. Joseph Massaquoi, Director of UNESCO Nairobi Office, and Mr. Toshiyuki Kono, Chairperson of the Third General Assembly of the States’ Parties to the Convention.

In order to strengthen capacity for safeguarding intangible cultural heritage and enhance participation of East African countries in the mechanism for international cooperation for the 2003 Convention on intangible Cultural Heritage, a regional training workshop was organized in Mombasa, in November, 2011. The workshop was organized in partnership with Centre for Heritage Development in Africa (CHDA). The workshop brought together 11 participants from Eritrea, Kenya, Rwanda, Somalia and Uganda and included government officials, representatives of heritage and research institutions, academia and civil society. The most important outcome of the workshop was the development of Action Plans for implementation of the 2003 Convention for each of the countries that were represented at the workshop. The Action Plans included status and policy context, ratification, awareness raising, domestication and policy reviews, inventorying and nominations for listing. In addition, through this training workshop, the process of creating a pool of experts on ICH in the region commenced.

An inaugural Meeting of the African Council of Museums (AFRICOM) Board was held in Nairobi in September 2012. The African Council of Museums (AFRICOM) is a membership-based international organization for museums, heritage professionals and stakeholders committed to developing and the protection of a rich and vibrant cultural property heritage in Africa. UNESCO’s partnership and support of AFRICOM was based on its role and relevance as a regional body in Africa, which is responsible for spearheading the protection of cultural property and fight against illicit traffic. Some of the specific objectives of this meeting were to facilitate the elaboration of an Action Plan for AFRICOM for the period 2012–2014, to include prioritized programmes and activities, and undertake a training course on illicit trafficking, which is a major issue affecting all African countries and museums.

There was also a Regional Workshop on Intangible Heritage for Directors of Culture in East Africa held in November 2012 in Nairobi. Although some countries have ratified the 2003 Convention, only a few elements have been inscribed on the Intangible Heritage List and/or the Urgent Safeguarding Lists. In addition, only a few safeguarding projects are being implemented. Also, not many experts have been trained, and there is limited NGO participation in matters of the Convention. The workshop aimed at providing an overview of the 2003 Convention and thus focused on its key objectives, safeguarding concepts, national obligations of State Parties, involvement of communities and other actors, and mechanisms for international cooperation. The major issues discussed at the workshop were as follows:


b. Key roles of Government Ministries/Departments in contributing to the implementation of the Convention, notably policy makers and implementers with reference to national obligations of State Parties as reflected in the text of the Convention and its Operational Directives.

c. Strategy for mobilizing and engaging national stakeholders such as government departments, cultural institutions, heritage workers, heritage bearers, and communities of practice.

At the end of the meeting, the Directors of Culture were able to recognize their role in guiding the process of implementation of the Convention
at national level, especially in matters related to ratification and participation in the mechanisms of international cooperation, and assistance as established by the Convention.

10. African Museum Professionals Through AFRICOM: UNESCO Nairobi Office contributed to the activities of the International Council of African Museums (AFRICOM) in the second half of 2007, aiming primarily at assisting AFRICOM in maintaining and enhancing effective communication amongst museum professionals in Africa. Activities supported by UNESCO included the publication of the annual newsletter for 2007, continuation of the list serve AFRICOM-L, as well as the maintenance of its website: www.africom.museum. UNESCO Nairobi Office also financially helped the secretariat of AFRICOM to enrich its library through the purchase of new publications related to museum studies.

11. Africa Nature Programme: Within the context of UNESCO Africa Nature Programme, two back to back workshops were organized in Nairobi, Kenya as follows: a) A two-day workshop to launch the Africa Nature capacity building programme in October 2012; and b) A two-day workshop on the Preparation of Pedagogical Tools on Risk Preparedness, Community Outreach and Documentation of Traditional Management Systems in Africa, also in October, 2012. The objective of the Africa Nature programme is to improve the management effectiveness of the natural World Heritage Sites in Africa where 32% of Africa’s World Heritage Sites inscribed on the List of World Heritage is in danger. The programme is financially supported by the Flanders Government (Belgium) and Spain, and is a collaborative effort of the World Heritage Centre, the World Conservation Union (IUCN), the African World Heritage Fund and African institutions in charge of natural heritage. The Programme targets 37 existing natural properties through capacity building and knowledge sharing, and aims at improving the capacity of Site managers in management and monitoring, as well as improve their ability to address the serious threats and conservation challenges observed at their Sites. The Nairobi Workshop was the beginning of a 24 month start-up phase of the programme. The workshop was attended by 30 experts from 20 African State Parties, signatories to the 1972 UNESCO World Heritage Convention, as well as Site managers of natural World Heritage Sites, regional training institutions, UNESCO, IUCN and the African World Heritage Fund officials.

12. Enhancing our Heritage Toolkit (EOH): A workshop on Enhancing our Heritage Toolkit (EOH) was organized in February 2013 at ESARO, Nairobi. The workshop was organized within the context of the Africa Nature Project, which is a collaborative project between UNESCO/IUCN/AWHF. The project is aimed at improving management effectiveness at natural World Heritage Sites in Africa through targeted capacity building and knowledge sharing. The Workshop also addressed the component aimed at building the capacity of site managers of Natural World Heritage Sites in Africa in conducting management effectiveness assessments by using the ‘Enhancing our Heritage Toolkit (EOH). Ten natural World Heritage Sites are being piloted in Africa in the use of the Toolkit in order to assess management effectiveness. The Workshop brought together 5 mentors and focal points from Madagascar, Ethiopia, Cameroon, Central African Republic, Democratic Republic of the Congo, Niger, Tanzania, Malawi, Côte d’Ivoire and Kenya.

13. Field Guide Adaptation Training Workshop: Within the framework of the World Heritage Convention, the World Heritage Centre has developed a draft Field Guide, which is designed to assist managers of natural World Heritage Sites to better understand climate change and its potential implications for their management. The field guide is ready to be tested in World Heritage Sites and based on these field tests, improvements will be made and a final version of Field Guide produced. India and Kenya were chosen for these tests, and in Kenya the trial tests are focussing on Mt. Kenya World Heritage Site and Rift Valley.
Lakes. It is in this context that UNESCO organized a training workshop in Nairobi, in February, 2013 in order to introduce the Field Guide and train site managers on its use. A total of 15 participants from Heritage Sites in Kenya participated in the meeting. Areas covered during the training workshop were climate change as a management issue, climate trends and influencing factors, especially on natural Heritage Sites, importance of Outstanding Universal Values as an important consideration for managing climate change, key processes in developing an adaptation strategy, practical group exercises in using the guide and planning for field trials.

14. Community Management of Protected Areas Conservation (COMPACT) Approach: Within the context of Periodic Reporting for Africa through the Africa Nature Capacity Building Programme, a capacity building training workshop on the theme “Engaging Local Communities for the Conservation of World Heritage Sites” was organized at Mt Kenya in September 2013. The workshop was organized in close collaboration with SGP and United Nations Foundation (UNF) within the context of Community Management of Protected Areas Conservation (COMPACT) initiative, which is being implemented by UNDP/GEF Small Grants Programme. It brought together site managers of 7 World Heritage Sites in Africa; national SGP coordinators as well as local coordinators of COMPACT projects in Tanzania, Kenya and Madagascar and IUCN ESARO. The workshop enabled productive discussions between SGP coordinators and site managers making it possible for them to jointly identify and consider opportunities for the use of Enhancing our Heritage (EoH) Toolkit and replication of the COMPACT Approach in other Sites in various countries.

15. The Slave Route Project, Slavery and Slave Trade- Commemorative Activities: Inspired by its moral obligation to ensure that this human tragedy is not forgotten, UNESCO launched “The Slave Route Project: Resistance, Freedom, and Heritage” in 1994. The Project is designed to promote research and documentation on slave trade and slavery, and create awareness and dialogue between peoples of different continents on the history and consequences of slave trade and slavery today. Within this context, and in order to contribute to the debate on the history and legacy of slave trade and slavery in Kenya, a series of activities were organized through various partnerships in order to continue creating opportunities for raising awareness, promoting debate and dialogue, as well as building consensus and mutual understanding around the issue of slave trade and slavery. These activities included:

i. Presentation of the Exhibition “Lest We Forget: Triumph Over Slavery” in Nairobi, Mombasa, Lamu and Shimoni, where it received tremendous interest and support.


iii. Seminars and Conferences focusing on the slave trade and slavery, its history, memories, legacies and contemporary challenges in Kenya and beyond; Distribution of resource materials devoted to slavery in resources centres and colleges; An International Conference on Slavery in Africa: History, Legacies and the Present which is scheduled to take place at Catholic University, Nairobi in October 2014.

16. Spotlight on Kenyan Music traditions: Within the context of sustaining and promoting the diversity of cultural expressions through the effective implementation of the 2005 Convention, and in order to contribute to the documentation, preservation and promotion of the diverse music traditions of Kenya:

a. UNESCO has partnered with Alliance Française in the implementation of the Spotlight on Kenyan Music Project, which is aimed at promoting the musical diversity of selected marginalised communities in Kenya. Such promotion includes identifying talented artists and performing groups
from the communities; developing the capacity of the artists and music groups through a mentorship programme, using professional musicians; organising concerts to provide a platform and opportunity for live performances by the mentored artists and musical groups; organising studio recording of the selected music and supporting the production and marketing of music DVDs and CD products.

b. UNESCO partnered with Goethe-Institut in the implementation of the project Music around Africa Barabara.Fm, which is aimed at the revitalisation of communities through the recording, archiving, production and distribution of traditional music. Through this partnership, folk music from Malindi and Siaya counties was recorded and published and a Seminar on Developing a Strategy for Traditional Folk Music in Kenya was organized in Nairobi. The Seminar brought together national and international cultural actors who included government officials, representatives from international and national cultural institutions, and associations, ethnomusicologists, musicians, mainstream media and community media practitioners, and civil society organizations. Participants exchanged views on the need for proper archiving of the traditional folk music; undertaking programmes to popularize traditional music in schools and universities; adopting innovative methods of teaching focusing on both traditional and contemporary music; and extending subsidies to support music creation and promotion.

4.5.2 On-going Projects and Activities

1. Sensitization of the Kenya Communities on Safeguarding of Intangible Cultural Heritage and the Promotion and Protection of the Diversity of Cultural Expressions:

The project aims and objectives are to create awareness on the need for communities to safeguard their intangible cultural heritage; and to promote and protect the diversity of the cultures of communities. In line with the constitutional provision, the Government of Kenya recognizes culture as the foundation of life and is committed to developing its rich cultural life through art, music, festivals, and especially institutions including Museums. In this way, culture is expected not only to become a source of identity of the people of Kenya, but also a powerful vector of sustainable economic growth and an effective means of creating ties with the rest of the world and its cultures, uniting and educating along the way.

Intangible Cultural Heritage (ICH) manifests itself in the form of oral traditions and expressions including language as a vehicle for transmission. ICH is also manifested through performing art, social practices, rituals and festive events. Knowledge and practices concerning nature and the universe, and traditional craftsmanship are other facets of ICH. UNESCO provides for the safeguarding of ICH through the 2003 Convention on the Safeguarding of Intangible Heritage and the 2005 Convention on the Promotion and Protection of the Diversity of Cultural Expressions. The 2005 Convention, although closely related to the 2003 Convention, is expressly purposed to promote and protect cultural expressions through creative economy and industries, with the purpose of generating wealth and creating the much needed employment for the youth.

It is in view of the foregoing that KNATCOM embarked on a baseline survey to identify cultural elements of conservation and documentation. Consequently, the identified elements would not only be conserved but also used as an opportunity to generate employment. In the KNATCOM Strategic Plan Period 2014–2018, Culture is used to improve the livelihoods of the community members, who are also the creators of culture. The Kenya National Commission for UNESCO has identified, first, Homa Bay and Kakamega Counties for sensitization on the 2003 and 2005 UNESCO Conventions, and later on the Eastern
and Coastal Provinces. This will support the government in the realization of Vision 2030, whose purpose is to attain a middle income economy and improve livelihoods for the Kenyan people.

2. **Heritage Impact Assessment for Lamu Old Town**

In response to the World Heritage Committee Decision 37 COM 7B.40, which requested the State Party of Kenya to urgently carry out a full Heritage Impact Assessment (HIA) that focuses on potential impacts of the LAPSSET corridor and the new Lamu Port and Metropolis Development Project on the Outstanding Universal Value (OUV) of the property as well as the way such development projects could impact the management of the property, an independent HIA at Lamu Old Town was carried out in 2013/2014 in line with ICOMOS Guidelines. The assessment involved all stakeholders as well as local communities in the development and implementation of the planning and mitigation mechanisms developed to offset the impacts of the LAPSSET project. A Heritage Impact Assessment Report with recommendations for the management plan of the property was produced and submitted to the State Party of Kenya in June 2014 and is currently being reviewed by the national authorities for endorsement and adoption.

As a result of the comprehensive consultations with all stakeholders, including local communities, the HIA has provided important information and brought about a better understanding of the risks and appreciation of benefits of the proposed development by the various stakeholders especially local communities.

4.6 **Communication and Information**

“The future economic development of Kenya lies in its ability to harness the power of information and communication for the greater good. Kenya’s commitment to such a task has never waned and UNESCO is confident the country will be successful in constructing knowledge societies on every street and in every household.” – Janis Karklins, 2013.

There was a concerted effort by UNESCO in the 1960s and 1970s to develop communication in Kenya through infrastructural and capacity development support. UNESCO encourages and believes in the equitable access to information and knowledge and defends the freedom of expression and the development of the communication field. This is achieved by creating ICT training opportunities, particularly for women and young people; developing and distributing free software; and collaborating with private software companies for the benefit of all.

The Communication and Information Sector is responsible for ensuring UNESCO promotes the free flow of ideas by ‘word and image’ through its thematic programme of activities, which includes access to information; capacity and content development; freedom of expression; media development; and Memory of the World Programme. Kenya has recognized that the transformative power of information and knowledge are indispensable tools in the fight against poverty and other social and economic ills and has partnered with UNESCO to advance a ‘shared knowledge society’ agenda. At the heart of this is the belief that access to, and use of information and communication, particularly through information communication technology (ICT) tools, facilitate development by empowering people to create solutions for everyday challenges. Through the use of the Internet, mobile phones and social media farmers, teachers and other citizens in the remotest parts of Kenya can log onto the information highway and harvest information which enables them to more successfully undertake their developmental activities.

4.6.1 **Key Programmes and Activities Undertaken Since 1964**

1. Communication Development in Africa Phase One: Radio [A Joint NORDIC-UNESCO Project]: This project focused on building capacity in the media for better service delivery and to meet the
desire of UNESCO and the Government of Kenya of getting rural communities well-connected in terms of news and information. Kenya immensely benefited from the project through training of 42 media personnel on media and management.

2. Rural Newspapers: UNESCO, through funds from the Federal Republic of Germany, helped Kenya to develop rural newspapers in the 1980s. This initially covered only two Provinces and, due to its success, was extended to cover the other Provinces. The first three newspapers were:

a. *Sauti Ya Kericho*, whose first issue of the fortnightly newspaper came out on 4 April 1980, printed by M/S Brooke Bond Liebig. It was well received by the people of Kericho District.

b. *Sauti Ya Kwale*, whose first issue came out on 26 November 1980. It was also a fortnightly newspaper printed in Kericho while awaiting the installation of the Kwale Printing Press.

c. *Nyota ya Mashariki*, a rural newspaper, was started in Machakos in May 1985 following negotiations between the Ministry of Information and Broadcasting, UNESCO and the Federal Republic of Germany.

3. The 2007 Red Ribbon Media Award for Excellence in Journalism: The Red Ribbon Media Award for Excellence in Journalism was launched in 2003 as one of the key activities for promoting UNESCO’s Eastern and Southern Africa Media Strategy against HIV and AIDS. The Award was conceived to counter the perception that, whilst HIV and AIDS remained a top priority in the region, there was a semblance of media fatigue on the topic and that coverage of HIV and AIDS was not going beyond the normal news coverage.

The other reason was the fact that nearly 70% of newspaper content, for example in Kenya, was being provided by non-staffers (Freelance writers/correspondents). These factors led to the creation of the Award as an incentive to journalists so that they could seek innovative ways of reporting on HIV and AIDS and give it prominence in their media outlets. Further, the Award aimed at motivating journalists and giving them reason to dedicate their time and resources to carrying out investigations so as to produce not just readable but also sellable stories on HIV and AIDS. The ultimate goal of the Award was to improve society’s understanding of HIV and AIDS through media, and at the same time reduce discrimination and stigmatization of those affected and infected. The Award covered three media categories namely radio, television, and print. Winning articles and programmes were judged on their contributions towards promoting tolerance, combating discrimination and stigmatization, as well as enhancing understanding of HIV and AIDS, and of those affected and infected. The Red Ribbon 2007 Media Award for Excellence in Journalism was organized by the Kenya National AIDS Control Council (NACC), with the support of UNESCO, the InterNews and USAID.

4. Purchase of Media Training Material and Equipment: UNESCO provided support for the purchase of audio-visual training equipment, textbooks and reference materials to the Department of Mass Communication and Journalism at the University of Nairobi. At the Department of Mass Communication at Daystar University, UNESCO upgraded the University’s radio equipment. These two journalism and mass communication schools were identified by a UNESCO study of 2008 as potential centres of excellence and potential centres of reference, respectively, in journalism education in Kenya. Following the support, through the UNESCO IPDC funding that was provided for the upgrading of the Campus radio equipment, New Shine FM Studio was officially opened on 26 July 2011 at Daystar University. The University’s staff members were also trained in the use of the updated equipment under the same funding.
5. Building Professional Capacity of Young TV Producers in Reporting on HIV and AIDS: In 2009, UNESCO supported the first East African TV capacity building workshop in Nairobi within the framework of the Network of Young TV Producers on HIV and AIDS. The Network provided opportunities for young TV producers to peer review their work and get first-hand exposure to the challenges faced by people affected by the pandemic. It aimed to increase the quality and quantity of short productions on HIV and AIDS. Ten participants from East Africa, including Kenya, were trained. By the end of the workshop, the participants were able to appreciate the value of allowing people to tell their own stories as well as the importance of supporting those affected by HIV and AIDS.

6. Establishment of Rware Community Media Centre: In May 2009, UNESCO commissioned a feasibility study for a proposed Community Multimedia Centre (CMC) in Rware. This study identified a number of concerns and challenges facing the community, including lack of education, unemployment, poor standards of public health and hygiene, lack of food security, and a lack of community involvement in decision-making processes. The setting up of a CMC in Rware was proposed as a means of addressing these issues by providing a communication and information platform to the community for its developmental and social needs.

7. Building the Capacity of Community Media in Kenya Through Development and Sharing of Local Content: Radio is acknowledged as the most widespread electronic communication medium in the world and the most convenient and affordable means of reaching the World’s populace, particularly in the remote areas. Recent surveys on Audience-Scape (2010) supported by UNESCO and carried out by InterMedia confirm that radio is an indispensable tool in Kenya for delivering developmental information. Nearly all Kenyans are radio listeners, and nearly all of these listeners said they use this medium as a regular source of news and information. Of the Kenyan adults interviewed, 89% said they receive news and information from the radio.

8. International Programme for the Development of Communication: The International Programme for the Development of Communication (IPDC), which was created in 1980, is the only intergovernmental programme in the United Nations system mandated to mobilize international support in order to contribute to sustainable development, democracy and good governance by strengthening the capacities of developing countries and countries in transition in the field of electronic and print media. The Kenyan Arid Lands Information Network (ALIN) was one of the co-winners of the 2012 edition of the UNESCO-IPDC Prize for Rural Communication, which recognizes meritorious and innovative efforts to improve communication for rural communities in developing countries. With the importance of information access for development, Community Radio directly contributes to empowering the community, hence Kenya’s appreciation of the International Programme for the Development of Communication (IPDC) for the support of local radio development in Kenya.

Kenya hosted the Regional World Press Freedom Day in 2011 with financial, technical and logistical support from UNESCO and its partners. The 3-day regional conference, which brought together over 150 media personalities from the region, was attended by over 100 Kenya media journalists. The Kenya Ministry of Information and Communication as well as the Media Council of Kenya (MCK), the Kenya Media Owners Association (MOA) and UNDP Kenya were the key partners. UNESCO also organized, in 2011, a UNESCO-Community Media Centres Meeting at the Mugambo Jwetu Community Media Centre (CMC) in Meru, where the Organization laid the groundwork for a solid UNESCO-CMC/Safaricom partnership for future development of Community Multimedia Centres in Kenya.
9. **Capacity Building of Journalists:** In 2010/2011, UNESCO funded the capacity building of journalists/stringers to broadcast humanitarian information for internally displaced persons (IDPs) to the refugee communities in the Dadaab Camps in Northern Kenya.

10. In 2010/2011, in close collaboration with the Intergovernmental Forum (IGF) Secretariat Committee at the Ministry of Information and Communication, UNESCO provided training material for an interactive workshop to 30 editors and journalists from a cross-section of media houses in Kenya. This activity was held as a precursor to the 6th Annual Internet Governance Forum Conference scheduled to take place at the United Nations Office Nairobi (UNON) under the theme, *Internet as a Catalyst for Change: access, development, freedoms and innovation.*

11. UNESCO has continued to support Kenya in various ways. As a contribution to the *Film Project on Healing and Reconciliation Initiative* in Kenya, UNESCO supported a script-writing workshop for the panel of script writers. This aimed at reaffirming that the final goal of the National Dialogue and Reconciliation was to achieve sustainable peace, stability and justice in Kenya through the rule of law and respect for human beings.

12. **World Radio Day Celebrations:** World Radio Day 2014 was celebrated around the world to promote gender equality by sensitizing radio station owners, executives, journalists, and governments to develop gender-related policies and strategies for radio; eliminate stereotypes and promote multidimensional portrayal in radio; build radio skills for youth radio production; and, promote the safety of women radio journalists. UNESCO marked World Radio Day on 13 February 2014 under the theme, *Women in Radio and Those Who Support Them.* The event, was held in Kisumu, and brought together 50 participants from media houses, community radio stations, Non-Governmental Organizations and Kisumu county government officials. The Chief Communications Officer, Ms. Merita Ombuor reaffirmed the county’s commitment to strengthening its partnership with UNESCO to launch initiatives around ICTs, gender and media and help develop training programmes aimed at building the capacity of journalists in radio on how to produce development programmes in the various sectors of the county.

During the occasion, community radio practitioners were trained on the Use of Information and Communication Technologies (ICTs) in Radio Programming and Diffusion to equip them with prerequisite skills on how to use ICTs in radio programming. Training on the Use of Internet to Report on Women’s Empowerment was also conducted for 26 participants drawn from Sauti FM, Mugambo Jwetu FM, Mwanedu FM and Radio Mang’ elete FM. This activity is part of UNESCO’s on-going SIDA Project on Empowering Local Radios with ICTs in 4 radio stations located in Kenya, aimed at building capacities of radio practitioners in the region. Mr. Dan Anduvate, a trainer from FIT Resources Ltd., confirmed the importance of the celebrations as having provided a great opportunity for practitioners in community radio stations, especially women - to share their experiences and learn from one another; for their efforts to be appreciated; and for them to get encouraged to forge on in spite of the numerous challenges and bottlenecks that they face.

### 4.6.2 On-going Projects and Activities

**Youth Training on Development of Mobile Applications**

The Kenya National Commission for UNESCO continues to support the KNATCOM-UNESCO Youth Forum Kenya. Currently, supported by UNESCO, various youth are being trained on development of mobile applications. The Youth Forum Kenya has become a vibrant organization where youth from various organizations meet to network and learn from each other.
Capacity Building on Freedom of Expression, Freedom of Information and Safety of Journalists (UN Plan of Action on the Safety of Journalists and the Issues of Impunity)

This project is funded by the Government of Kenya at USD 17500. Its aim is to promote a free and safe environment for journalists with a view to creating an informed citizenry that is capable of strengthening peace, democracy and development in Kenya. This is one of the projects in the Kenya National Commission for UNESCO (KNATCOM) Strategic Plan 2014–2018 under the Communication and Information Programme, Strategic Objective: to promote freedom of expression, media development and access to information and knowledge. The Capacity Building Project, which will be conducted annually for five years (Strategic Plan Period), will primarily touch on the UN Plan of Action on the Safety of Journalists and the Issues of Impunity among other topics. The target group will be media professionals, government officials and other media stakeholders. The UN Plan of Action on the Safety of Journalists and the Issue of Impunity is the result of a process that began in 2010 upon request by the Intergovernmental Council of the International Programme for the Development of Communication (IPDC).

The Plan of Action aims at creating a free and safe environment for journalists and media workers, both in conflict and non-conflict situations, with a view to strengthening peace, democracy and development worldwide. Its measures include, among other undertakings, the establishment of a coordinated inter-agency mechanism to handle issues related to the safety of journalists as well as assisting countries to develop legislation and mechanisms favourable to freedom of expression and information, and supporting their efforts to implement existing international rules and principles.

To further reinforce prevention, the Action Plan recommends working in cooperation with governments, media houses, professional associations and NGOs in conducting awareness-raising campaigns on a wide range of issues, such as existing international instruments and conventions, the growing dangers posed by emerging threats to media professionals, including non-state actors, as well as various existing practical guides on the safety of journalists. The Media Council of Kenya, being a member of the KNATCOM Communication and Information Programme and Expert Committee, as well as the UNESCO Regional Office Communication and Information Advisor are key facilitators in the Capacity Building Project. The expected outputs will be that the capacity of media professionals and government officials, on freedom of expression, press freedom and journalistic safety will be enhanced. Recently, KNATCOM has partnered with the Media Council of Kenya and conducted a capacity building workshop at the African Institute for Capacity Development (AICAD) in May 2014, where a total of 53 participants were trained. Key players from the media sector attended the workshop and were able to develop their own safety strategies.
5.1 Introduction

UNESCO is a unique and complex organization of the United Nations System by virtue of its competence in multiple fields of Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and Information. On both global and regional levels, several perspectives and approaches have emerged in all UNESCO programmatic sectors, which have recently been the focus of emerging policy debates, research and foresight. Member States have been reflecting on the emerging post-2015 scenarios and other global development patterns including the possible impacts they may have on development. Within the formal cooperation framework with UNESCO, National Commissions have a central role to play as partners and are the key link with the government and an integral part of the Organization’s functions, programmes, achievements and visibility in Member States. In promoting cooperation and collaboration with UNESCO and other sister agencies, National Commissions involve the government and citizens of the Member States in the activities of UNESCO (Owhotu, 2013).

They also provide advice to the government in its interaction with UNESCO and serve as the liaison agency in UNESCO matters between the various levels of government ministries, non governmental organizations and bodies, other National Commissions and organizations involved in the work within UNESCO’s fields of competence. They facilitate their Member States’ participation in UNESCO conferences, seminars, research, other related projects, among other activities. With such an enviable position, National Commissions should therefore take the lead and advise their governments on the emerging issues and opportunities in UNESCO. This requires thorough understanding of the policies, budget and programmes, and the politics of the Organization. In this regard, the Kenya National Commission for UNESCO should make every effort to inform stakeholders about the emerging issues and the opportunities available in UNESCO for Kenya as a Member State.

The most urgent emerging issues and opportunities which have been isolated from literature, the Kenya National Commission for UNESCO, the Kenya Permanent Delegation to UNESCO
in Paris, and from interviews conducted with eminent persons who have been associated with UNESCO are presented below.

5.2 Emerging Issues

1. Education for Sustainable Development

Education for Sustainable Development (ESD) is an upcoming area where Kenya could concretely gain through its collaboration with UNESCO. Kenya is implementing the objectives of the United Nations Decade of Education for Sustainable Development (DESD) through the National ESD Strategy, which was adopted by the National Environmental Council (NEC) in 2008, to serve all sectors whose vision is to orientate education towards sustainable development and integration of skills and values essential for sustainable development. The Strategy is spearheaded by the National Environmental Management Authority (NEMA). As a follow up to the DESD, UNESCO developed the Global Plan of Action for ESD (GAP ESD), a global programme that builds on the successes of, and lessons learnt from, the DESD so as to generate and scale up action at all levels and in the areas of education and learning in order to accelerate progress towards sustainable development. It focuses on five priority areas, namely, mainstreaming ESD into Policy; integrating sustainability principles in education and training; capacity building; youth; and local communities.

GAP ESD was approved by the 37th Session of the UNESCO General Conference, with Kenya being a key supporter. It will officially be launched during the World Conference on ESD to be held in November 2014 in Japan. Kenya stands to benefit from the implementation of the GAP ESD, through UNESCO’s assistance, both technical and financial, particularly regarding the development and implementation of an ESD Policy for the Ministry of Education, Science and Technology and the mainstreaming of ESD into the education curriculum. UNESCO is keen on supporting Kenya’s efforts in her acceptability and mainstreaming of Education for Sustainable Development (ESD).

2. Global Citizenship Education

Global Citizenship Education (GCE) is one of the strategic areas of work for UNESCO’s Education Programme (2014–2017), and one of the three priorities of the UN Secretary General’s Global Education First Initiative (GEFI). According to UNESCO, GCE is education that “equips learners of all ages with those values, knowledge and skills that are based on and instil respect for human rights, social justice, diversity, gender equality and environmental sustainability, and that empower learners to be responsible global citizens”. The Ministry of Education, Science and Technology developed, and it is currently implementing, a five-year National Education Sector Support Programme (NESSP) (2013–2018) to deliver the necessary education reforms in line with the Constitution of Kenya 2010 and Kenya’s Development Agenda (Kenya Vision 2030). Even though the term “Global Citizenship Education (GCE)” is not explicitly mentioned in the five-year Strategy, key elements that contribute to the development of “Global Citizens” are delivered through the five-year Plan. These are Life Skills Education (LSE), Peace Education, Guidance and Counselling, HIV and AIDS and Education for Sustainable Development (ESD).

UNESCO recently launched its first publication entitled “Global Citizenship Education (GCE)”. The publication provides a comprehensive view of GCE and how it builds on well-established fields such as human rights education, education for international understanding and education for sustainable development. It also presents innovative approaches and good practices for delivering GCE that can fit into many different types of educational programmes depending on the local context. Further cooperation between UNESCO and Kenya in the area of GCE should be encouraged so as to develop an education system that empowers learners to engage and assume active roles both locally and globally, to
face and resolve global challenges and, ultimately, to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world.

3. Geoparks

The concept of Geoparks originated from the late 1990s as a tool for geological heritage conservation, education, economic activity and sustainable development. A Geopark is defined as a nationally protected living, working landscape containing a number of geological heritage sites of a particular importance, rarity or aesthetic appeal and where science and local communities engage in a mutually beneficial way. The UNESCO General Conference at its 37th Session held in 2013 highlighted the important contribution Geoparks play in promoting sustainable management of geological heritage. With nearly 100 Geoparks around the world, Geoparks offer an exciting platform for international collaboration with regions such as Africa or Latin America where there are no Geoparks. They also promote the links between geological heritage and all other aspects of the locale's natural and cultural heritage, clearly demonstrating that geodiversity is the foundation of all ecosystems and the basis of human interaction with the landscape. In this regard, they contribute towards achieving UNESCO's objectives not only through promoting geology and science, but also through a wider contribution to its mandate - cutting across education, culture and communication. Kenya has demonstrated interest and could actively pursue the creation of one of Africa's first Geopark. Towards this, the Kenya National Commission for UNESCO has taken the lead and, already, reconnaissance visits to Baringo County and Suswa area in the Rift Valley have taken place.

4. Sports

In the Social and Human Sciences (SHS), UNESCO provides an important platform for collaboration in Sports especially through the Intergovernmental Committee for Physical Education and Sport (CIGEPS). Kenya being a world-renowned sporting nation should strengthen its participation in the activities of the CIGEPS in order to reap fully the benefits of association. This could also be ensured through the nomination of one of Kenya's athletes to be considered for designation as a UNESCO Ambassador for Sports.

5. Ethics

Another area that needs strengthening is collaboration in the field of ethics, including contributing to the work of Bioethics Programme and UNESCO's World Commission on the Ethics of Scientific Knowledge and Technology (COMEST). Kenya is encouraged to explore the possibility of participation in COMEST as ethics transcends all spheres of life.

6. Youth and Social Entrepreneurship

“The greatness of a nation is defined by the might, vibrancy, promise and potential of its Youth. As we equip them to believe in the beauty of their dreams, we direct each to their destiny and enable them to rise up to this call”. G-United - a National Youth Volunteer Programme, Daily Nation September 17, 2014.

With Youth Empowerment being a priority of the Government of Kenya, the country should strengthen its collaboration with UNESCO in this area. The 37th Session of the UNESCO General Conference endorsed the UNESCO Operational Strategy on Youth, 2014–2021. The Strategy builds on the successes and on-going activities of the UNESCO Strategy on African Youth. The new operational strategy has three focus areas: policy formulation and review with the participation of Youth, capacity building for the transition to adulthood and civic engagement, and democratic participation and social innovation. Kenya could identify key projects that directly benefit the youth, in line with the above focus areas, and partner with UNESCO in their implementation. One key area could be on social entrepreneurship.
7. **Development of Community Radios**

The International Programme for the Development of Communication (IPDC) is the only multilateral forum in the UN system designed to mobilize the international community to discuss and promote media development in developing countries. The Programme not only provides support for media projects but also seeks an accord to secure a healthy environment for the growth of a free and pluralistic media in developing countries. In the past, Kenya benefited from IPDC media projects support, mainly towards the development of Community Based Radios. With the County Governments in place, project proposals focusing on the development of Community-based Radios should be proposed by Kenya, since this will directly contribute to providing access to information by rural communities, hence ensure development at the grassroots.

8. **Integration of ICT in Teacher Training**

Through the UNESCO-Kenya Paris Open Educational Resources (OER) Declaration Project, launched with the financial contribution of the William and Flora Hewlett Foundation, UNESCO is collaborating with Kenya to develop national level OER policies and implementing the UNESCO ICT Competency Framework for Teachers (ICT CFT) by harnessing OER. Given that Open Educational Resources (OER) are educational materials with an open license that allows educational professionals and learners to freely use, OER provide a strategic opportunity to governments to significantly lower the cost of developing educational materials while significantly increasing access and quality. The above mentioned project focuses on the following two key areas:

a. **Teacher Training:** Integrating ICT in Teacher Training is vital as ICT is a priority area for Continuing Professional Development for all teachers. The UNESCO ICT Competency Framework for Teachers (ICT CFT) would provide a good basis for Kenya to expand her teaching skills in ICT.

b. **OER Policy Development:** OER is not mentioned or referenced to in any Ministry of Education, Science and Technology policy documents. OER could be integrated in the review of the ICT Strategy Policy.

9. **Sustainability Science**

According to UNESCO, the post-2015 Agenda must address the big questions of our time. These include: questions about eradicating poverty, enhancing food security, promoting sustainable energy, managing water and environmental resources, controlling diseases, mitigating natural and induced disasters, and fostering sustainable cities. Sustainable solutions, whether at the country, regional or global level, require creativity, new advances in scientific knowledge, and discoveries and innovations. In this regard, sustainability science appears to be a vital part of the solutions to the sustainability challenges faced globally.

Sustainability science probes interactions between global, social, and human systems, the complex mechanisms that lead to degradation of these systems, and concomitant risks to human well-being. Sustainability Science further creates a trans-disciplinary academic structure and discovery process that fuses the natural sciences, social sciences, and humanities. Debates on this concept, even within UNESCO, could provide a platform for building sustainability science as a new academic discipline, which can point the way to a sustainable global society by facing challenges that existing disciplines have not yet addressed. These include endeavours to simultaneously understand phenomena and solve problems, uncertainty and application of the precautionary principle, the co-evolution of knowledge and recognition of problems, and trade-offs between global and local problem solving (UNESCO, 2014).

In response to the emerging global sustainability challenges, UNESCO is putting into practice integrated science for sustainable development,
or sustainability science. Within UNESCO’s Medium-Term Strategy C/4 and Operational Plans C/5, sustainability science will be delivered through existing UNESCO networks including International Hydrological Programme (IHP), Man and the Biosphere Programme (MAB) and Management of Social Transformations (MOST) Programme. Kenya plays a key role in these programmes and could seize the opportunity to work closely with them so as to advance sustainability science in Kenya. It is expected that UNESCO will contribute to influencing and shaping the research agenda of global and regional scientific cooperation through the lens of sustainability science aimed at social inclusion, which will be a defining factor of the post-2015 development agenda.

10. Internet/Cyberspace

The Internet has developed rapidly from its early origins as a scientific network. New phenomena include social networking and cloud computing (UNESCO, 2011g). Issues related with Internet are being discussed in various forums and UNESCO is taking up the debate with regard to access to information and knowledge, freedom of expression, privacy and ethical dimensions of the information society. This is based on the framework of Resolution 52 of the 37th UNESCO General Conference in 2013, which mandated UNESCO to conduct a comprehensive and consultative study on Internet-related issues. A lot of information, personal and public, is being collected, stored, processed and shared via the Internet and this has brought unparalleled opportunities and challenges. Cyberspace is especially complex and thus calls for a holistic approach to address the broad range of issues relating to its use. These include, consumer data protection and intellectual property to data-mining, and cyber-security issues related to the Internet. UNESCO places the debate on Internet within an ethical discourse that integrates human rights into its general perspective, thus highlighting the fact that usage of technology is not “value-free”. The Internet is the technology of the future and Kenya should add to this debate, especially when she has made greater strides towards the use of Internet in boosting her economy.

11. Climate Change

Humankind is now confronted with unprecedented situations: the world’s climate, ecosystems and biodiversity, economic order, and socio-cultural well-being are at stake. Those already most vulnerable will bear the brunt of the impacts making it increasingly difficult to meet the Millennium Development Goals (UNESCO, 2013f). Towards this end, and in particular on climate change, the UNESCO Climate Change Initiative was launched by the UNESCO Director-General in Copenhagen during the 15th Conference of the Parties to the United Nations Framework Convention on Climate Change (UNFCCC COP15). The Initiative is based on four pillars: Scientific, Educational, Environmental and Ethical (UNESCO 2010c). Kenya is encouraged to take the lead towards promotion of sustainable development and building of greener societies. She should also initiate strategies to address social and ethical challenges posed by global climate change, including climate-induced migration.


As the global consultation process on the Post-2015 Development Agenda is continuing with “Culture and Development” as one of the 6 themes still open for dialogue, Kenya has an opportunity to play a critical role in providing leadership in regional consultations in order to reach out to a large and diverse population of people, including policymakers, academics, experts, business people and interested citizens. With its rich cultural heritage and vast experience, and evidence of best practices and lessons learnt, Kenya could play an important and significant role in advocating the role of culture as a resource for poverty alleviation and social cohesion and its integration in the sustainable development agenda.
5.3 Opportunities

1. UNESCO Prizes and Awards

UNESCO Prizes are recognitions to individuals and institutions for outstanding achievement in particular spheres within UNESCO’s areas of competence. The Strategy for UNESCO Prizes implemented since 2005, is essentially aimed at embracing the impact and visibility of UNESCO Prizes and thereby raising the profile and prestige of the Organization (UNESCO, 2012b). The prestige of the Prizes ensure UNESCO’s visibility and the interest of high level institutions, organizations and highly respected individuals as well as international and prominent media. Kenya has a highly learned and experienced pool of experts in her populace and specifically in UNESCO’s areas of competence. Participating in these competitive Prizes is one way of fulfilling one’s commitment and desire of uplifting the country and also the individual into the global limelight. Being a winner of one of these Prizes and Awards would bring to the fore, Kenya’s potential while raising the country’s rating in terms of her quality of education, training and innovations. This is an opportunity that Kenyans should seize by getting involved and competing for these prestigious and worthwhile Prizes and Awards.

2. Promoting Women Scientists in Kenya

The L’Oreal-UNESCO for Women in Science Programme encourages women to participate in sciences and pursue careers in science by giving recognition to the achievements of female scientists. The L’Oreal-UNESCO for Women in Science Programme, to a great extent, encourages cooperation among women scientists both at the national and international levels and provides an opportunity for countries to benefit in terms of scientific research priorities. Through this programme, Kenyan women have an opportunity to advance to higher scientific levels and to contribute to the advancement of their country. The different categories of sponsorship within the programme are International Laureates, International Fellowships and National Fellowships.

   a. The International Laureate Programme recognizes five scientists each year—one from each of the five regions namely, Africa and the Arab States, Asia (including Oceania and Pacific), Europe, Latin America, and North America (Canada and USA). Each Laureate is distinguished for the excellence of her research and receives a USD100000 Award. This Prize is given, in alternating years, in Life Sciences and Physical Sciences.

   b. The L’Oreal-UNESCO for Women in Science (FWIS) partnership is an outstanding vehicle to accelerate role models and to support and inspire women and girls in science (UNESCO, 2013aa). Since 2000, International Fellowships have been granted annually to promising young women scientists in both Doctorate and post-Doctorate studies. They encourage international scientific cooperation and the development of cross-cultural networks. So far, two Kenyans have been awarded this fellowship. Mrs. Rhoda Maringa Kariba was awarded the fellowship in 2000 while Dr. Pegotty Mutai received it in 2012. The L’Oréal National Fellowships, with the support of the UNESCO National Commissions, anchor for the Women in Science programmes in various countries around the world, while respecting their particularities and specific needs. Three Kenyans won the national fellowships in 2011. This is a good opportunity and a venue for promoting women scientists in Kenya and for building capacity in scientific research.

3. Promoting UNESCO Clubs, Centres and Associations in Kenya

UNESCO Clubs, Centres and Associations operate under the auspices of the National Commissions for UNESCO in the fields of competence of UNESCO at the grassroots. They are grouped into national, regional and international networks. The activities carried out by the Clubs, Centres and Associations help to disseminate UNESCO’s...
objectives at the local levels, publicize the values of the Organization in local communities and play a key role in educating citizens as well as contributing to dialogue between cultures and generations towards sustainable development. Therefore, promoting UNESCO Clubs, Centres and Associations in Kenya can have a direct impact on the people especially at grassroots. This is because through these Clubs, Centres and Associations, the local communities become more involved in addressing global issues that have a local impact, thereby contributing to thinking and discussion on economic, social, political and cultural issues within their own community as well as within the international community through the networks.

4. **UNITWIN/UNESCO Chairs and Networks**

The UNITWIN/UNESCO Chairs Programme launched in 1992, promotes international inter-university cooperation and networking to enhance institutional capacities through knowledge-sharing and collaborative work. The Programme supports the establishment of UNESCO Chairs and UNITWIN Networks in key priority areas related to all UNESCO’s fields of competence. Through this Network, higher education and research institutions all over the globe pool their resources, both human and material, to address pressing challenges, and contribute to the development of their societies. The Networks and Chairs also serve as think tanks and as bridge builders between academia, civil society, local communities, researchers and policy-makers. Encouraging the UNITWIN/UNESCO Chairs Programme in Kenya can foster greater collaboration with UNESCO and benefit the country by informing policy decisions, establishing new teaching initiatives, generating innovation through research and enriching the existing university programmes while promoting cultural diversity and solidarity.

5. **Ratification of Conventions and Protocols**

Kenya has the opportunity of enhancing association and participation in a wide range of activities within UNESCO through ratification of Conventions and Protocols in which Kenya is not a State Party. Some of these Conventions are the Convention on the Protection of the Underwater Cultural Heritage, the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property and the Convention for the Protection of Cultural Property in the Event of Armed Conflict.

UNESCO has a wide range of activities and programmes which are undertaken in its Headquarters, in the National Commissions and in the NGOs and generally in the Member States within its fields of competence. In-depth scrutiny of these programmes and activities in the C/5 could unearth new issues and opportunities. This calls for a paradigm shift in Kenya, especially in the approach of utilizing the content of C/5 document for the identification and implementation of the programmes and projects therein, their scalability and sustainability for more impact on Kenyans while not losing sight of the need to serve humankind in totality.
6.1 Concluding Remarks

It is very gratifying to conclude that the Kenya-UNESCO partnership was in existence even before Kenya became a UNESCO Member State in 1964. The wisdom of joining UNESCO saw Kenya participate fully in the activities of UNESCO. The governance arrangement before 1964 was different and the fact that UNESCO participated in Kenya's early development could have provided Kenya with a strong incentive to join UNESCO. The impact of UNESCO's participation in the development of Kenya was felt further with the establishment of the UNESCO Regional Office in Nairobi in 1965.

The fact that Kenya has continued to have an enviable relationship with UNESCO cannot be overemphasized. There is no doubt that Kenya has immensely benefited from her relationship with UNESCO and that the projects which have been undertaken jointly have transformed the lives of Kenyans. UNESCO is not a funding agency but harnesses all her energy to mobilize resources for Member States or to invoke a synergistic approach to involve Member States in this endeavour. The Director-General has made tremendous effort to rationalize the use of limited resources and to ensure programme delivery despite the challenging financial circumstances. There are numerous projects in Kenya in all fields of UNESCO's competence which have been mentioned in this book. These projects involve funds from Regular Programmes, Extrabudgetary funding and from the Participation Programmes.

Kenya has continued to meet her obligations as relates to payment of her dues to UNESCO. Prompt payments enable UNESCO to sustain its programmes and to plan for budgets in a rational manner. In the past, Kenya has also played her role in contributing to various activities of UNESCO such as the voluntary contributions of 1981 to 1983 to the UNESCO Programme in Special Education for Handicapped Children and Young People, Fund for the Development of Physical Education and Sport, Safeguarding of the Monuments of the Acropolis, the Department of Culture's contribution towards The International Fund for Culture Programme and the material and financial support extended during the 19th Session of the UNESCO General Conference.
which was held in Nairobi, Kenya in 1976. These contributions might appear meagre but that
desire to be part of UNESCO at all times is a good
gesture to be encouraged and emulated. Kenya
has continued to offer support in many other
ways. Kenya has received many dignitaries from
UNESCO and the many times the Directors-
General have visited Kenya sends a strong message
that Kenya and UNESCO are partners in the
thrust towards meeting the needs and demands
of humankind. Many successful meetings have
been held in Kenya and one of the notable one is
that of the 19th Session of the General Conference
in 1976. In his speech to the Member States and
delegates, Mr. James Nyamweya, the then Minister
for Labour stated as follows: "This is a memorable
occasion for our continent and we do hope that
all the participants will go back to their countries
with a richer and more rewarding knowledge
of Africa; her people, her achievements and her
problems. It is gratifying, Mr. President, to note
that Africa, which has never had the opportunity
to play host to this August Assembly has now been
glorified by the presence of all the present delegates
here in Nairobi. I avail myself of this opportunity
to thank all Member States, the Director-General
and his staff for the cooperation and assistance
which they have rendered to facilitate the holding
of this session in Nairobi". This was a strong
message which was consequent to the support
and goodwill received from Member States, a
sign of human brotherhood and manifestation of
UNESCO's policy of cooperation that is held dear
by all nations that subscribe to the Organization's
aims, policies and ideals.

The vast infrastructural development and
financial support by UNESCO before and after
1964 have impacted positively on Kenyan citizens.
Indeed, Kenya's educational philosophy has been
greatly stimulated and enriched by the many
UNESCO programmes and activities in Kenya.
Credibly, for education to be meaningful and to
serve the aspirations of humankind it must be
continuously evaluated and critically analysed
so that new strategies can be employed in its
planning and management for the purpose of
wholesome development. UNESCO has assisted

in the review of Kenya's education system over
the years, which has greatly contributed to its
improvement. Additionally, a good number of
Kenyans have obtained scholarships in a wide
spectrum of programmes within the operational
framework of UNESCO, including technical
training, entrepreneurial empowerment
and academic advancement, among others.
Infrastructural development has been witnessed
in the Media, schools, universities, and in the
conservation of Kenya's heritage and preservation
of her culture. The presence of the UNESCO
Regional Groundwater Resources Education,
Training and Research Centre for East Africa in
Kenya has significantly helped to moderate some
of the climate change challenges and of the effects
doing drought in Northern Kenya and other areas
in the Horn of Africa. Other Centres, such as the
UNESCO Regional Centre for Documentation
and Research on Bioethics, are an indication of
developing thematic infrastructures in Kenya.

Kenya believes that the UNESCO Priorities, if
well reflected upon, could transform Africa, a
continent that has been described as laden with
complexities brought about by its diversity in
culture, peoples, ecology and ethnicity. Focus on
the vulnerable populations and the youth would
assist in transforming a people that have often
been overlooked in the development agenda.
Further, the segregation of Youth in terms of gender helps
to give a clearer picture on the specific needs and
requirements of either gender.

Kenya further believes that even with the
emerging global economic challenges, and her
own challenges, UNESCO will continue to be as
supportive as it has been in the past. Further, that
the mutualistic partnership, in which both parties
have accepted each other's weaknesses, strengths
and working arrangements, will continue to
grow from strength to strength. Based on a
reflection of Kenya's journey with UNESCO thus
far, past operations and interactions, a number
of recommendations arise which will propel
the Kenya at UNESCO and UNESCO in Kenya journey forward. These recommendations touch on all UNESCO's areas of competence and others that might be subsets of the major arising issues.

6.2 Recommendations

**Recommendation 1: Kenyan NGOs Relationship with UNESCO**

Partnerships with Non-Governmental Organizations (NGOs) in the broad elaboration and implementation of UNESCO activities are deemed pertinent and even crucial in responding to the needs of Member States at the grassroots, and in providing expertise and technical knowhow to complement the work being carried out by the Secretariat in all spheres of its work. The cooperation with NGOs throughout UNESCO's different programmes and activities contributes to the reinforcement of mutually shared values related to UNESCO's Global Priority on Gender Equality, as well as the respect for human rights and solidarity, while respecting cultural and linguistic diversity and recognizing and acknowledging women's ability to be actors of social change. This is the kind of cooperation Kenya and Kenyan NGOs should explore to reap its full benefits. Consequently, Kenya should increase her participation in the family of NGOs associated with UNESCO. The National Commissions and UNESCO field offices are the two main partners of UNESCO in its collaboration with NGOs at the national and local levels. Therefore, given the current disparity in the geographical distribution of NGOs associated with UNESCO, the Kenya National Commission for UNESCO should spearhead such collaboration and engage NGOs in its activities as a springboard for increased collaboration with UNESCO.

**Recommendation 2: UNESCO Prizes and Awards**

Prizes and awards act as incentives, recognition and appreciation for work well done, and also as springboards or energizers for further achievements. The recipients of prestigious awards and prizes enhance the visibility of a country while uplifting the spirits of the recipient and raising their profile. UNESCO issues several prestigious prizes and awards to outstanding contributions by individuals or institutions towards the pursuit of UNESCO's ideals. They cover all the sectors of UNESCO thus enhancing the strategic objectives of the organization. These prizes give visibility to UNESCO's programmes, encourage innovation and showcase best practices. The prizes follow and address global themes in areas such as peace, tolerance and human rights, literacy and teaching, safeguarding and sharing of culture, environment, science and research. Each prize is accorded a high moral and symbolic value associated with a respectable monetary award. Although some Kenyans have been recipients of some of these Prizes and Awards, these have been few and the Kenya National Commission for UNESCO needs to undertake to inform Kenyans about these Prizes and Awards through posting adverts in the local dailies or through any other suitable publicity outlets. Additionally, Kenyans should be encouraged to apply for these Prizes and Awards.

**Recommendation 3: Use of the Open Educational Resources**

UNESCO has undertaken extensive advocacy work with governmental and institutional decision-makers on the benefits of developing and using Open Educational Resources (OERs). The 'open' nature of the materials present UNESCO Member States with a valuable opportunity to increase the quality and access to education as well as facilitate policy dialogue, knowledge sharing and capacity-building. However, OERs are affected by several setbacks including, low levels of awareness and uptake by the relevant stakeholders on the benefits of OER; low numbers of governments or institutions adopting enabling OER policies; and low numbers of education professionals, teachers and learners with ICT and information literacy skills and confidence to develop, use and re-share OERs. Kenya should be more aware of the benefits of OERs and undertake national OER initiatives, encourage closer collaboration between educational and technological experts in professional Communities of Practice, facilitate
empirical research and extensively publish best practices for dialogue and knowledge-sharing. The Kenya National Commission for UNESCO should mount a campaign to popularize the use of OERs in education and research.

**Recommendation 4: Establishment of a Geopark in Kenya**

The UNESCO General Conference, at its 37th Session held in 2013, highlighted the important contribution Geoparks play in promoting sustainable management of geological heritage. Geoparks are living, working landscapes where science and local communities engage in a mutually beneficial way. They also offer an exciting platform for international collaboration and, also, promote the links between geological heritage and all other aspects of natural and cultural heritage, clearly demonstrating that geodiversity is the foundation of all ecosystems and the basis of human interaction with the landscape. Geoparks contribute to achieving UNESCO’s objectives, not only through promoting geology and science but, through a wider contribution to UNESCO’s mandate, which cuts across education, culture and communication. This is an area which Kenya, with her high geodiversity, could venture into to supplement the benefits accrued from existing wildlife national parks. Kenya should actively pursue and work closely with UNESCO and the Global Network of National Geoparks (GGN) to create Africa’s first recognized Geoparks.

**Recommendation 5: Citizenship Education**

In 2012, the United Nations Secretary-General launched the new initiative on education, Education First, whose priorities are to: a) Put every child in school; b) Improve the quality of learning; and c) Foster global citizenship as it can contribute to the reinforcement of the EFA movement (UNESCO, 2013g). In respect to c), UNESCO recently launched a publication entitled “Global Citizenship Education (GCE)”, which provides a comprehensive view of GCE and how it builds on well-established fields such as human rights education, education for international understanding and education for sustainable development. It also presents innovative approaches and good practices for delivering GCE, which can fit into different types of educational programmes depending on the local context. Cooperation between UNESCO and Kenya in the area of GCE should be encouraged so as to develop an education system that empowers learners to take up active roles, both locally and globally; to face and resolve global challenges; and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world.

**Recommendation 6: Development of Bioethics Education in the Kenya Education System**

Bioethics is the application of ethics in medicine, life sciences and associated technologies as applied to human beings, taking into account their social, legal and environmental dimensions. The relevance of bioethics education in the modern world is not in doubt especially with the fast advancement of science, technology and innovations. This has encouraged the proliferation of contentious and questionable insights that could be perilous to our own existence. Furthermore, the debate on genetic engineering and genetically modified organisms (GMOs) still continues without any foreseeable conclusion. All these advances raise bioethical issues which need to be addressed urgently. Despite efforts by UNESCO, bioethics education in Kenya is still in its infancy. With its application and relevance transcending all spheres of life, it is time for the Ministry of Education, Science and Technology to endorse Bioethics Education as a common course in the education system. The objectives of the course could have: students and teachers being exposed to ethical reflections in all fields of the education system; ethical approaches related to life in general; respect of life and environmental processes as part of themselves; enhancement of self-respect and respect for others; ameliorating societal ethical and cultural issues; and education that respects human life and environment. Its inclusion in the education system would enhance in-depth understanding of bioethical dilemmas.
in traditional medicine, HIV and AIDS, female genital mutilation (FGM), environmental degradation, early pregnancies and abortion amongst school students and teachers, medical malpractices, rape/sodomy and sexual abuses which often occur within the education system. The emergence of societal evils and their practice in schools and universities necessitates Bioethics Education. Its inclusion in the education system would also, generally, promote a scientifically informed, just and equitable society (UNESCO, 2013h).

Rampant environmental degradation has led to climate change, thus resulting in food insecurity and prevalent droughts. These environmental stresses have led to children dropping out of school due to hunger. It is therefore recommended that the Ministry of Education, Science and Technology declares Bioethics Education a common course and encourages universities to adopt, domesticate and implement the UNESCO Core Course on Bioethics that has already been prepared by experts. The Ministry should work closely with UNESCO to oversee the implementation of this course in the universities and further cascade it to secondary and primary schools across the country.

Recommendation 7: Protection of Documentary Heritage

The issue of preserving the world’s recorded knowledge has been a source of concern to specialists and others familiar with its fragility and the ensuing risks of losing important sources of information (UNESCO, 2013i). As the consequences of wars, natural disasters and technological progress constantly modify the documentary heritage landscape, appropriate protection measures are imperative to address the many resultant challenges that contribute to dramatic losses of knowledge and identity. Kenya should embrace the preservation of her documentary heritage as indicated in her Second Medium Term Plan (2013–2017), encourage international cooperation, knowledge-sharing and awareness-raising of the value of documentary heritage in the form of records in print, audio visual and/or digital formats that are primarily found in archives, libraries, museums and similar institutions. Kenya, as a Member State, should also take this opportunity to engage and work with UNESCO to develop a standard-setting instrument to provide the basis for the protection of documentary heritage, including its digital form.

Recommendation 8: Hosting UNESCO Meetings and Conferences

Continued hosting of UNESCO Meetings/Conferences, particularly of international and regional standing will concretely strengthen Kenya’s collaboration with UNESCO. This would also accelerate Kenya’s development in the five fields of UNESCO’s competence and support the tourism sector, notably conference tourism, and cultural diplomacy. In this regard, Kenya should embrace every opportunity for hosting UNESCO’s meetings and conferences.

Recommendation 9: Development of Talent in Sports and Promotion of Traditional Sport and Games

“I never thought I would go to my past to create my future”. Cultural service provider and Joint Programme participant from Mucucuni Island

The Government of Kenya, through its Second Medium Term Plan, 2013–2017 and in the Sports Act 2013, has outlined some of the areas on how sports industry will be expanded. One of the composite tasks is to establish the Kenya Sports Academy, development and coordination of Sports Programmes, and renovation of stadia. Kenya can benefit immensely from the sports industry if she can diversify her sports and have a well-coordinated and systematic scouting and tapping of the vast talent available in sports and games. Traditional sports and games, which are important for cultural diplomacy and social cohesion, have neither been exploited nor given any attention by the Ministry of Sports, Culture and the Arts. This requires urgent attention and
formulation of mechanisms for their promotion, especially now that Kenya has a system of County Governments.

**Recommendation 10: UNESCO Programmes and Promotion of Local Communities’ Economy**

UNESCO Programmes in Kenya enhance knowledge, appreciation, respect and sustainable utilization of heritage resources for the benefit of Kenya and the world, now and for posterity. UNESCO has contributed immensely towards the wellbeing of Kenya’s Biosphere Reserves, National Museums, conservation of National Monuments, lakes and other important activities in all areas of the Organisation’s competence. However, the pertinent question is whether UNESCO’s efforts translate into the maximization of benefits to the people of Kenya. The tangible cultural heritage and other attractions present themselves as aspects which the country should exploit to attract educationists, film makers, scientists and tourists, while highlighting the role played by UNESCO. This is an area in which Kenya should put in as much effort as UNESCO in order to uplift the economy of the concerned communities.

Participation of Kenya in the *Mambo Poa* Programme during the annual Smithsonian Folklife Festival 2014 in Washington D.C., US was a welcome step towards internationalization and mainstreaming of culture and creativity in the development of Kenya’s economy.
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UNESCO has been involved in projects in Kenya for a long time, even before Kenya became a Member State in 1964. It has changed the lives of many Kenyans and the impact is felt through the various projects executed and/or financed by the Organization. Kenya has received substantial operational assistance in form of personnel, equipment and fellowships. Over time, these activities and projects have transformed the lives of many Kenyans socially, economically, and intellectually. UNESCO has played this role tirelessly through, inter alia, capacity development, financial support, infrastructural development and scholarship. These aspects are presented below according to UNESCO’s areas of competence.

**Education**

1. 1964: Kenya received a sum of USD 2000 for the purchase of books and scientific equipment for the Kikuyu College of Social Studies.
2. 1965–1966: On behalf of the Adult Education Association of East and Central African countries, Kenya organized a workshop on Adult Teaching Techniques in Nairobi with a grant of USD 2500 from UNESCO.
3. 1969–1972: In Special Education, the University of Nairobi received USD 8000 to help survey the state of handicaps among Kenyan children.
5. 1973–1974: USD 3000 was allocated by UNESCO to the Government of Kenya to be used for the preparation of studies in Teacher Education for World Assembly of the International Council in Education for Teaching.
7. 1973–1974: UNESCO assistance of USD 5000 for the establishment of African Association of Correspondence Education.
8. 1975: UNESCO grant of USD 4500 to finance a study tour for the Kenya Chief Examinations Officer to make observations of Examination Systems in Britain and attend a testing course at Princeton, USA.
10. 1976: USD 300 was received from UNESCO for a project on making a primary study of arts in lifelong education. In the same year, the Institute for Development Studies of the University of Nairobi received USD 1500 for study scholarship.
11. 1976: Kenya mobile libraries project which was as a result of a Fund-in-Trust through UNESCO was given a grant amounting to USD 283500 in 1976.

12. 1976: Master of Science in Geology at the University of Nairobi supported by UNESCO/NORDIC Funds: The MSc course in Geology was partially funded by the British Government, with costs rising from USD 513000 to USD 737400 and the final tranche being USD 1079100.


14. 1977: NORDIC partners funded the establishment of a new building at Chiromo Campus, University of Nairobi, to house the Physical Sciences Departments, with fellowships for staff development included. The second tranche of USD 737400 was given towards post-graduate training in Geology, with UNESCO retaining its status as the executing agency and the project started on 1st May 1977 and was expected to run for 38 months.

15. 1981–1983: UNESCO technical assistance on equipment for adult literacy programme in Kenya amounting to USD 30000 was granted.


17. 1981–1983: A 3 year's post-graduate fellowship amounting to USD 29100 was given by UNESCO for a staff from the Department of Mechanical Engineering, University of Nairobi, to study at the University of Auckland New Zealand.

18. 1981–1983: Financial contribution amounting USD 6000 was given for a training course of primary and secondary school counsellors.


20. 2000–2001: UNESCO provided USD 15000 to the Kenya National Commission for UNESCO for capacity building. The project was implemented and three computers, three printers, a Fax, and a photocopier machine were bought.


22. 2001: The Commission for Higher Education in collaboration with the Kenya National Commission for UNESCO organized a sub-regional workshop on Strategic Planning and Resource Management in Higher Education for Vice-Chancellors of Universities in Eastern and Southern Africa countries. UNESCO provided USD 20000 for this workshop.


25. 2003: Rapid Needs Assessment Project for Primary Schools. This was funded by Japanese Government through UNESCO. The project was implemented by the Ministry of Education, Science and Technology: USD 94954.

26. 2007: The UNESCO Director-General visited and made a USD 25000 donation for computers to Mkomani Girls Primary School in Lamu Island.
Natural Sciences

27. 1969–1972: UNESCO provided USD 6050 to Kenya for Promotion of Science and Technology (POST) that was being undertaken by the Commission Secretariat, East African Academy Kenya Branch Inspectorate, and Kenya Institute of Education.

28. 1975: In 1975 Kenya received a financial assistance of USD 6000 for the continuation of the public understanding of Science and Technology.

29. 1977: A financial assistance of USD 1200 for a workshop on management of coastal and offshore resources in eastern Africa was given.

30. 2000–2003: Enhancement of Water Supply and Food Security through integrated water resource management in Kitui. This was implemented by the National Council for Science and Technology (NCST): USD 26000.


33. 2000–2003: Review of the five UNESCO designated Biosphere Reserves in Kenya which was implemented jointly by the MAB National Committee and UNESCO Nairobi Office: USD 14000.

34. 2000–2003: Dissemination of Environmental Education Kit on Combating Desertification. The Kit targeted pupils and teachers in the upper Primary Schools and was implemented by Kenya National Commission for UNESCO: USD 300.

35. 2001: Testing of techniques for resolving conflicts in natural resources management, a case study of Nairobi National Park being a UNESCO Man and the Biosphere Young Scientists award: USD 5000.

36. 2011: Responding to an emergency situation in the Horn of Africa: UNESCO secured funding from the Government of Japan of USD 1.55 million.

Social and Human Sciences


38. 1975: UNESCO gave a financial assistance of USD 2000 to Kenya towards the organization of events relating to the International Women’s Year.

39. 2000–2001: Implementation of a project on street children worth USD 150000. It was carried out by the UNESCO Chair on Women Education, Community Health and Sustainable Development and Undugu Society.

Culture


43. 1969–1972: USD 4000 was given to the University of Nairobi to purchase a vehicle, a tape recorder and two cameras with lenses and accessories for the collection of material and research into traditional and spiritual culture and belief systems.
44. 1977: The Culture and Communications Sector received USD 8000 to convene the first General Assembly of the Organization for Museums, Monuments and Sites of Africa (OMMSA) in Nairobi.

45. To prepare for the nomination file for inscription of the Mijikenda Kaya Intangible Heritage and to implement a safeguarding project for this expression, Kenya was granted international assistance of USD 132580 from the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage.


47. 2008–2009: Safeguarding Traditional Somali Performing Arts, 2008–2009: The funding for this project was USD 40000 provided by the Japan Funds-in-Trust.


**Communication and Information**

49. 1969–1972: The Kenya National Commission for UNESCO received a duplicating machine, an electric typewriter, photocopying machine and USD 1000 towards the publication of the Commission Bulletin to inform the Kenyans of the aims and ideals of UNESCO.

50. 1969–1972: UNESCO assisted in setting up a Ministry of Education Library by giving USD 1000 to buy equipment.

51. 1973–1974: UNESCO gave USD 4000 to buy equipment, and material for the Kenya National Commission for UNESCO.

52. 1976 - Rural Press Project: This project was started as a pilot project through NORAD. A Rural Press was established in Murang’a to produce material for the newly literates. Further developments of the projects through Funds-in-Trust provided USD 473000 for 1980–1981 period to develop the Kericho, Meru and Kwale Rural Press Units.


54. 2010/2011: UNESCO, through the International Programme for the Development of Communication (IPDC) funding, supported the following: The New Shine FM Studio was officially opened on 26 July 2011 at Daystar University supported through the UNESCO IPDC funding of USD 19000 provided for the upgrading of the Campus radio equipment. The University staff were also trained in the use of the updated equipment under the same funding.

55. 2010/2011: UNESCO funded the capacity building of journalists/stringers to broadcast humanitarian information for internally displaced persons (IDPs) in Somalia and to refugee communities in Dadaab Camps in Northern Kenya. The funding for this activity amounted to USD 20064.

56. 2011: With USD 20000, UNESCO supported the successful production of a tailored Radio Self-Regulation Curriculum and Training Manual for the East African region through a training organized in Kenya in 2011 for 44 senior radio journalists and editorial managers organized by the Commonwealth Broadcasting Association (CBA).

57. USD 26400 was provided by IPDC to establish the Rware Community Multimedia Centre in Nyeri District, Kenya. Funding covered purchase and installation of the radio and telecentre equipment as well as the recruitment and training of local volunteers and staff.
58. USD 25000 was provided by IPDC for a joint activity between Daystar and Makerere universities’ Departments of Communication to carry out a joint curriculum review process for both universities, a 5-day training of trainers workshop at Daystar University on “New Media Journalism” for ten (10) Kenya journalism educators as well as carry out an Exchange Programme for faculty between the two Communication Departments in the fields of teaching and research.

59. USD 24000 was provided by IPDC under the regional project on “Bolstering the safety and protection of journalists in Eastern Africa”. Within this framework, Kenya journalists continued to be trained on safety and protection issues for two years.

60. 2011: Under the regular budget support in 2011, and within the framework of UNESCO’s support to the creation of a network of digital library developers, Kenyatta University Library digitization of documents and photos using the Greenstone Software was supported for 5 days. UNESCO supported this activity with USD 5000 including the cost of a trainer from Zimbabwe.

61. Within the framework of UNESCO’s support to ICT curriculum development, UNESCO funded the post-secondary school ICT curriculum validation process with about USD 6000. This was carried out by the Computer for Schools in Kenya, in close consultation with the Kenya Institute of Education (KIE) which is the national centre for curriculum development and research in Kenya.

62. UNESCO has continued to support Kenya in various ways. As a contribution to the “Film Project on Healing and Reconciliation Initiative in Kenya”, UNESCO supported with about USD 3000 a script writing workshop for the panel of script writers. This was with the aim of reaffirming that the final goal of the National Dialogue and Reconciliation was to achieve sustainable peace, stability and justice in Kenya through the rule of law and respect for human beings.

63. 2011: In 2011, within the framework of UNESCO’s support to the proposed Centres of Excellence in Journalism training in Africa, UNESCO funded the University of Nairobi School of Journalism multi-stakeholders consultative meeting in Nairobi with a view to unveiling the structure of the proposed Centre of Excellence for Communication and Media Training and further brainstorm on its functions and collaboration with its partners.
Kenya 1966

United Nations Educational, Scientific, and Cultural Organization
14th session of UNESCO’s General Conference speech for the head of Kenya delegation: Hon. G. M. Mutiso, M.P. Assistant Minister for Education.

Mr. President, distinguished delegates, Ladies and gentlemen.

Under normal circumstances this address would have been given by the Kenya Minister for Education, Hon. J.J.M. Nyagah, who was the leader of our delegation at the beginning of the Conference. He unfortunately had to go home because of the other urgent state matters. Nevertheless it is my honour to read his speech and I read:

It gives me great pleasure to have this privilege on behalf of the Kenya delegation in order to share with you the views of my delegation on the Draft Programme.

It is also my honour to convey to you and the other Member States the greetings of His Excellency the President, the Government and the people of Kenya.

Although Kenya sent delegates to the General Conference in 1964, this is the first time I have had the honour to visit UNESCO Headquarters, and I am grateful for the opportunity it has given me to see the organization at work and to meet its officials. From my study of the Draft Programme and Budget for the forthcoming biennium, it is clear that a lot of time and effort have been put into the preparation of the Document by the Director-General and the Secretariat. I would like to congratulate him and his band of devoted team on the documents clear, detailed and yet concise presentation.

The problems which a developing country has to face in all the fields of human endeavour are indeed many, varied, difficult and well-known. In the field of education, for instance, it is well known that all developing countries are finding it difficult to quench the irresistible desire of the people to obtain unrestricted educational opportunities for their children; to satisfy the formidable demands made by manpower needs, particularly at the intermediate and high level areas; and to attend to the unavoidable necessity of educating older people so that they can play their part most effectively in the development of their countries in the economic, social, political, and ethical fields. However, equally well known are
the vigour, courage and determination with which these countries are tackling the problem. But to be able to translate effectively this vigour, this courage and this determination into the desired results, it is clear that external assistance is necessary. I would therefore like to stress most emphatically, at this stage the need for the external assistance to be given in the areas which are in harmony with the felt needs and desired goals of the particular recipient countries. This factor is so important that I believe it should be an overriding one, whenever UNESCO is considering granting assistance to a developing country. It is therefore both encouraging and important to note that throughout the programme an attempt has been made towards this direction. I commend this move most highly and trust that it will continue to be more and more evident in the future programmes.

In Kenya, being one of these developing countries, we are committed to providing the maximum possible educational facilities for the young, and although we have not as yet been able to provide universal primary education, we are confidently and vigorously moving toward the goal. In the area of secondary education, we have greatly increased the number of schools since independence, even though the phenomenal increase of these leaving our primary system has caused the percentage of pupils who gain admission to our secondary schools to decline. Clearly therefore our real bottleneck, and I am sure I speak for many other countries as well, is at the secondary level. In order to reverse this undesirable trend, we have sought assistance from the international Development Association, to the tune of some £2.6 million for the purpose of financing a considerable expansion of our secondary school system the capital cost of which will be no less than £3.6 million in the three year period from 1965 to 1967. I am pleased to announce that this application has been approved by the World Bank, and I take this opportunity of thanking the Bank for the aid, which will give a much needed boost to our efforts in expanding our secondary school system, and thereby satisfying some of our felt needs.

The importance of providing suitable higher education to adequate numbers is now clear because as it is so rightly stressed in the chapter on Education in the Draft programme, it is now realised that education is a necessary prerequisite to national development. Although I am not an economist, I understand it is now a matter of common sense that economic growth can be speeded up if education produces the required middle and high level manpower, which a country needs. Our needs for skilled manpower in all our fields of activities are great and do not require any amplification here. We need teachers, we need engineers and technicians, lawyers and secretaries, managers and supervisors; indeed we need a whole host of skilled personnel. In order to cope with these needs it is imperative for us to expand continuously the facilities at our institutions of higher education. We can do this only slowly if alone. We need some external leverage to get us over the difficult hump.

In this connection, the part played in Kenya by the special Fund Sector of the United Nation's Development Programme is significant. Since 1961, we have been helped by technical assistance from the Special Fund to expand the facilities at Kenya Polytechnic, so that an adequate number of technicians can be trained. The University College, Nairobi, too, has been assisted from the same source to expand the facilities of its Faculty of Engineering. As will be seen from the Draft Programme and Budget this assistance will be continued 1967–1968. We value greatly this assistance which comes during the crucial period of our development. We are most grateful, but at the same time we agree with Oliver Twist, without appearing as greedy, that more of it would be that much better and more effective.

As we know, a country's educational endeavours depend quite heavily on its teaching profession. I will therefore dare to say that provision of adequate numbers of professionally qualified teachers is a prerequisite for the effective expansion and improvement of an educational system. I am glad to note
that the Directorate of UNESCO agrees with this an indicated by the fact that one of the sectors to which it has given high priority is the training of teachers. Adequately qualified and professionally competent teachers are always in short supply, particularly at the secondary school level. It is therefore necessary to provide adequate facilities for their training ad continuously to expand and improve the facilities, if the pace of the expansion of secondary school places is to be increased or even maintained. Today we very much appreciate the services provided in our secondary schools by teachers from other countries, but it is neither possible nor desirable that we should continue to rely on them forever. We must therefore become as self-sufficient as possible in this area of teacher production in the shortest possible time. For this reason we have introduced secondary school teacher training programmes, the most recent of which is the foundation of a Department of education at the University College, Nairobi. In order to cater for its much needed expansion we have once again turned to the Special Fund to which an application has been submitted. We very much hope that this will be approved at an early date.

With our hands thus full with programmes for providing education for our youth, it will be tempting to refrain from undertaking other activities. However, as this organization has rightly pointed out, we cannot afford to do so, because nearly half of the world’s adults cannot read or write. In Kenya the position is worse because 70% of our adults (over the age of 16) are illiterate, and are really thus hampered in their efforts to play their roles effectively in nation-building. If we are to utilize their full potential and enlist their co-operation for our development schemes, especially in rural areas, they must be educated, and that without any waste of time. My Ministry is therefore making plans to launch an intensive campaign against illiteracy throughout the country, for which the co-operation of all governmental and non-governmental organizations, societies and individuals will be invoked. However, the size of the problem is such that outside support will be necessary, and I wish to record my appreciation for the two experts whom UNESCO has provided to establish, in Nairobi, a Sub-Regional Centre for Literacy and Adult Education programmes, including the training of literacy teachers and the production of reading materials is valuable.

Turning now to consideration of UNESCO’s proposals for the Natural Sciences and their application to development, my delegation approves the trend evident in the Draft Programme towards increased emphasis on the natural sciences part of the Organization’s activities. The needs of my country in this field are two-fold: firstly, the creation of an adequate pool of trained scientific man-power, which means in practice a considerable increase in the facilities for secondary school science education; and secondly, a very substantial amount of assistance to apply science and technology to development so as to obtain short and medium term economic advancement. It is in the field of the application of science that we feel that UNESCO’s programme should undergo further elaboration and expansion, having due regard to the activities of other United Nations Agencies. There is need to fill the gap between the acquisition of data, the cataloguing of resources, and the formulation of viable plans for the practical use of data and the economic utilization of the resources. In developed countries this gap is filled by sophisticated industrial and commercial organizations, in many developing countries such organizations are small or non-existent, and development plans have to be prepared in depth and detail to attract investment. In due course part of the needs of developing states in this respect may be met by the Organization for Industrial Development, but for some time to come UNESCO can and should play an interim role.

I should like to mention very briefly, some part of the Natural Sciences programme within which we hope to developer to continue, co-operation with UNESCO. When some administrative problems have been resolved we hope to obtain assistance in the formulation of national scientific policy and in the creation of a national scientific organization. We will continue and, if possible, expand our participation
in the study of the African Rift System in co-operation with neighbouring countries. The International Biological Programme is of great interest, and we are also studying the possibility of establishing a Natural Resources Institute in association with the other East African countries, with whom we already have a substantial co-operation in scientific research in this field. The establishment of the UNESCO Regional Centre for Science and Technology for Africa in my country is a notable step forward which will lead to closer understanding and co-operation with UNESCO. It is our view, however, that the valuable potential of this Centre is severely limited by the small staff at its disposal – which consists of only three senior officers for the whole field of its responsibility in Africa.

And now Mr. President, as I have listened to the distinguished and able speakers, during the many sessions which have been held here, I have come to feel even more convinced than before that UNESCO has a great future in its efforts “to contribute to peace and security by promoting collaboration among nations through education, science and culture”. As I have listened to the arguments for and against the suitability or otherwise of UNESCO’s platform for political pronouncements of appreciation, criticism or even condemnation, I have thought of the nine million, mostly rural, people of Kenya and have been persuaded that what they want most are peace and security. I do not believe they care much about the niceties of sustainability of platform for political pronouncements. They desire peace and security which are the principal objectives of this organization. But, even UNESCO cannot function effectively in a political atmosphere which is full of confused anomalies. To the extent that these anomalies confuse this organization’s clear objectives and its efforts towards these objectives, to that extent must they be voiced right on UNESCO’s platform if only to help the competent bodies to identify them more adequately. Questions of a political nature have been raised such as which China should be represented on this Organization; whether the Democratic German Republic should be represented, what steps the United Kingdom should take to end the Rebel regime in Rhodesia, and the Portugal reluctance to grant independence to Mozambique and Angola and so on. Different distinguished delegates have reacted differently to them; some delegates more violently than others. My delegation is however of the opinion that while recognizing that a more appropriate platform for such topics exists in the form of the United Nation's Organization, such anomalies will continue to hamper, retard or even confuse this organization’s efforts towards peace and unity. It is our contention therefore that any such anomalies should be removed in the shortest possible time and that before then they should be shouted about on all the U.N.O agencies platforms.

For instance, Portugal’s attempt, to embarrass this Organization by challenging, through the International Court of Justice, the legality of the Executive Board’s decision to suspend Portugal from attending this Conference until she complies with the Organization’s request to have a study in situ of present state of education in African territories under Portuguese Administration, is indeed deplorable and should be condemned by all peace loving members. It is well known that educational facilities provided in African territories under Portuguese Administration are grossly inadequate; and yet Portugal has the courage to frustrate this organization in carrying out its responsibility, and having done so has the cheek to intend taking it to the International Court of Justice. Such activities can only cause confusion and frustration to this Organization’s efforts towards its objectives of peace and unity through Education, Science and Culture. In the circumstances I would even dare to say that Portugal’s membership of this organization does not make sense and therefore is questionable.

And now Mr. President, I would like to say that my Government’s aims, in the simplest terms, are so to develop our beautiful country that all our people can enjoy full and contented lives and without fear - both from within and without. Sometimes in the application of this, there may come occasions, which
incidentally in the eyes of UNESCO may appear trivial, unreasonable or discriminatory, but nonetheless, both in theory and practice they are based on very sound basis of national, political principle. I speak with authority on this, as recently my country has had to uphold its stand on the question of a proposed participant from a certain neighbouring but unfriendly country. Let me assure you Mr. president, that the stand taken was no disregard for the basic fundamental aims of UNESCO, my country holds these aims in the greatest esteem and would continue to support them. What is needed in matters of this nature is understanding on the part of the UNESCO of the individual nation's feelings and political principles. My country welcomes UNESCO to Kenya and in the spirit of O.A.U upholding its Charter for promoting unity, progress, prosperity and peace.

Finally, Mr. President, Ladies and Gentlemen, I would like to say that we appreciate the work the organization is trying to do and we agree with the fundamental principles underlying these attempts. Our main concern therefore is to ensure that we and the Organization shall at all times be able to work together effectively in the spirit of HARAMBEE.

Speech delivered by Hon. G. M. Mutiso, M.P. Assistant Minister for Education at the 14th UNESCO General Conference in 1966 during the debate on “Colonialism and Racialism”.

Mr. President,
Mr. Director-General, Fellow Delegates, Ladies and Gentlemen.

The issues before us, namely, items 19 and 22 of our agenda have been dealt with to a great extent by the speakers who have spoken before me. The two items before us are a matter of paramount importance to the very existence of this organization. It was on this line that the General Committee of this Conference saw it necessary to bring these two items before this August body to be discussed together. I believe, Mr. President, since yesterday various points have been raised of which most were in favour of the two draft resolutions 14C/DR/207 AND 14C/DR/143.

After listening to all speeches which already have been made for or against these two resolutions the Kenya delegation's opinion has been fully confirmed that the two draft resolutions before us must be fully supported, not merely because they condemn colonialism, racism, or other any forms of isms but because we believe that they are in keeping with the principles on which this Organization was founded.

The two draft resolutions are self-explanatory and therefore, Mr. President, I do not need to labour much on them. In any case my fellow delegates from Congo (Brazaville), Cuba, Byelo-Russia, Ghana, Nigeria and several others who spoke in favour of these resolutions have, in our opinion, put the case very convincingly and there will therefore be no useful purpose served in my repeating what they have so competently said.

However Mr. President, my delegation wishes to comment on the statement made by the distinguished delegate from France who spoke of how the hands of France have been washed clean of the dirty and filthy practices of colonialism, racialism and discrimination. The question is, Mr. President, how could one reconcile this statement from the distinguished delegate from France with the arguments advanced by his legal colleague which were in support of what his co-speaker had condemned as ‘out-of-fashion’ practices? One wonders why the French Government as a former colonial master has not taken the liberty to advise or rather caution her co-partner in colonial domination – the Portuguese Government to keep up with the times. One also wonders, Mr. President, as to whether the Portuguese Government
and people have ears to hear but refuse to hear, have eyes to see but refuse to see. I assume that the Portuguese Government is composed of people with brains which one would have hoped would have been used to think and recall the history of the past great empires which happily do not exist today. They would do well to take note of the courses which led to their disintegration. These are the facts of history and let no one make any mistake about them.

I believe, Mr. President, when you deal with this kind of a person who has all the senses but refuses deliberately to use them and prefers instead to use the ostrich tactics, then I think, Mr. President, the only way left in dealing with this type of a person is to resort to your very last alternative, namely, to keep him away from you until the world teaches him a lesson.

The Portuguese Government has not only refused deliberately to use her sense of vision to see the wind of change which is unmistakably blowing through the continent of Africa, or even use her sense of hearing to listen to the cries and groans of the sons and daughters and parents in the territories now under Portuguese domination in Africa, who are crying for their fundamental human rights and dignity, but has even embarked on more hideous policies of slavery.

In our view, Mr. President, this country in spite of all the world-condemnations on its out-of-fashion policies, if I may borrow the phrase from my distinguished friends from France, has even the courage and sit amidst clean people regardless of her sinister designs which have already been condemned by the global opinion and which are against human conscience. I think Mr. President there is a saying which goes ‘Familiarity breeds contempt’. It is entirely wrong to accept Portugal to sit amidst us, for this will amount to contempt of this honourable organization and the principles it so proudly stands for.

My delegation believes, Mr. President, that this General Conference, has all the powers to throw out this undesirable colonial die-hard of the twentieth century. We, therefore, fully endorse the decisions of the Executive Board, to keep out this unwanted champion of inhumanity. In this regard, the Kenya delegation rallies behind the sponsors of draft resolutions 14C/DR/143 and 14C/DR/207 and categorically rejects the amendments proposed to the former draft resolution by the delegation from the United Kingdom because as so many speakers before me have stated, the amendment defeats the very purpose of the resolution and renders it virtually meaningless.

We are therefore confident that these two resolutions will be supported by all enemies of colonialism and racialism.

Kenya Delegation

Hon. James Nyamweya, M.P., Minister for Labour to the 19th Session of UNESCO General Conference Held In Nairobi 26th October–30th November 1976

Mr. President,
Mr. Director-general, Distinguished Delegates, Ladies and gentlemen,

It is a great honour and privilege for me to have this opportunity to address this distinguished gathering. On behalf of my delegation and myself may I be permitted, Mr. President, to join all the other previous speakers in heartily and fitting congratulating you for your election to the high office of Presidency of this historic 19th Session of the General Conference of UNESCO assembled on the continent of Africa
for the first time. This is a memorable occasion for our continent and we do hope that all the participants will go back to their countries with a richer and more rewarding knowledge of Africa, her people, her achievements and her problems.

It is gratifying, Mr. President, to note that Africa which has never had the opportunity to play host to this august assembly has now been glorified by the presence of all the present delegates here in Nairobi. I avail myself of this opportunity to thank all Member States, the Director-general and his staff for the cooperation and assistance which they have rendered to facilitate the holding of this session in Nairobi. This goodwill among the states has not only shown the understanding which this Conference has always carried as its banner of fostering human brotherhood, but has also shown the UNESCO’s policy of cooperation is held very dear by all the nations which subscribe to the organization’s aims, policies and ideals. It is on the basis of this good understanding and good neighbourliness among the people of the world that this organization was founded.

Permit me, Mr. President, at this juncture to extend a word of welcome to you, and through you to all participants here assembled. I believe the atmosphere here will facilitate our work and enable this conference to reach the most reasonable conclusions towards the best and most practical goals in its deliberations. As the chairman of the Executive Board said, we, too, believe that the decisions taken here will be beacons of light. It is our wish and belief that all of you and particularly those who are visiting Africa for the first time will take this opportunity to visit other countries in the continent. In doing this I am humbly reiterating the words of welcome by my President, His Excellency Mzee Jomo Kenyatta. I am certain that your experiences of Kenya and of other African countries you visit will be rewarding and will give you a great insight of Africa.

I now, Mr. President, would like to take your leave to address myself briefly to issue pertaining to various programme areas. My delegation will give its views in details in the appropriate commissions and committees.

Education

Kenya’s educational thinking has been greatly stimulated and enriched by the many UNESCO activities in this field. We fully support the general policy guidelines outlined in documents 19C/4 and 19C/5. We believe that for education to be meaningful and to serve the aspirations of mankind, it must be constantly evaluated and critically analysed so that new strategies may be employed in its planning and management for the purpose of total development. In realization of this, Kenya set up an Education Committee early this year to re-appraise our education system, and to recommend new approaches which may be employed to make education better suited to our national needs. It is in this field of reappraisal of national educational systems that our experience and expertise can be usefully called upon. Developing countries in particular look forward to UNESCO’s participation in the renewal of educational systems.

My delegation feels that there is need for intensification of regional and international cooperation in carrying out research in the various aspects of education, bearing in mind the national ambition of making education available to all. Here in Kenya, as in all developing countries, we realize that there is a great wastage in our education systems both in terms of financial and human resources, in this connection UNESCO, in corporation with other bodies, such as O.A.U., Association of African Universities, and so on, should establish or assist in establishing reliable centres for experimentation and in-servicing
of teachers thus bringing them up-to-date with the new trends in education. UNESCO should also continue to devise new methods to combat wastage in education, and to reduce educational costs.

In most of the developing countries, non-formal education is receiving as much importance and attention as the formal education. This is because we realize that the development of the rural areas in these countries, to a large extent, will depend on the ability of converting illiterate adult population in the literates so that they can understand their environment and reap the maximum benefit from it.

We, therefore, hold adult education to be very important for our development projects. We have to move from the earlier belief that investing in adult education was unnecessary. We should now invest more in adult education. And we believe that UNESCO would assist in collaboration with member states on discovering the most effective ways of conquering illiteracy.

During the Lagos Ministers of Education Conference in January/February 1976, Kenya emphasized the necessity of increasing educational facilities for special education, that is, education for the physically handicapped, mentally retarded, the deaf and the blind. This is indeed an area in which UNESCO is called upon to focus its attention in the next biennium.

My Government supports fully the efforts of the International Institute of Educational Planning in identifying suitable areas of research and training of nationals of needy member states in the planning of education. This is the kind of training which every nation and particularly the developing countries need to enable them to plan national educational systems and to identify national educational priorities. It is our feeling however, that the number of fellowships available for training purposes is too small to have the anticipated or desired impact in the shortest possible time. We suggest that UNESCO should explore the possibilities of having more fellowships offered so that personnel may be trained in sufficient numbers to man the national institutions of educational planning in member states.

**Science and Technology**

Mr. President, Science and technology should aim at establishing a more fair and equitable world order. The Director General has carefully outlined this role in the two documents 19C/4 and 19C/5. My delegation wishes to heartily commend the Director General and his staff for the excellent work shown in the chapter on science. We believe that time has come when all of us should contribute to the creation of optimum conditions for scientific and technological knowledge to flow with ease so that it can be utilized by man for the benefit and betterment of human life. In doing so, we shall be able to create a stream of new usable and useful knowledge which should be of assistance to mankind.

Kenya supports the intention that UNESCO should help to ensure that science, and more particularly technology, really serve mankind, and that indigenous centres of scientific creativity are established on a sound basis especially in the developing countries, and that special effort is made to adapt technology to the ecological, social, economic and cultural environment of the developing countries.

The attempt to stimulate science education in Africa at university level through the establishment of a network of centres of excellence, is very commendable. If these centres of higher learning are established on sound grounds through the collaborative efforts amongst the universities, they will serve to bridge the gap that now is so obviously noticeable. Local initiative is called for in this exercise and the national Governments should be committed to assist in making this idea a reality.
We hold, Mr. President, that training at postgraduate level should occupy a place of prominence in our training programmes. However, one aspect of this training and scientific research must be taken into account. That is, some aspects of research have different places because of the diversity of conditions that may exist and which may have controlling effects on such research. For example, research in ecology may mean different methods of approach, application and interpretation to a person in the temperate zone and to one in the equatorial zone. Thus, while conditions dictate that most research may be done in the developed countries because of the available facilities, we hold that most relevant research regarding the problems in Africa and the developing world may meaningfully only be carried out in these countries so that prevailing national conditions may be adequately taken into consideration. This calls for intensified efforts to develop the capacity of the institutions of higher learning in the developing countries to enable them to mount meaningful work and to offer meaningful graduate courses so that the research carried out by the students is relevant to local problems whose solution may depend on the findings of such research.

Training of middle level technicians is a question of genuine importance to the developing countries. Kenya, and perhaps I echo the voices of many other developing countries, feels that this is a training component which must be quickly recognized and relevant measures taken if development has to take the planned course. Indeed this is a class of personnel which can assist a great deal in the overall development of our countries both in the urban and rural areas. On looking closely at the proposals in the two UNESCO documents, I have noted that the prepared proposals do not adequately cover sufficient ground for the requirements of the developing countries. My delegation would like to see more concrete proposals made for definite actions oriented towards intensive training of the middle level technicians in the relevant fields so that development may be accelerated.

My delegation fully supports the proposed programme of man and biosphere. I am pleased to note that the descriptive phase to this programme is expected to be finished by the end of this year and that UNESCO will now concentrate its efforts on assisting field projects contributing to the programme. We note with equal interest that UNEP has already started research projects on the arid lands in Africa. No doubt many governments are watching with interest the results of this research. Indeed its success may mean better life and greater productivity for the peoples of the arid zones, and the world in general. It is our hope that researchers in this project would produce data and suggestions which may assist man in solving some of the problems, which confront him, thus enabling him to lead a better life. We also do realize that while these global projects are important, national and regional activities in this field are also necessary, as they may assist in solving small scale local problems which could spell disaster if not taken care of with speed and on time. My delegation, therefore, welcomes the suggestion to offer the necessary support to national and regional initiatives to enable them to find solutions to local problems.

Training of environmental specialists and ecologists should be seen as an important sector of our education today. We are aware of the hazards the world is faced with nowadays which are a result of the rapid development brought about by man’s rapid technological advancement. Mr. President, we believe that man’s technological advancement and the application of scientific knowledge should ensure the continued existence of his environment. My delegation would like to see more efforts directed towards the training of ecologists, environmental specialists, and suitable curriculum development for teaching in our schools. It is necessary that environmental awareness be taught in our schools and that the world population be made aware of its responsibility to our future generations. Let us remember that we have a collective responsibility to save our environment and try to bring the world to more natural state of life without sacrificing our advancement in the various areas of scientific and technological discoveries.
It is in the realization of this fact that Kenya willingly accepted to be the home of the United Nations Environmental Programme.

**Information**

It is essentially accepted, Mr. President, that information is a necessary tool for all round development. Not only does information offer an immediate tool for solving identical problems but it also assists in the widening of peoples horizons of thought and knowledge thus enabling them to identify and solve problems. We are also aware the importance of making information available at the required time if it has to be useful.

Kenya, Mr. President, recognizes the need for free flow of information and exchange of ideas. Our national archives are quickly growing in terms of management and contribution to research. As a further step in the development of this idea the Kenya Government has created the national Council for Science and Technology to direct the application of research information and to coordinate documentation and dissemination of information. Our main pre-occupation at this time is centred on information in scientific fields such as agriculture, public health, human settlement, industry and commerce. This is our initial objective and we feel that its progress is sufficiently fast to enable us to participate in the world information networks within the next biennium or so.

While the nations of the world, particularly the developing nations have made determined efforts in this direction, we must recognize their limitations both in finance and personnel. Many countries have information in such forms as files, pamphlets, reports, and research papers which if collected and documented for proper storage, could be useful. However, these countries lack the necessary facilities for collection of such information, storage and production in a manner that will facilitate easy circulation. This is one area where UNESCO could assist these countries in training the required personnel and affording them the necessary expertise and other forms of assistance.

To sum up we recognize that the giver of information also expects to receive. Hence free flow of information must be a two-way traffic, and this should be encouraged.

**News Agencies Pool**

IN 1962, Mr. President, the United national general Assembly passed resolution No. (XVII), which was called for measures to be taken to overcome the inadequacies in the field of information being suffered by the developing countries. In this respect we wish to suggest that UNESCO should make its expertise available to national governments to assist them to formulate their national communication policies in accordance with the national aspirations, goals and developmental targets.

**Culture**

MY DELEGATION, Mr. President, notes with satisfaction the work plan as outlined on culture in document 19C/5 and wishes to put on record its association with the planned activities in the field of culture. We are pleased to note that the work of the General History of Africa is progressing satisfactorily. That two volumes of this History have already been completed, and two more expected to be finished by the end of the coming biennium, is commendable. This is a project which has great significance for Africa since it is the first time that African scholars in collaboration with UNESCO have been able to
get together with a seriousness of purpose to produce a truly African record. When these works are completed they will not only give Africa the dignity but they will enable people from other countries and continents to look at Africa in its proper perspective.

This, however, has not been an easy task, and gaps are likely to remain unfilled for some time to come. We do require a systematic and coordinated effort in the collection of important oral traditions. This can effectively be done by employing knowledgeable local personnel and machinery which can go deep into this important work. We appeal to UNESCO to allocate more funds to national institutions which would be capable and willing to carry out this very important task.

Mr. President, research in Kenya languages and cultural values has been concentrated mainly at the University and at the Kenya Institute of Education. The Kenya National Archives which is under the Ministry responsible for culture has also initiated some research projects in areas of cultural value. For the next two years four priority areas of research have been identified:

1. **Description of African languages.**
   In this area studies will be carried on the various Kenyan languages both in their grammatical and lexical structures in order to improve our understanding of our cultural diversity. Research emphasis will be laid on semantics and other aspects of linguistics which will give us a deeper knowledge of the social-cultural processes and mechanisms and assistance in our efforts to preserve the Kenyan cultural heritage. This research will also be very useful in identifying the languages that may be threatened with extinction for documentation.

2. **Historic and Comparative Linguistics:**
   We feel that this area of study will assist us in the reconstruction of cultures, settlement patterns and immigrations of the Kenya people before the colonial days. Historical linguistics can yield very important information on the early Kenya people and their patterns of life and be of immense use in our attempts to find a link in the present cultural patterns. Language Education: Language use in education has been a major topic in the survey of language use and language teaching which was carried out in 1968 and 1969 in Kenya. In carrying out this survey we believe that there is great need to study the present usage patterns of African languages with a view to examining their suitability and limitations if used as the media of instruction in our school system. This is research which will require very careful and systematic collection of information because of the sensitive implications it could have on our education system and youth as a whole.

3. **The use of Kiswahili as a full-fledged national language.**
   Many countries of Africa, Mr. President, which has suffered colonial domination were subjected to ruthless expropriation of cultural and historical materials. The former colonial powers must be reminded that such items of cultural values were in the colonized countries before colonization and so they could not legally have been the property of the colonizing powers. With regard to the historical materials accumulated during the colonial period we hold that whatever happened both to the colonized and colonizers. So, it would be unacceptable for the colonizers to claim sole ownership of these materials. In fact we hold that the colonized sole might to such materials as it concerns their land and people, and should preserve them for their posterity.
Preservation of historical monuments, Mr. President, remains a major preoccupation of many Governments in member states. In Africa in general, and in Kenya in particular, this is always viewed with great concern and commitment. Indeed, it is our intention to preserve what is left of our historic monuments and to halt their further deterioration. This exercise, however is an expensive one and the knowledge and expertise available to us is limited. My delegation wishes to bring to the attention of this august body the difficult state these efforts are in because of lack of well trained personnel and the expensive equipment necessary to carry out this work. We have made determined efforts to establish museums in most parts of our country and to awaken the interest of our people in the identification, collection and preservation of items of historical and cultural importance. But greater efforts than we can afford are required for meaningful collection of the items.

We in Kenya, like in many other countries, are mindful of the fact that rapid economic and technological development may result in the loss of important cultural objects through disuse and change. The older people who may give meaning and significance to such objects will not live forever. We therefore, feel that the time for documenting such objects, and the time to collect literature on them is now if their preservation has to have any meaning. This, Mr. President, must be seen as an important component of cultural development whose many aspects Kenya – has vowed to assist, encourage, and permeate in the Republic. For, Mr. President, it is our intention and commitment to integrated growth which is the ambition of the Kenya nation. With this view in mind, Kenya intends to continue to encourage and assist in the establishment of community theatres which will excel in a wide diversity of cultural arts and which will serve the all-important purpose of awakening the peoples’ awareness to the richness of their cultural background.

These may not be easy tasks and I appeal to UNESCO to consider affording nations and national organizations the necessary assistance to carry out these important tasks.

**Human Rights**

Human Rights is indeed a basic issue as it deals with the very existence and dignity of man. It is the issue which concerns the human being and the way he lives with harmony with his neighbour in mutual respect, dignity, and understanding. But now let us examine the world situation. We look at Southern Africa with great concern and we have never failed to express our anger at the indignity that our brethren have been subjected to for so long. We recall with great sorrow the massacre which has been committed in the republic of South Africa with the knowledge, encouragement and consent of the government of that country. We express sorrow at the impunity with which the South African government has defied the resolutions passed by the great statesmen of the world in the United Nations. Under the guise of the ignoble policy of apartheid the South African government has continued to deny the African majority their rightful place in the world community. The government of that country has denied the African people the right to self-development and the right to cultural development. In this segregated society the African has been subjected to indignities such as the denial to education, freedom of expression and freedom of movement in his own home. My delegation, Mr. President, holds that the world community cannot and must not rest until these wrongs are righted.

It is sad to note that in spite of many calls by the United Nations and other august bodies such as UNESCO the government of South Africa continues to rule Namibia illegally and to subject her people to a wide diversity of sufferings. In pursuance of its policy of dividing the African people so that they may not form a common front to demand their rights the South African government has encouraged the Africans in
that country to fight against each other. We wish to join the other nations of the world, as we have done on many occasions before, in condemning these acts of inhuman treatment to which peoples of South African and Namibia are subjected by the racist minority government here.

On behalf of my delegation and myself I appeal, through you, Mr. President, to all member states to cooperate in an effort to isolate South African from the world community and to force her to abandon her inacceptable and inhuman policy of apartheid. For the people of Namibia we emphasise that they be given the right to self-determination and shape their own destiny as a nation as soon as possible. At this juncture my delegation would like to express its appreciation to UNESCO for the part it has played, and continues to play to prepare the peoples of Namibia for the heavy responsibilities they have to assume when their country becomes independent.

Zimbabwe, Mr. President, is another case of concern. We have followed carefully the recent events in that country due to external pressures brought on by Governments. This international cooperation with the sole purpose of solving an international problem is very much appreciated. We hope the discussions going on now in Geneva will yield fruitful results so that the Zimbabweans can achieve their independence soonest.

Turning to document 19C/4 Mr. President, we note with satisfaction the plan of operation prepared by the Director General for the period 1977 – 1982 regarding human rights. We believe that for UNESCO to achieve the noble objectives so carefully outlined, it is necessary to have the fullest cooperation of the member states. UNESCO on her part should co-operate with the other relevant United Nations bodies such as the United Nations Commission on Human Rights so that the wider objectives of this plan may be achieved.

**International Economic Order**

In the past two years or so, the world community achieved a degree of unparalleled awareness regarding international economic order. The stress being given to the desirability of establishing a new international order underlines the imbalance of distribution that our world finds itself in. I am aware, Mr. President, that to achieve a new economic order will call for determined and committed co-operation between the haves and the have nots, between the developed and the developing countries, and between the industrialized and non-industrialized nations of the world. A genuine spirit of the desire to co-operate and to alleviate the state of suffering in the world must exist as a basis on which to build a new economic order.

I note, Mr. President, the UNESCO, as a United Nation agency deeply concerned with the welfare of mankind has taken a very keen interest in this subject. The booklet “moving towards change- some thought on the new international economic order” – is a commendable effort by the UNESCO Secretariat. And I must sincerely express my gratitude to the Director General and his staff for this excellent work. The booklet certainly forma a basis from which UNESCO could launch its activities to contribute towards the establishment of a new international economic order. It is our belief that if the ideas and suggestions expressed in this booklet are interpreted properly they will facilitate the establishment of a new international order.
Social Policies and Youth

Economic development may be characterized as that aspect of economic growth which brings desirable change. This is viewed with respect to political, social, and economic variables in the country. Taking into account the contemporary world, I believe that there is need and necessity to harness social sciences for total development of man. My delegation holds that analysis of scientific and technological revolution is of paramount importance in national developmental projects, and in setting up goals. But in addition, we believe that such an analysis has to relate to social, economic, and political situations so that immediate and recognizable benefit may be realized.

The world today faces some serious problems associated with what has become known as population explosion. This has precipitated a situation which makes it difficult for many developing countries to cope with their intended developmental projects. My delegation, Mr. President, feels that it is time to re-think our priorities with respect to our long-term objectives of providing the basic needs for our growing populations. Such re-thinking should take into account the desirability of change and creating permanent features of social orientation.

Kenya's development plan in all areas of our endeavour has, since independence, been greatly inspired by the "Harambee spirit" which calls for voluntary participation by all citizens in national and individual development. This spirit of Harambee has become a backbone or pillar of strength in Kenya's development.

All developmental and social planning must have provision for the youth if we have to expect long-term effect. The national training programme and social planning should take into account the economic participation of the youth. In many developing countries many young people have to terminate their education because they cannot afford to pay for their education; and their governments, due to strained resources, cannot implement free education or award bursaries to deserving cases. Consequently the young people raw as they are, flock into the urban areas in search of means of livelihood. I am sure I would be expressing the views of many of the developing countries if I say that this influx of youth into towns has become a problem of major concern both to national governments and to the international community.

Ways and means should be found to curtail this human wastage. In Kenya the government and other private bodies have instituted village polytechnics where a limited number of young people may undergo a wide variety of intensive training. There is also the Kenya National Youth Service which is doing a useful job of training our youth for various types of trades and crafts. Many of those trained under this programme have attained such high levels of efficiency in their trades that they have been able to enter into the country's competitive labour market without any difficulties. But efforts by both the village polytechnics and the National Youth Service fall far short of the assistance required for youth. We believe, Mr. President, that UNESCO and other United Nations bodies would continue to take keen interest in the programmes of youth, and give more assistance to the national governments to plan youth programmes.

Before I conclude my remarks, allow me Mr. President to say how very much we in Kenya have been moved by the kind of remarks said about us by every speaker who has so far addressed the conference. These kind words have been a source of great inspiration to us hosts of the international community. Be assured Mr. President, I wish once again, to commend the Director General and his Secretariat for the very excellent proposals contained in documents 19C/4 and 19C/5. I feel that these two documents offer
a very genuine basis for regional and international cooperation in all fields of UNESCO’s competence. May I reiterate, at this point in time, Kenya’s total commitment to the noble ideal of UNESCO, that is, collaboration of nations for international understanding and peace through education, science, and culture in our true spirit of HARAMBEE.

Thank You Mr. President.
Madam President, I join my colleagues in congratulating you most sincerely for the manner in which you have so far conducted the business of this 184th Session of the Executive Board. We have confidence that through your able leadership, experience and wisdom you will effectively and efficiently discharge the business of this Session.

Madam President, May I take this opportunity once more to congratulate Her Excellency Madam Irina Bokova, Director General of UNESCO for the excellent presentation she made yesterday regarding the reforms she plans to implement in the Secretariat. My Delegation has full confidence in her leadership and are optimistic that these envisaged reforms will successfully steer UNESCO to higher levels. We commend the DG for the bold steps she has made to restructure the secretariat with a view to making the organization result oriented, efficient and effective in the discharge of its core mandate. There is clear commitment by the DG to pursue the delivering of priority Africa and Gender equality. Whereas these two have been UNESCO priorities in the previous biennial programmes no concrete efforts were made to ensure the realization of these objectives. The DG has however, unveiled a clear road map which we support. It is in view of this that we support the DGs initiative to establish a taskforce to review the Priority Africa and look forward to the implementation of its findings.

Madam President, my delegation endorses the statement made by Cote d’Ivoire on behalf of the African Group. We applaud UNESCO’s commitment in the pursuance of its mandate in education, sciences, culture and communication despite the budgetary constraints and the current global economic downturn that has adversely affected global economies and particularly, those of developing and least developed states. This situation is further compounded with the effects of climate change and natural disasters that are also more pronounced in developing countries. Consequently poverty levels are increasing as the cost of food and other basic needs and services have increased. As a result the Social sector budgets
including education are facing the risks of reduction or even stagnation for these vulnerable nations and yet the demands of education continue to increase. The short and long term effects of this is non-attainment of EFA, MDGs, Action Plan for the Second Decade of Education for Africa (2001–2015) and other national goals and targets.

We acknowledge and support the strengthened partnership of UNESCO with the African Union and Regional Economic Communities (RECS) in addressing the needs of Africa. We support the DGs effort in raising the visibility of South-South Cooperation. The South-South Fund in education that has been established be strengthened through extrabudgetary sources so as to sustain the on-going four regional Projects. In pursuance of this goal there is need to bring on board non-traditional donors for education to support the attainment of EFA at country levels. These may include individual Philanthropists; local Commercial Banks and financial institutions; private companies; corporate bodies; Non-Governmental Organisations and community based organizations.

Madam President, Turning to the Natural sciences, it is a recognized fact that Science, Technology and Innovation (STI) are critical for sustainable development, poverty eradication, protection of the environment and enhancement of global peace. Indeed STI are the prime movers of global economy and social transformation. My delegation supports UNESCO’s efforts to assist Member States in capacity-building, research, networking, education and international cooperation in the fields of water, ecological and earth sciences. We particularly welcome efforts to promote South-South & North-South-South cooperation in the water related programmes such as the International Hydrological Programme (IHP) and the International Oceanographic Commission (IOC).

Kenya is a water scarce country and this often disrupts social and economic activities. The Kenya Government is therefore very keen to establish and strengthen partnerships with, the UNESCO- Institute for Water Education and would welcome the creation of a UNESCO Category II water institute as part of capacity building enhancement for the African Region.

With regard to the global climate change, UNESCO should reinforce its climate mitigation efforts through enhanced education and public awareness. Programmes of enhancing capacities and promotion of best practices for large scale use of sustainable and renewable energy be developed and implemented. In particular, Kenya supports programmes and activities geared towards the establishment and strengthening of small scale applications of renewable energy technologies particularly in the rural and remote areas where there is high dependency on wood fuel.

Madam President, Basic scientific knowledge forms a strong foundation on which all current and future technologies. The International Basic Sciences Programme (IBSP) which was launched by UNESCO about six years ago needs to be strengthened. UNESCO should continue to collaborate with AU Commission to ensure that regional hubs for the establishment of the Pan African University are fully created. This University will assist in addressing the scientific human resource capacity gaps of the region.

Madam President, with regard to Social and Human Sciences, Kenya has already conveyed, to the UNESCO Secretariat, its preliminary views on the desirability of preparing ethical principles in relation to climate change and looks forward to further consultations prior, during and after the 185th Session of the Executive Board.
As you are aware the Youth constitute over 60 percent of Africa’s population. These Youth are ambitious, flexible and able to adapt to emerging challenges. Governments are increasingly investing in youth empowerment as a means of enabling them to effectively participate in the national development. We therefore welcome efforts made by the UNESCO Social Human Sciences (SHS) Sector in the development of the UNESCO Strategy on African Youth, in close collaboration with the African Union. We urge UNESCO, to roll out programmes for the implementation of the Youth Strategy.

We also welcome the establishment of a Research and documentation centre for women, gender and peace building in the Democratic Republic of the Congo. The centre will greatly contribute towards the shaping of social policies in the Great Lakes Region.

Madam President, Culture and heritage plays central roles in defining people, enhancing their solidarity and sustaining socio-economic development of societies. In recognition of this role the Government of Kenya has launched and embarked on the implementation of a National Culture and Heritage Policy. We appreciate UNESCO’s effort in ensuring the balance and credibility of the World Heritage. Kenya however believes that more could still be done to improve the balance especially in protecting more sites in the African Region. We applaud the establishment of the Africa World Heritage Fund which is supporting many heritage initiatives in the African Region. We also commend the establishment of a category 2 centre dedicated to World Heritage Capacity Building activities in Africa, and believe that it will greatly enhance heritage conservation efforts in the Region. We thank and request our development partners as well as UNESCO Member States to continue supporting the fund.

Madam President, we concur with the Director General’s comments that the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (ICH) has become the major tool for safeguarding ICH at the national and global level. We appreciate that several countries, including Kenya have benefited from various International Assistance from this programme. Kenya is committed to the implementation of ICH Convention and will in November this year host its 5th Intergovernmental Committee Meeting in Nairobi. We take this early opportunity to welcome all of you to Kenya.

Finally, Your Excellencies, Ladies and Gentlemen, we urge UNESCO to continue supporting Member States, especially those in the developing world, through policy advice and capacity building in order to bridge the digital divide and the knowledge divide. Since the launch of a National ICT Policy in Kenya, the national economy is rapidly moving towards information and knowledge base. The policy seeks to utilize ICT to facilitate among others, sustained economic growth and poverty reduction, promotion of social justice and equity, mainstreaming gender, and the disadvantaged groups.

We appreciate UNESCO’s support of free, independent and safe reporting in Africa. The overall situation in the Great Lakes region is getting better and more work needs to be done in order to assure peace consolidation at different levels especially in the area of capacity building in conflict reporting.

In conclusion, Madam President Kenya will continue to support UNESCO’s emphasis on prioritizing assistance to the most vulnerable and least developed groups/regions in our member states. We do this because we acknowledge that the current and future global peace and prosperity lie in a more equitable world.

Thank you.
Kenya

185th session of the UNESCO Executive Board Intervention by Prof. Jude Mathooko, representative of Kenya to the Executive Board: 12th, October 2010

Madam Chair,
Madam Director-General, Excellencies,
Distinguished Members of the Executive Board, Ladies and Gentlemen,

Firstly, I wish to congratulate you, madam chair, for the manner in which you have so far conducted the business of the 185th Session of the Executive Board.

The Kenya Delegation echoes the Africa Group statement by Cote d’Ivoire.

Madam Chair, UNESCO is at a turning point where it can reposition itself as a lead organization in its fields of competence. Kenya fully supports the Director-General’s reform efforts towards a more efficient and decentralized UNESCO.

Currently, the regional and cluster offices in Africa suffer from a discrepancy between their objectives and the available human and financial resources thus hindering efficient programme implementation.

The manner in which the reform of the field network is enacted will greatly enhance the visibility and impact of UNESCO globally. Kenya therefore supports efforts to strengthen the organization by channelling resources to the field.

Madam Chair, the report on the Independent External Evaluation of UNESCO provides us with an opportunity to give a new boost to the organization. Kenya therefore underscores the need for implementation of the recommendations and a close follow-up not only by the Secretariat but also by all UNESCO Member States. It is in this regard that Kenya supports the proposal to establish a formal working group that will follow up on these recommendations.

Madam Chair, Kenya applauds the Director-General’s continued effort to promote UNESCO’s areas of competence despite the current budgetary constraints. We urge the Director-General to further align the proposed Draft Programme and budget to UNESCO’s priorities.

Kenya is concerned by the current pace of improving geographical representation of the staff of the Secretariat. We therefore encourage the Director-General to continue implementing the corrective measures on this matter.

Madam Chair, Kenya appreciates UNESCO’s focus on reinforcing capacity-building in the sciences and strengthening science education with emphasis on Africa. The vagaries of climate have brought untold suffering to the people of Africa.

It is for this reason, Madam Chair, that we particularly support efforts by UNESCO in promoting water-related programmes and further reiterate Kenya’s quest for creation and hosting of a UNESCO Category II water institute to serve the African region through capacity-building in water sciences and related disciplines.
Kenya has maintained a keen interest in the process and discussions of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) all the way from the Millennium Ecosystem Assessment (MA) and the International Mechanism of Scientific Expertise on Biodiversity (IMoSEB) consultative process; and maintains that there is a great need to strengthen and bridge the gap between science and policy in order to effectively address the drivers of biodiversity loss and ecosystem degradation.

However, before a decision is made on the location of the IPBES Secretariat we highly stress on the need for UNESCO to further consult widely with Member States and other UN partners on the matter. We shall come back to this matter within the course of the 185th session of the Executive Board.

Madam Chair, the unwavering support to the Global Priority Africa, the South-South Cooperation and North-South-South cooperation is key in accelerating progress towards EFA and the MDGs. However, many of the mechanisms cited in 35 C/5 (approved) are yet to be realized in the current biennium. We urge for the expedition of the activities in the aforesaid document.

Coupled with Global Priority Africa is Global Priority Gender equality. Kenya views success in any education system as that which accommodates and facilitates gender equality. We therefore urge for concerted efforts towards releasing resources to implement the current biennial activities.

One of UNESCO’s Programmes which requires much attention is that of the UNITWIN Programme. Kenya wishes to thank UNESCO for the support it has given to the Chair on Bioethics and the UNESCO Regional Bioethics Documentation and Research Centre at Egerton University. However, most of the Chairs and Networks under this Programme are inactive due to limited operational resources. These Chairs could be made to play their rightful role of promoting the ideals and enhancing the visibility of UNESCO globally through provision of regular and/or extra budgetary allocations.

Ladies and Gentlemen, as we celebrate the International Year of Youth we particularly welcome UNESCO’s efforts to implement the UNESCO Strategy on African Youth, in close collaboration with the African Union. We urge UNESCO, to develop concrete activities especially in Africa where the Youth constitute over 60 percent of Africa’s population. We also encourage UNESCO to facilitate the South-South cooperation activities in the area of Youth development, dialogue and non-violence.

Finally, Kenya is committed to the implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (ICH) and will in November this year host the 5th Intergovernmental Committee Meeting in Nairobi. We take this early opportunity to welcome all of you to Kenya.

Thank you for your attention.
Kenya

186th session of the UNESCO Executive Board Intervention By Prof. Jude M. Mathooko, representative of Kenya to the Executive Board, 10th May 2011

Madam Chair,
Madam Director-General, Excellencies,
Distinguished Members of the Executive Board, Ladies and Gentlemen

Let me join other Members in congratulating you, Madam Chair, for the good work you have performed in guiding the Executive Board in its deliberations and debates.

Kenya echoes and supports the Africa Group Statement by Côte d’Ivoire.

We also join the previous speakers in conveying our deepest condolences to the UNESCO Member States that have been affected by different disasters.

Madam Chair, The reforms being carried out by UNESCO will greatly enhance the impact and visibility of the organization globally.

Kenya supports the proposals made by the ad hoc Working Group of the Executive Board on the Report on the Independent External Evaluation and asks for the establishment of well-articulated strategies for implementation of the recommendations.

We note that the Director General plans to commence field reforms with the Africa and Arab regions. The Africa Department should therefore be strengthened to enable it perform programme coordination activities.

Madam Chair, Kenya supports the proposed zero real growth budget but emphasizes on the need to further reduce overhead costs in order to strengthen the programme budget for all sectors.

Kenya also supports the strengthening of UNESCO’s Global Priorities: Africa and Gender Equality. In this context we encourage the Director-General to further align UNESCO’s action in Africa with those of the African Union and its regional economic communities.

Madam Chair, Kenya welcomes the Director-General’s proposal to enhance activities related to Science and development as a means of attaining the Millennium Development Goals.

In this regard, we welcome the proposed activities in this domain including the proposal by the Director-General to hold a meeting on Science and Development in cooperation with the African Union and other partners. Kenya is ready to work with UNESCO towards the strengthening of its Science and development activities.

Madam Chair, Current efforts by UNESCO under the International Hydrological Programme (IHP) seek to improve understanding of how groundwater interacts with the global water cycle, how it supports ecosystems and humankind in order to best prepare responses to pressures of human activity and climatic changes.
However, paucity of data and information on groundwater quality and quantity curtails efforts towards sustainable management of groundwater resources in sub-Saharan African countries. In its Strategic Plan 2008–2013, IHP has highlighted education, training and capacity building as some of the Programme’s priorities.

It is in this regard that Kenya has proposed the establishment of a UNESCO Category II Regional Centre on Groundwater Resources Education, Training and Research. We ask for your support to enable the establishment of this centre.

Madam Chair, the Members of the Africa Group have requested Kenya to underscore the following issues related to the UNESCO Strategy on African Youth.

We thank the UNESCO Director-General for her report on UNESCO’s implementation of the UNESCO Strategy on African Youth.

We are, however, concerned with the lack of progress in the implementation of activities in this area particularly given that we are in the middle of the UN Declared International Year of Youth. The African Group expects more information on the activities implemented in line with the Strategy but the details provided in the DG’s report are basically the same as those provided during the 185th Executive Board in Document 185 Ex/5.

The other concern, Madam Chair, regards the absence of inter-sectoral cooperation in the implementation of the UNESCO Strategy on African Youth in the proposed Draft 36 C/5, given the cross-cutting nature of youth related issues. We will appreciate the Director-General’s response and concrete action on this important activity for Africa.

Madam Chair, the 2011 Global Monitoring Report reveals that although there has been progress in many areas, the world is not on track to achieve the Education for All goals set for 2015, and many of the goals are likely to be missed.

Four years to the agreed deadline, Kenya calls for a new impetus for the achievement of the agreed goals and calls upon the UNESCO Director-General to present to Member States a concrete proposal for enhancing effectiveness of the current EFA coordination architecture.

Kenya notes with appreciation that the different Culture conventions, for example, the Intangible Heritage Convention and the World Heritage Convention have made capacity building in developing countries a priority.

We also note with satisfaction that in the proposed 36 C/5 the DG has further emphasised that the culture sector will focus on capacity building aimed at the promotion of cooperation between African countries through the sharing of best practices and we do applaud these efforts.

As regards Communication and Information Sector activities, it is encouraging that UNESCO is working towards the promotion of open access to scientific information and research and we cannot overemphasize how useful this is for developing countries. We therefore encourage the DG to aggressively pursue this agenda and hope that the proposed draft strategy can be improved as a step towards the reduction of the knowledge gap between the North and the South.
Finally, Madam Chair, Ladies and Gentlemen, Kenya congratulates the DG for her efforts to achieve Gender Parity in the staff of the UNESCO secretariat.

We however feel that more could be done to achieve Geographical balance. While it is encouraging that in the year 2010, 25% of posts filled externally were by candidates from under or non-represented countries, Kenya feels that UNESCO can do more to achieve the 50% target set by the 32nd session of the General Conference.

Thank you for your attention.

Kenya

187th session of the UNESCO Executive Board Intervention by Prof. Jude M. Mathooko, representative of Kenya to the Executive Board, Tuesday, 27th September 2011

Madam Chair,

Madam Director-General, Excellencies,
Distinguished Members of the Executive Board, Ladies and Gentlemen

Madam Chair, from the outset, the Kenya Delegation echoes and supports the Africa Group statement by Cote d'Ivoire. Kenya applauds UNESCO's commitment in the pursuance of its mandate in education, sciences, culture and communication despite the budgetary constraints.

Madam Chair, it is a recognized fact that Science, Technology and Innovation (STI) are critical for sustainable development, poverty eradication, protection of the environment and enhancement of global peace. Indeed, Science, Technology, and Innovation are the prime movers of global economy and social transformation. The Kenyan Delegation therefore supports UNESCO's efforts to assist Member States in capacity-building, research, networking, education and international cooperation in the fields of water, ecological sciences and earth sciences.

Madam Chair, the future of the African continent lies on how effective and efficient the abundant resources are utilized to translate into goods and services. UNESCO could play an important role through emphasis in utilizing the available resources in teaching and research, development of pro-poor technologies and teaching aids, and introduction of educational programmes that focus on the environment. Towards ends, establishment of Geoparks, Biospheres and Science and Technology Parks will be a step in the right direction. The Kenya Delegation welcomes idea of Geoparks and Science Parks and urges UNESCO and member states to come up with educational programmes that draw content from the immediate environment with which students are familiar.

Madam Chair, Kenya appreciates UNESCO's efforts in actualizing the tenets of the Youth Strategy and also the efforts to align UNESCO's action with the priorities defined by the African Union and its member states. Kenya encourages and urges the UNESCO Director-General to vigorously engage and address issues arising from the large population of Youth in Africa.
Madam Chair, sports and anti-doping focus in the SHS Sector is of much interest to Kenya whose sportsmen and women have excelled in athletes. To safeguard our athletic youth from vices associated with sports, Kenya sees a need of setting up a Centre for Sports and Anti-doping Education in Sub-Saharan Africa. This could be one way of advancing the Priority Africa programme.

Madam Chair, Climate Change has continued to impact negatively on the Africa continent, resulting to food insecurity. Kenya supports efforts being made to have a universal declaration of ethical principles in relation to climate change, continued support for research and climate change education and the development of practical tools for vulnerable Member States. Madam Chair, it is now time to move away from paperwork and move to ameliorate and mitigate the effects of climate change. Kenya will continue to support UNESCO’s emphasis on prioritizing assistance to the most vulnerable and least developed groups/regions in our member states. We do this because we acknowledge that the current and future global peace and prosperity lie in a more equitable world.

Madam Chair, issues related to staffing distribution and representation do not seem to disappear from our thoughts. While efforts have been put to address imbalances in staffing, much remains to be done especially when examined from the developing countries perspective. To address the underrepresentation of staff from the developing countries, the Kenya Delegation advocates affirmative action to be implemented.

Finally, Kenya Delegation is pleased with the positive changes taking place in UNESCO under the leadership of the Director-General. We encourage the Director-General to marshal support from the UNESCO staff for UNESCO to take its rightful place in its areas of competence in the UN System.

Thank you for your attention.

Kenya

189th session of the UNESCO Executive Board Intervention by Prof. Jude M. Mathooko, representative of Kenya to the Executive Board Thursday, 1st March 2012

Thank you Madam Chair, The Director General
The President of the General Conference Your Excellencies
Ladies and Gentlemen

Kenya commends the Director-General’s commitment to strengthen the global impact of UNESCO despite the existing budgetary constraints. In this regard, we welcome the roadmap to the future and its core principles.

We appreciate the encouraging indications that there will be greater focus on the programmes in the high-priority areas in which UNESCO has a comparative and a distinctive advantage; this is the key to a stronger, more effective and visible UNESCO.

We urge the Director-General to continue strengthening the collaborations within and amongst the various UNESCO networks, inter alia, the NATCOMS, category I and II centres and UNESCO chairs.

We also welcome the Director-General’s effort to finalize the development of the house-wide partnership strategy including the strengthening of collaborations with Non-Governmental Partners.
Madam Chair,
Kenya notes with satisfaction the continued emphasis on UNESCO’s global Priority Africa. In this regard, we welcome the Director-General’s commitment to pursue in earnest with implementation of the field reform in Africa.

The evaluation of Priority Africa by the Internal Oversight Service is closely linked to the overall reform of the organization; we call for the urgent completion of the evaluation so that we can collectively define and chart the way forward through an evidence-based mechanism.

Ladies and Gentlemen,
Kenya is convinced that UNESCO’s mandate clearly gives the organization a leadership role to play in the pre and post 2015 EFA agenda.

We support UNESCO’s work in the development of a quality framework, with the aim of enabling Member States to identify quality-related gaps in their education systems. Further, the Teacher Training Initiative in Sub-Saharan Africa has played its role though with challenges.

We note with concern that a decision to replace TTISSA with a new programme has been proposed without benefit of discussion by Member States. Such discussions are crucial if we are to avoid replacing it with a new programme that will have the same shortcomings that characterised TTISSA.

Kenya is also convinced that UNESCO has a crucial role to play in defining the post 2015 MDG agenda in matters that concern Science, Technology and Innovation.

It is in this regard that Kenya looks forward to the Africa Forum on Science, Technology and Innovation Conference in April 2012 in Nairobi and the Africa Regional Consultation Workshop on Groundwater Governance in May 2012.

As the host country of these meetings, Kenya makes its modest contribution in supporting UNESCO in these times of financial difficulties.

Equally, the launching of the IOC-Sub Commission for Africa and Adjacent Island States in May 2012 will increase visibility, facilitate coordination and lead to better implementation of IOC Programmes in Africa.

Madam Chair,
We concur with the Director General’s assessment that the normative framework in the culture sector faces management challenges.

These challenges go beyond funding difficulties. This is why we support the Director General’s structural adjustments in the sector and trust that this process will result to improved efficiency. Kenya looks forward to further discussions regarding the Director General’s proposals for amending the financing mechanisms and working methods of statutory meetings in order to focus the regular programme budget on capacity development and policy advice.
Madam Chair,
Kenya notes with appreciation the prominence that has been accorded to youth. However, we remain concerned with the slow progress in the implementation of the UNESCO Strategy on African Youth. We would appreciate to have more evidence-based information on its implementation since the 187th session of the Executive Board.

Concerning Communication and Information, Kenya applauds UNESCO for the launch of the Open Educational Resources (OER) Platform to assist Member States in the improvement of quality education, while facilitating knowledge sharing and capacity building.

We also encourage UNESCO to explore the use of mobile phone technologies in educational systems. In most developing countries, mobile phone technology has surpassed use of computers in accessing the Internet hence, providing more reach to isolated and remote communities.

Finally, Ladies and Gentlemen,
UNESCO’s staff are an important resource to the organization. We encourage the Director-General to continue her consultative approach that has seen staff being engaged in discussions on new and innovative ideas. This, no doubt, improves productivity and nurtures a culture of organizational ownership amongst the staff.

Thank you for your attention

Kenya

190th session of the UNESCO Executive Board Intervention by Prof. Jude M. Mathooko, representative of Kenya to the Executive Board, Monday, 8th October 2012

The Director General
The President of the General Conference Your Excellencies
Ladies and Gentlemen

UNESCO has, over the past months, experienced challenging situations and has put elaborate measures to weather these challenges, one of which is the budgetary deficiency. Despite these challenges, UNESCO has come up with a much improved format of the EX/4 Document. Kenya is particularly concerned over the glaring preference to statutory and headquarters activities over operational activities at a time of decentralization and fieldwork reform. Questions abound on how UNESCO expects to succeed and improve her visibility in the new teacher initiative for Teachers in sub-Saharan Africa without consulting key stakeholders on the ground and at what point the “Priority of priorities” Quality Teachers for EFA be realigned to the overall EFA goals and how UNESCO strategizes on effecting its holistic approach to EFA in absence of resources remains Kenya’s concern.

Kenya appreciates the decision by the Director-General to provide extra budgetary funding to pedagogical use of the General History of Africa and Slave Route projects. However, Kenya will be settled when culture is not seen as a commodity but as a factor for development and when the vacant posts are filled to reduce the negative impact on the implementation of conventions.
Madam Chair,
Kenya commends the Director-General’s commitment to strengthen the IOC sub-Commission for Africa and Adjacent Island States. However, we are concerned that extremely important programmes such MAB and IHP are not covered in the report. Kenya appreciates the Director-General’s efforts to support Science, Technology and Innovation in Africa. With this positive support of STI, we encourage UNESCO to explore the use of mobile phone technologies in educational systems. Mobile phone technology has developed tremendously in developed countries and mobiles have surpassed use of computers in accessing the internet, hence, providing more reach to isolated and remote communities. We request the Director General to revisit and implement the outcomes of the Nairobi May 2012 STI Forum and further to consider rescinding the indefinite postponement or cancellation of capacity development for management of STI systems in some member states due to lack of resources.

We appreciate the effort UNESCO has put in actualizing the African Youth Strategy Programmes. Coupled with the African Youth Strategy is the utility of TVET in addressing youth unemployment and sustainable development. We support efforts to better integrate youth as an important theme across all UNESCO programme sectors. Kenya considers issues of capacity building for youth, clarity on the elaboration of African Youth strategies, embedment of specific youth programmes in other Programme Sectors and the fate of the Convention on Anti-doping in Sport as pressing and need in-depth elaboration.

Madam Chair,
The recent report on UNESCO Chairs and Networks raised important issues on performance, sustainability and thrust of these chairs in their areas of focus. We still urge the Director-General to reconsider strengthening the UNESCO chairs and networks to halt their eminent extinction. These Chairs raise the relevance and visibility of UNESCO. For instance, UNESCO Bioethics

Chairs have proved themselves relevant in their response to emerging concerns in life sciences and their technologies, making them real societal serving and transforming chairs.

Ladies and Gentlemen,
Priority Africa has been UNESCO’s driving force for its programmes and visibility in Africa. While Kenya wholeheartedly embraces and endorses the validity of Priority Africa and further welcomes the evaluation report on Africa, we are concerned with its conceptual and philosophical outlook and focus. Particularly, we are concerned with the role of the Africa Department, limited understanding of what Priority Africa is all about, limited directive clarity on what Programme Sectors are to do regarding Priority Africa, and lack of identified concrete and precise needs. Madam Chair, we welcome the Director-General’s effort to review the Priority Africa Strategy to offer more concise reflections and well-defined conceptual and philosophical frameworks.

Ladies and Gentlemen,
Kenya is in agreement that EFA is “an unfinished agenda” and appreciates UNESCO’s coordination and leadership role in the post 2015 EFA agenda. However, this role has to go beyond visibility; to make a deliberate move to position UNESCO in the UN system and as a key UN agency in the post EFA and MDG agendas. We believe what can be done can be measured and that UNESCOs work should be measured by impact/results and not activities.
Kenya generally welcomes the proposals for the next C4 especially as a guide to our work for the next 8 years and the more focused and fewer numbers of over-arching strategies. We support the proposal to abolish the inter-sectoral platforms and encourage the strengthening of inter-sectoral approach. As UNESCO we must maximize our strengths and opportunities as well as balancing challenges and opportunities at this time of financial difficulties. We need to reduce administrative structures, focus on value addition, and quality rather than quantity. On Gender Priority, there is need to avoid activities’ overlap with those of UN Women by concentrating in those areas where we have a comparative advantage especially in education. In addition, evaluation of Priority Gender should be carried out to enable us better identify the issues that need to be addressed. Further, there is need for gender specific objectives in each programme sector.

Finally, Ladies and Gentlemen,
Kenya welcomes the progress towards the road map targets and commends the Director General for the savings made so far and the positive progress being made in the implementation of the field reform in Africa. We are, however, concerned that the reduction in activity budget may lead to a reduction of UNESCO's global impact and visibility. Some clarifications are however needed on whether the current measures to address the cash flow problem are adequate to go until the end of the biennium and whether other measures are envisaged. Kenya is envisaging a UNESCO which is visionary, unified in thought and with its own life ready to confront current and future challenges.

Thank you for your attention.

Kenya

191st session of the UNESCO Executive Board Intervention by Prof. Jude M. Mathooko, representative of Kenya to the Executive Board, Monday, 15th April 2013

Madam Chair
Director General
President of the General Conference
Excellencies, Ladies and Gentlemen

The 21st century presents us with new opportunities and challenges which require UNESCO’s active engagement through its fields of competence.

To this end, Kenya welcomes the progress towards the road map targets and commends the Director General for the reform measures undertaken so far including the field reform in Africa.

Kenya sees many of the proposals in the Draft C4 and C5 documents as reform oriented and aimed at making UNESCO more effective and efficient.

We welcome the more focused and fewer numbers of over-arching and strategic objectives which should benefit from an inter-disciplinary and inter-sectoral approach in their implementation.

We also applaud the efforts by the Director-General to allocate more resources to the programmes in the 37 C/5 as compared to the 36 C/5.
Madam Chair,

After 20 years of Priority Africa and an evaluation that highlighted challenges facing its implementation, expectations are high with regard to the proposed flagship programmes. These flagship programmes should be supported by adequate human and financial resources.

Some of the benchmarks and expected results should be improved to make them more impact oriented.

Kenya is of the opinion that the Operational Strategy on Priority Africa should be revised to clearly elaborate the roles and linkages of the stakeholders.

Furthermore, we seek clarification on the proposal to have field offices in Africa report on programme implementation to the Africa Department. Will this not increase bureaucracy, lessen efficiency and potentially augment duplication with the Programme Sectors?

On Priority Gender Equality, UNESCO should concentrate in those areas where it has a comparative advantage. Kenya looks forward to the Gender Equality Action Plan.

Madam Chair,

On Education, we note with keen interest UNESCO’s involvement in a number of initiatives linked to the post 2015 agenda. Despite their importance, we urge UNESCO to put its weight behind the “last push” for achieving EFA goals, in which it is the lead Agency.

The Education First initiative should therefore strongly complement UNESCO’s efforts in the area of EFA.

Kenya also gives much importance to TVET, particularly through its TVET Centres that reach out of school youth providing an alternative channel to the mainstream education systems. As it revises its TVET Strategy, UNESCO should make it more relevant to the current labour market needs.

Ladies and Gentlemen,

Kenya supports the priority given to youth, however, we underscore our concern with the low implementation rate of the UNESCO Strategy on African Youth.

We further call on the Director General to evaluate the implementation of the UNESCO Strategy on African Youth so as to build on its achievements and identify the gaps that should be addressed by the Operational Strategy on Youth in the Africa region.

Kenya welcomes the emphasis placed on the MOST Programme and its contribution to social inclusion and transformation.

We thank the Director-General for the information on the proposed Centre for Social Transformation and Intercultural Dialogue and look forward to more in-depth discussions on the role and connections of the MOST Programme vis-à-vis the proposed centre.

UNESCO’s work in bioethics has experienced enormous challenges. Kenya requests for unwavering support for the UNITWIN Programme which accommodates the Bioethics Chairs and other networks.
Ladies and Gentlemen,
The normative framework in the culture sector faces challenges which go beyond funding difficulties. Kenya is of the view that there should be improved working methods of statutory meetings in order to focus the regular programme budget on capacity development and policy advice.

Science, Technology and Innovation are key components of sustainable growth and development of many societies. In this regard, Kenya supports UNESCO's work in providing policy advice to Member States.

With its more than 600 Biosphere reserves, the Man and the Biosphere Programme should be supported to make its contribution towards the sustainable development objectives.

UNESCO should also continue supporting Member States set up Geoparks which promote local sustainable development.

Kenya welcomes the strategic focus on the International Hydrological Programme and its thematic approach on Water Security.

Towards this end, Kenya will ensure that the UNESCO Category II Centre on Groundwater Resources Education, Training and Research contributes to the IHP Strategic Objectives.

Madam Chair,
Kenya welcomes UNESCO efforts for the development of Open Education Resources Policies in line with the Paris OER Declaration. We encourage UNESCO to foster the exchange of good practices amongst Member States.

Finally, Ladies and Gentlemen,
The IOC Sub-Commission for Africa and Adjacent Island States has an important role to play in providing policy advice and fostering exchange of good practices. It is in this regard that Kenya is supporting the sub-commission by seconding an expert to support its activities. We urge the Director-General to continue supporting the commission's activities.

Thank you for your attention.

Kenya
192nd session of the UNESCO Executive Board Intervention by Prof. Jude M. Mathooko, representative of Kenya to the Executive Board, Monday, 30th September 2013

Madam Chair Director General
President of the General Conference Excellencies, Ladies and Gentlemen

Kenya supports the statement to be read by Ethiopia on behalf of the Africa Group.

Kenya congratulates the Director General for her efforts to rationalize the use of limited resources and to ensure programme delivery despite the challenging financial context.
We however call upon the Director-General to continue with the effective implementation of the activities in Priority Africa.

Madam Chair,
We further urge UNESCO not to relent but to sustain its efforts to benefit from the “big push” for the promotion and achievement of EFA.


Ladies and gentlemen,
As the UNESCO Strategy on African Youth comes to an end in 2013, we call upon the Director-General to build on its successes and focus on its non-attained targets in the new Operational Strategy on Youth.

In Africa youth are exploiting the availability and accessibility of mobile technology for the development of applications that directly contribute to innovative and socio-economic development of their communities. UNESCO should nurture and empower the youth in these competencies.

Open Educational Resources (OER) has much potential in enhancing access to educational materials. Kenya calls for continued UNESCO support, notably in the area of developing a National OER Strategy and teacher training.

Madam Chair,
The IOC Sub-Commission for Africa and Adjacent Island States is important for providing policy advice on ocean management and fostering exchange of good practices. We urge the Director-General to salvage and continue supporting the IOC and its commissions.

Kenya further emphasises the need for UNESCO to continue supporting Member States to set up Geoparks which promote local sustainable development. The UNESCO Engineering Initiative should also be supported to contribute towards social, economic and human development in Member States.

Kenya highly appreciates UNESCO’s support in mapping out groundwater resources in the Horn of Africa. The discovery of the strategic groundwater reserves in Northern Kenya comes at a time when the vagaries of climate change and diminishing water supplies are being experienced.

Ladies and Gentlemen,
Kenya appreciates the important contribution by the UNESCO Secretariat on the post 2015 Development Agenda. However, we urge the Director-General to strengthen consultations with UNESCO Member States as it is the Member States that will endorse and implement this important agenda.

Kenya believes there is a critical point of convergence between cultural conservation and sustainable development where these two aspects cannot be divorced in any meaningful dialogue. Consequently, there is need of a strategy to enable Member States with listed heritage sites to exploit the two aspects concurrently.
Kenya welcomes the Gender Equality Action Plan II which gives fresh impetus to UNESCO’s Priority Gender Equality.

However, there is need for a more coherent and unifying approach in mainstreaming gender across the Major Programmes by developing a set of common objectives and understanding.

Ladies and Gentlemen

Last week, the world witnessed scenes of terrorist attacks that injured and killed innocent people in a shopping mall in Kenya.

The Kenya Delegation has received many messages of condolences and solidarity from UNESCO Member States and the Secretariat. We thank you for your words of comfort and similarly express our solidarity with Member States confronted by such violence.

Finally,

As Kenya completes its term in the Executive Board, it has been a great privilege and honour to have worked with you. I wish you God’s blessings. Kenya will continue to work closely with all UNESCO Member States in shaping the future of UNESCO.

Thank you for your attention.