

## UNESCO Programmes in Kenya 2014-2017 (37C/5)

### About UNESCO and Kenya

UNESCO's work in Kenya aims to contribute to peace and sustainable development in respecting human rights and fundamental freedoms. In Kenya, UNESCO achieves these goals by mobilising for education, pursuing scientific cooperation, building inter-cultural understanding, and protecting freedom of expression. UNESCO's programmes are interlinked to the **Kenya Vision 2030** and **UNDAF** to increase the relevance and effectiveness of partners' cooperation.

A Kenya Vision 2030 is a national long-term development blue-print to create a globally competitive and prosperous nation with a high quality of life by 2030. As Kenya aims to transform into a newly industrializing, middle-income country providing a high quality of life to all its citizens by 2030 in a clean and secure environment, the Economic Pillar of Vision 2030 seeks to improve the prosperity of all regions of the country and all Kenyans. The Vision is comprised of six priority sectors that make up the larger part of Kenya's GDP (57%) and provide for nearly half of the country's total formal employment were targeted, including: **1. Tourism; 2. Agriculture; 3. Wholesale and retail trade; 4. Manufacturing; 5. IT enabled services (previously known as business process off-shoring); and 6. Financial services.**



### EDUCATION

#### Framework



UNESCO continues to strengthen the partnership with the principal objective of making progress towards achievement of national education goals and EFA as well as promoting dialogue on post-2015 education agenda, while paying greater attention to emerging areas of concern, such as education and the world of work for youth in particular, ICT integration. The organization's collaboration with Kenya is ongoing through the country's priority areas in the following domains: **1. Sector planning and management for EFA; 2. HIV and AIDS, and comprehensive sexuality education; 3. Literacy review, Life skills and TVET; 4. Peace education and Global citizenship; and 5. Education for sustainable development (ESD).**

As Kenya continued to consolidate its transformative process of realigning the education sector to the Constitution of 2010, UNESCO focuses its support to ensure that such process is well informed by evidence. *Education for All End Decade Assessment Report* published on 25 July 2012 is a case in point. This publication was widely used as the reference for development of **Basic Education Act, 2012; Sessional Paper No. 14 of 2012** and the new five year **National Education Sector Support Programme for 2014-2018** in working Ministry of Education Science and Technology (MoEST)



#### Ongoing UNESCO Actions in Kenya

##### (1) Sector planning and management for EFA

- **EFA National Review and EFA Acceleration Initiative 'Big Push'**
- **Promotion of high level dialogue on EFA and post-2015** through participation in international and regional forum, including launch of EFA Global Monitoring Reports
- **Revision of the 2006 Gender in Education Policy** (Ministry of Devolution and Planning, Gender and Equality Commission)
- Cost and Financing of Education and National Education Accounts in order to **establish cost and financing mechanisms of education** and inform planning and budgeting, and monitoring processes (Kenya National Bureau of Statistics)
- Technical support to establishment of an **integrated education management and information system**

- **Technical support to data collection and reporting** (UIS) capacity development in research in gender in education (IIEP)
  - Training of County Directors of Education on prevention and response to sexual and gender based violence in schools and the wider education sector
- (2) HIV and AIDS, and comprehensive sexuality education
- Curriculum integration
  - Implementation of the revised Education Sector Policy on HIV and AIDS, which was revised and launched with technical and financial assistance from UNESCO (National AIDS Control Council, USAID/CHF)
  - Continued capacity development of MoEST to strengthen coordination mechanisms and policy implementation capacities
- (3) Literacy, Life Skills and TVET
- Preparation of 2<sup>nd</sup> National Literacy Assessment Survey
  - Development of youth and skills policy framework
- (4) Peace education and global citizenship, ESD
- Launch and implementation of new Education Sector Policy on Peace (with UNICEF)
  - Support to strengthening of a regional network of peace education (with UNICEF, ADEA)
  - Capacity development for curriculum reform (Kenya Institute of Curriculum Development)
- (5) ESD policy
- Design policy framework and develop implementation strategies

## Natural Science

### *Basic and Engineering Sciences and Science Policy for Sustainable Development*

#### *Framework*

Following a number of consultations with the Government of Kenya, bilateral and development partners, civil society and youth, there is an urgent need to build the needed human capital in Science Technology and Innovation (STI) Policy to address **issues in teaching, research, innovation and infrastructure development, energy, food security, water, health and industrial development**. UNESCO in partnership with UNDP and World Bank identified priority areas of engagement for economic development in regarding access to efficient, reliable and clean energy at the *Roundtable on Energy in Istanbul, 2012*. UNESCO will **continue to assist in mapping the energy potential of Kenya to identify gaps, and develop policies and priorities for actions among other initiatives**.



UNESCO has also been partnering with the MoEST, the National Commission for Science Technology and Innovation (NACOSTI) and the University of Nairobi (UoN) in organizing various **mentoring activities on access to necessary science, technology, engineering and mathematics (STEM) curriculum for girls from primary to secondary schools**. Events such as *Introduce a Girl to Engineering* has been organized in September 2014 during Africa Engineering Week where professional engineers engaged with girls on the importance of engineering for society with demonstrations on practical applications of STEM. A series of university activities have been also organized with open campus lectures in conjunction with introducing youth and undergraduates to postgraduate studies of engineering. UNESCO has also been supporting the organization of public awareness events, such as *Family Fun Day*, where families can learn about engineering through hands-on activities and demonstrations (LEGO robots, water rockets, etc.) with local engineering chapters and national organizations.

#### *On-going UNESCO's actions in Kenya*

- Capacity development in **National STI Policy review** and implementation with emphasis on engendering the National STI Policy for sustainable socio-economic transformation.
- Strengthening institutional capacity in teaching and research in science, mathematics and engineering through awards of scholarships/fellowships for PhD and Masters training and research and travel grants in new and emerging areas of **nanotechnology, biomedical engineering, petroleum engineering, marine science**
- Building capacity of female mid-career engineers and scientists in research commercialization and entrepreneurship
- Technical advice to universities in Kenya in curriculum review in science, engineering and



mathematics by leveraging partnerships with other African Universities through ANSTI

- Capacity development of mid-career female bio scientists in **Genomics and Bioinformatics to enhance food security, healthcare delivery and climate change mitigation.**
- **Mapping renewable energy potential** of Kenya to inform national energy development policy for industrialization.
- Sensitizing the Youth in science and engineering in climate change mitigation and disaster preparedness
- Mentoring girls in science, technology, engineering and mathematics for increased for increased participation in scientific courses and careers

### Hydrology

#### Framework

UNESCO is a leading multilateral partner in water research. UNESCO has established the **Groundwater Resources Investigation for Drought Mitigation in Africa Programme (GRIDMAP)** in 2012, serving as a regional scientific platform that aims to combat climate change in water-scarce areas of Africa. The initiative works to identify sustainable, emergency water supplies, and to mitigate measures against long-term drought and famine. The initiative is a consortium of international, regional, national and local actors, funded by multiple donors. In its first phase (2012-2013), GRIDMAP focused on the Horn of Africa where drought and famine have been acute. To achieve this, UNESCO has been working closely with the Ministry of Environment, Water and Natural Resources (MoEWNR).



#### On-going UNESCO's actions in Kenya

- Following the announcement of the Turkana groundwater survey results, the UNESCO has been mobilizing partners on the **national groundwater programme for mapping the whole country**
- Inventory and preliminary characterization of trans-boundary aquifers in Kenya through the Trans-boundary water assessment programme (TWAP)
- Launching by the Cabinet Secretary, MoEWNR of the **World Water Development Report 2014** on Water and Energy during the World Water Day
- Building capacity of women groups in arid and semi-arid areas on **water resource management and rain water harvesting for sustainable livelihood and food security**
- **Turkana Water Summit** was organized in October 2014 (University of Mount Kenya)
- Training on groundwater monitoring kit for technicians from WARMA and the MoEWNR
- Engagement with the MoEWNR for the operationalizing of the **Eastern Africa Groundwater Centre (KEWI)**

### Marine Science

#### Framework

The **Intergovernmental Oceanographic Commission (IOC)** of UNESCO is the UN body for **ocean science, ocean observatories, ocean 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 to learn more about the nature and resources of the oceans and coastal areas, and to apply this knowledge to improved management, sustainable development and protection of the marine environment and the decision making processes of States.



IOC is also responsible for the promotion of regional and international cooperation for the understating and management of the African oceans and coastal ecosystem that ensures sustainable development and safety of the coastal populations. The IOC provides a unique Africa-wide platform on matters related to ocean science and the science base for ocean management, to drive research, observations, and disaster preparedness and mitigation for the sustainable management of the African oceans and coastal areas.

### On-going UNESCO's actions in Kenya

- Registering of Marine Species, and ocean databases for the development of a **Coastal and Marine Atlas** (Kenya Marine and Fisheries Research Institute)
- Planning for the **2nd International Indian Ocean Expedition** (2015-2020) using Kenyan Oceanographic Research Vessel (RV Mtafiti)
- Organizing the **African Summer School on Application of Ocean and Coastal Data and Modelling products** from April to September 2014 (Kenya Meteorological Services)
- Organization of **Climate Outlook Forum for the Greater Horn of Africa region** (IGAD Climate Prediction and Application Centre)
- **International Workshop on Open Data for Science and Sustainability in Developing Countries** on August 2014 (Jomo Kenyatta University of Agriculture and Technology)

### Earth Sciences

The programme is currently working with experts from the Laikipia University and Moi University in Kenya on assessing the environmental impacts of mining through geological activities. UNESCO has been working closely with KNATCOM, also collaborating with researchers from both local and international communities also through the excavation of fossils. The Baringo County has moved a step further and included the establishment of geoparks as one of County's targets in its Comprehensive Integrated Development Plan (CIDP). In Baringo County, geosites and community museum are in place and what is needed is a well-guided all inclusive approach for the way forward. Another possible site for geopark is the Mount Suswa where a group of Massai community is working to benefit from the huge potential in geoheritage of the area: impressive caves, volcanic crater, and steam jets to harvest water.

Since 2013, UNESCO is supporting teams of geoscientists to map and assess the environmental and health impacts of old mining activities in the Migori and Vitengeni regions. Building capacity of women in artisanal mining is one of the focus areas of UNESCO's support.

## SOCIAL AND HUMAN SCIENCES

### Framework

UNESCO provides technical and financial support for youth policy development, civic engagement and participation, anchored within the context of the Organization's Operational Strategy on Youth (2014-2021). Currently, UNESCO is implementing the UNESCO Strategy on African Youth (2009-2013) incorporating: **1. Policy formulation and review with the participation of youth; 2. Skills development and entrepreneurship; and 3. Civic engagement, democratic participation and social innovation.** Implementation of the current strategy for Kenya takes into account the importance of alignment with the African Union Youth Charter from institutional and programmatic basis.



### On-going UNESCO's actions in Kenya

- Capacity development of National Bioethics architecture and ongoing partnership with Egerton University which hosts both the UNESCO Chair in **Bioethics and Regional Bioethics Documentation Center**, and collaborating in the area of Ethics Teaching Training and designing of graduate ethics curriculum.
- Building culture of peace and non-violence through research, intercultural/ethnic dialogue, and policy advocacy/reform) to develop comprehensive long-term programme (UNESCO/UNITWIN, UoN, KNATCOM)
- Supporting policy development/review for Youth Development; promoting skills development; and promoting youth civic participation in democratic and peacebuilding processes on all 3 aspects/pillars of **UNESCO's Operational Youth Strategy** (collaboration with Ministry of Devolution and Planning: Youth Directorate.)
- Supporting the **Students Training on Entrepreneurial Promotion (STEP) Programme** at Kenyatta University. The STEP Programme has been running for 3 years and the project is expected to expand to other counties under the 2010 Kenyan Constitution/devolution process (from Kiambu County) to reach a wider poll of youth.
- Technical assistance to the KNATCOM from the **World Anti-doping Fund**, to support capacity building of Member States in the Eastern African region, ON following the World Anti-Doping Convention.
- Reviving the **MOST Forum of Ministers of Social Development in East Africa** (Kenyan Cabinet Secretary, Professor Judy Wakhungu, currently serves on the scientific advisory committee of the MOST IGC, and plans

are underway for Kenya to host the Eastern Africa Forum of Ministers of Social Development, in Nairobi, from 24 to 26 February, 2015, on the theme, Global Justice.

## CULTURE

### Framework

The government and people of Kenya are effectively the caretakers of sites that, to a certain extent, are the global community's heritage. In this regard, the National Museums of Kenya (NMK) and the Kenya Wildlife Service (KWS) are deeply involved in ensuring their long term conservation, and in ensuring that the sites provide benefits to local communities and to the nation as a whole. Kenya is currently home to 6 UNESCO World Heritage sites, in which 18 are on the tentative list.



Kenya has also demonstrated leadership in the recognition and promotion of intangible cultural heritage as a means to strengthen communities, to celebrate its living heritage and as a foundation for social and economic development linked with the **Convention for the Safeguarding of Intangible Cultural Heritage**. The traditions and practices associated with the Kayas in the **sacred forests of the Mijikenda** were inscribed in 2009. A project supported by the Japanese Funds-in-Trust on **Safeguarding Traditional Foodways** of two communities in Kenya was also undertaken, and 4 publications on this subject have been published. In addition, Cultural industries such as music, arts and crafts, theatre, publishing, cinema, festivals have long been recognized by UNESCO as vectors for community development, job creation, inter-cultural dialogue. In Kenya, UNESCO has worked with its national counterparts in helping improve capacity of using cultural industries in this regard. Kenya is a signatory to the **2005 Convention on the Diversity of Cultural Expressions**, which supports these initiatives.



Kenya is also showing leadership in regards to the **2001 Convention on the Protection of Underwater Cultural Heritage** by organizing a regional conference in 2015, with the support of UNESCO. Following-up on a first such conference in Nigeria in 2013, Kenya seeks to raise the profile of this convention amongst African member states in an effort to increase the rate of ratification.

Kenya is also showing leadership in regards to the **2001 Convention on the Protection of Underwater Cultural Heritage** by organizing a regional conference in 2015, with the support of UNESCO. Following-up on a first such conference in Nigeria in 2013, Kenya seeks to raise the profile of this convention amongst African member states in an effort to increase the rate of ratification.

### On-going UNESCO's actions in Kenya

- Building capacity for the management of World Heritage Sites in particular the Kenya Lakes System World Heritage Site (KWS)
- Promotion of cultural expressions and creative industries in particular promotion of diverse traditional music expressions of Kenya in collaboration with local cultural organizations
- Promotion of intercultural dialogue and shared history, in particular commemoration of the abolition of slave trade and slavery through organization of exhibitions, festivals and projection of films (Institute for development (IRD, Catholic University, NMK, Shimoni Museum of Slavery)
- Support the government in dealing with illegal wildlife trafficking, in collaboration with UNEP
- Support the government in undertaking a **Heritage Impact Assessment for Lamu World Heritage** 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) to evaluate the potential impacts of the full scope of the proposed Lamu Port, LAPSETT and LPMDP development on the OUV of Lamu Old Town World Heritage Site
- Within the context of **UN Joint Programme on Gender** support the following activities: research on cultural perspectives of GBV that are addressed in the Kenya Constitution; raising awareness on GBV, beading and forced abortions in pastoralist communities

## COMMUNICATION & INFORMATION

### Framework

UNESCO through information and communication promotes an enabling environment for freedom of expression in order to foster development and democracy, in working toward the building of inclusive knowledge societies. Every year UNESCO sensitizes governments, public institutions and civil society to strive towards these freedoms by celebrating World Press Freedom Day, and provide policy advice to develop standards and legislative instruments to defend freedom of expression and press freedom as a Human Right is also provided by the organization.

UNESCO is also working towards a strengthened, **free, independent and pluralistic media** by **supporting journalism education institutions** to strive towards criteria of excellence. A specific emphasis is also placed on reinforcing capacities of **community radio** to be sustainable and be an affective platform for democratic discourse.

Member States are also supported to empower citizens through **universal access to knowledge** and the **preservation of information, including documentary heritage**. UNESCO continues to harness information and communication technologies (ICTs) for development in supporting initiatives in ICTs for Education and bridging the digital divide in the development of **multilingualism and local content applications in cyberspace**. Also, in line with the renewed commitment to the goal of women's empowerment, women's rights and gender equality called for by the UN Review Summit 2010, UNESCO is pursue gender equality in this field of competence.

#### On-going UNESCO's actions in Kenya

- Community radio engagement (Mugambo Jweto, Sauti FM, Mwanedu FM, Mangelete FM, Kenya Community)
- Training of journalists in gender sensitive reporting (Media Council of Kenya)
- Training of women parliamentarians on better use of the media (African Woman and Child Feature Service)
- Cybercrime and gender studies (International Association of Women in Radio and Television)
- Development of sms services for women in Siyaya and Bondo counties (Kenya Telecentres)
- Reform of the right to information draft bill (Media Council of Kenya, Article 19, Ford Foundation)
- Development of OERs in ICTs Teacher training materials (Teacher Service Commission, Ministry of Education, Science and Technology)
- Development of an ICT wiki in Swahili (ISOC Kenya)
- Training of librarians in Information and Communication Technologies (EiFL, Kenya National Library Service)

### SPECIFIC GENDER ACTIVITIES

- Establishment of the **National Gender Research and Documentation Centre** in partnership with the Ministry of Devolution and Planning; and empowering HIV positive women groups with entrepreneurial skills for Income generating activities for sustainable livelihood;

### About UNESCO Regional Office for Eastern Africa

The UNESCO Regional Office for Eastern Africa in Nairobi was created in 1965 for the purpose of serving as a regional hub for science, technology and innovation (STI) in Sub-Sahara Africa. Following the UNESCO Africa Field Reform of 2011, UNESCO Nairobi Office has evolved from a Regional Office for Science and Technology to the even broader scope of a Multi-Sectoral Regional Office responsible for 13 Member States in Eastern Africa and the adjacent Indian Ocean Islands (**Comoros, Djibouti, Ethiopia, Eritrea, Kenya, Madagascar, Mauritius, Rwanda, Seychelles, Tanzania, Somalia, South Sudan and Uganda**), with the UNESCO programme interventions (in Education, Natural Sciences, and Social and Human Sciences, Culture, and Communication and Information).



In addition, the Regional Office for Eastern Africa coordinates the African components of the following UNESCO programmes, commissions and institutes (i.e.: The African Network of Scientific and Technological Institutions (**ANSTI**), Intergovernmental Oceanographic Commission (**IOC**), Intergovernmental Council of the International Hydrological Programme (**IHP**), The Programme on Man and the Biosphere (**MAB**), UNESCO Institute of Statistics (**UIS**) to enhance its capacity to deliver intellectual and humanist response to globalization and emergencies, and with the extraction and transfer of knowledge needed to influence sustainable development of a member state's legal, policy and implementation frameworks.

For more information on UNESCO Programmes in Kenya:

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