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Acronyms and Abbreviations

ACU	Aids Control Unit
AIDS	Acquired Immune Deficiency Syndrome
ASAL	Arid and Semi Arid Lands
CHE	Commission for Higher Education
CMC	Community Multimedia Centre
CPR	Contraceptive Prevalence Rate
DEMMIS	District Education Management Information Systems
DQAF	Data Quality Assessment Framework
ECDE	Early Childhood Development and Education
EDUCAIDS	UN-AIDS Global Initiative on Education and HIV & AIDS
EFA	Education for All
EMIS	Education Management and Information Systems
FEMNET	African Women's Development and Communication Network
FPE	Free Primary Education Strategy
FOI	Freedom of Information
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GOK	Government of Kenya
HIV	Human Immuno-deficiency Virus
ICT	Information and Communication Technology
IDP	Internally Displaced Persons
IGAD	Intergovernmental Authority on Development
ICPAC	IGAD Climate Prediction and Application Centre
IPDC	International Programme for the Development of Communication
ISCED	International Standard Classification of Education
KALS	Kenya National Adult Literacy Survey
KESSP	Kenya Education Sector Support Programme
KIE	Kenya Institute of Education
KNBS	Kenya National Bureau for Statistics
MAB	Man and Biosphere
MDGs	Millennium Development Goals
M&E	Monitoring and Evaluation
MOE	Ministry of Education
MOHEST	Ministry of Higher Education, Science and Technology

Acronyms and Abbreviations

MMUST	Masinde Muliro University of Science and Technology
NCST	National Council for Science and Technology
NER	Net Enrolment Rate
NEMA	National Environment Management Authority
NDP	National Development Plan
NGO	Non-governmental Organization
OVC	Orphans and Vulnerable Children
ROSTA	Regional Office for Science & Technology in Africa
SHS	Social and Human Sciences
STI	Science and Technology Institutions
SOJMC	School of Journalism and Mass Communication
TFR	Total Fertility Rate
UBW	UNAIDS Unified Budget and Workplan
UCPD	UNESCO Country Programme Document
UoN	University of Nairobi
UN	United Nations
UNAIDS	The Joint United Nations Programme on HIV&AIDS
UNCT	UN Country Team
UNCG	UN Communication Group
UNDAF	UN Development Assistance Framework
UNDP	UN Development Programme
UNEP	UN Environment Programme
UNESCO	UN Educational, Scientific and Cultural Organization
UIS	UNESCO Institute for Statistics
UNESS	UNESCO National Education Support Strategy
UNIFEM	UN Development Fund for Women
UPE	Universal Primary Education
UNICEF	UN Children's Fund
WB	World Bank

PART I: Situation analysis

Country Assessment

1. After many years of economic decline, a peaceful political transition to a new government occurred in 2002. This resulted in measures implemented to address many long standing economic and social issues. However the dispute arising from the December 2007 election and accompanying violence, destruction and displacement of the population threatened some of the economic gains made in the last five years.

2. Economic growth, as measured by the Gross Domestic Product (GDP) averaged an 8 per cent growth in 1963-72, the period after independence. By 2000, this had declined to a low rate of 0.4 per cent . However, since 2003 the GDP grew steadily and reached a high of 6 per cent in 2007 in spite of setbacks from the severe drought and flooding during this period. Vision 2030 has projected a 10 percent annual growth by 2012 although this may need a review given the instability that resulted from the disputed general election in 2007.

3. Kenya's population was 28.7 million in 1999 and was projected at 35.7 million in 2009. The annual population growth rate fell from 3.8 percent in 1979 to 2.8 percent in 1999. Between 1989 and 2003, total fertility rate (TFR) declined from 6.7 to 4.8 children per woman while contraceptive prevalence rate (CPR) rose from 27 percent to 41 percent for all methods. However, the proportion of teenagers beginning childbearing increased from 21 to 23 percent in the same period.

4. Kenya has a high incidence of absolute poverty , although a decline has been experienced in the last decade with a 10 per cent drop in the number of people living below the poverty line.

According to the data from the 2006 Kenya integrated house hold budget survey   the fall has been from 52.3 % in 1997 to 45.9% in 2005/06. This improvement was experienced to a greater extent by urban dwellers in comparison to rural inhabitants, with the number of inhabitants living in absolute poverty dropping from 49.2 -33.7 % and 52.9 – 49.1 % respectively for the same time period . Rural to urban migration is evident amongst Kenya's youth population, a factor that continues to exacerbate poverty in urban areas and undermine long term poverty reduction objectives.

5. The Government of Kenya (GOK) is committed to the national development goal of reducing the proportion of people living in extreme poverty by 50 percent by 2015, and has adopted a poverty reduction strategy paper that incorporates the Millennium Development Goals (MDGs).

6. Poverty affects individuals in a number of ways. These include: the inability to meet basic needs, unemployment, and inability to feed oneself and family, lack of proper housing, poor health, inability to fully participate in cultural activities, and inability to educate children and pay medical bills. Over 90 percent of the youth leaving the school lack employable skills being products of a system that continues to educate for formal employment. The mitigation of some of these will require actions from relevant UNESCO mandated areas like education, culture communication and science. Large disparities, based on geographic location also exist in the poverty of Kenyans.

7. Following the introduction of free primary education by the Government of Kenya (GoK) in 2003, a 20 per cent increase in enrolment was registered in primary education, from 6.0 million in 2002 to 7.2 million pupils in 2003.

1   United Nations Kenya Country Team 2003, United Nations Development Assistance Framework (UNDAF) Kenya 2004-2008. United Nations, Nairobi, Kenya
2   Kenya's Vision 2030 is an economic development plan by the Kenyan government to develop different economic zones in the country. The plan aims to produce an annual economic growth of 10 percent. Currently, Kenya has a GDP growth of 4.9 percent. The vision calls for a series of five-year plans, with the first one being between 2008-2012. The first plan calls for investments in six key sectors with 20 flagship projects. The targeted sectors are tourism, agriculture, manufacturing, trade, information technology and financial services.
3   Absolute poverty is defined as having levels of consumption that are insufficient to meet basic food and nonfood needs: Kenya Joint Assistance Strategy Team. 2007 in prep. JOINT Assistance Strategy For The Republic Of Kenya (2007–2012), Draft - June 13, 2007
4   Reference for House Hold survey
5   Government of Kenya. 2007. Basic Report on Well-being in Kenya. Kenya National Bureau of Statistics (formerly the Central Bureau of Statistics), Ministry of Planning and National Development, Nairobi, Kenya

Since 2003, the enrolment has further increased to 8.6 million as at 2008, an increase of 23.3 per cent. The FPE strategy enabled schools to procure teaching and learning materials through capitation grants resulting in an improved Textbook Pupil Ratio (1:2). The Gross Enrolment Rate (GER) increased significantly from 88.2 per cent in 2003 to 107.6 percent in 2008.

The Net Enrolment Rate (NER) has substantially improved from 77.3 per cent in 2002 to 92.5 per cent in 2008. Although these are positive indicators on the level of progress towards meeting the Education for All (EFA) targets by 2015, the NER indicates that 7.5 per cent of school going age population is still out of school. The completion rate for primary school increased from 62.8 percent in 2002 to 81.0 percent in 2007, dropping marginally to 79.5 per cent in 2008. Student enrolment increased from 851,836 in 2002 to 1,180,267 in 2007, an increase of 38.6 per cent. In 2008, the Government introduced Free Secondary Tuition, with enrolment increasing substantially by 15.0 per cent to reach 1,382,211 .

Girls are less likely to have completed secondary school education than boys, and the situation is worse in poorer areas where girls are significantly less likely to be enrolled in schools. For example 20.8 per cent of eligible girls in the North Eastern province were enrolled in primary education in 2008 versus 81.5 per cent in Central province.

A National Adult Literacy Survey (KALS, 2007) conducted in 2007 indicated that 61.5 percent of the adult population had attained the minimum literacy level. The total number of adult learners increased from 11,865 (41,341 males; 73,524 females) in 2002 to 189,005 (58,750 males; 130,435 females) in 2008, an increase of 64.5 percent. Only 29.6 percent of Kenyan adult population had mastered the desired literacy competency.
About 29.9 percent of youth aged 15 to 19 years and 49 percent of adults aged 45 to 49 years were illiterate. High regional and gender disparities in literacy attainment were depicted in the survey. Literacy Assessment is an area where UNESCO has and can make a huge difference at the individual country level. It will add value by enabling countries to assess their progress towards the achievement of national and international goals such as Education for All (EFA), Millennium Development Goals (MDG) and the UN Literacy Decade (2003-2012)

8. In 2004, the Government of Kenya and its Development Partners developed the Kenya Education Sector Support Programme (KESSP) and its implementation commenced in the financial year 2005 – 2006. KESSP operationalizes Vision 2030 and the Sessional Paper I of 2005 on Education and Training. Designed as a 10-year programme to be implemented in two phases by the Ministry of Education and the Ministry of Higher Education, Science and Technology (MOHEST), the activities of the KESSP are articulated in twenty six (26) investment subprograms. KESSP is intended to coincide with Education for All (EFA) targets and Millennium Development Goals on Education in 2015. KESSP I will end in 2011 and KESSP II (currently being designed) will run from 2011 to 2015.

9. Gender inequalities persist across many areas of development, particularly in employment, poverty, reproductive health, political participation and the fulfillment of human rights. Female students in universities constituted 34 percent of total enrolment in 2006; while in leadership positions, only 8 percent of parliamentarians, 20 percent of High Court Judges and 23 percent of permanent secretaries are women.

10. Another gender issue that is important for UNESCO's culture, education and communications programme is female circumcision and violence against women. The prevalence of female genital cutting was 32 percent in 2003 compared to 38 percent in 1998 while 50 percent of women reported having experienced violence since they were 15 years old.

11. HIV/AIDS national prevalence rate declined from 13.5 percent in 1998 to 6.7 in 2003. The prevalence in males stands at 3.5 percent compared to 6.7 percent in females in 2007. Out of those aged 15-19 years, 22 percent of females are infected compared to 4 percent of males. This demonstrates a feminization of the pandemic.

12. The onset of HIV/AIDS has greatly worsened the situation of poverty and, combined with high levels of malaria and tuberculosis, presents a serious threat to progress in other sectors.

6   Ministry of Education, 2009. Education Facts and Figures 2002 - 2008

In recent years the situation has partially improved, with estimates of adult prevalence (ages 14-49) infected having declined from 6.7percent to 6.1percent since 2003. During the same time period malaria in-patient mortality has reduced from 30 percent to 18 percent (Government of Kenya, 2007). The burden of resulting morbidity and mortality affects the education sector in a number of ways: teacher absenteeism; reduced supply of teachers; drop-out rate of affected school children and increasing number of infected children .

13.   The large increases in population projected will have continued detrimental effects on Kenya's already degraded environmental resources, demanding an increased effort in UNESCO areas of competencies in the management of biodiversity and natural resources including freshwater, coastal and marine resources, mineral resources and management of the six Biosphere reserves in Kenya.

14.   Kenya has a large coastline of 608km with a continuing high level of migration to coastal areas . This will result in significantly greater stress on coastal and marine environmental resources, and risk to coastal popula- tions and infrastructure. Tourism is a major component of the economy of Kenya totaling 57.2 Billion KSh in 2006 . Coastal related tourism, as well as that related to national parks, accounts for a significant component of tourism revenue.

Pertinent Development Issues

15.   The country has developed a long-term development strategy, Vision 2030 with the following goals:
i. To maintain a sustained economic growth of 10% p.a. over the next 25 years;
ii. A just and cohesive society enjoying equitable social development in a clean and secure environment;
iii. An issue-based people centered, result oriented and accountable democratic political system.

16.   The Medium Term Plan (2008 – 2012) for Vision 2030 is in line with the 2009-2013 UNDAF and has identified key areas that will require sustained support from international agencies as: Tourism; Agriculture; Whole- sale and retail; Manufacturing; Business Processing/Outsourcing park; Financial Services,

Employment and Job-Creation, Education; Health, Water; Gender, Vulnerable Groups and Youth; Housing; Physical Infrastructure; Energy; Governance Peace Building and Conflict Management. It constitutes the first phase in the implementation of Vision 2030 . Produced through wide stakeholder participation involving government, private sector, civil society, and development partners, the document gives priority to national healing and reconciliation, as well as rapid economic reconstruction to reverse the damage and setbacks the country suffered following the December 2007 General Elections.

17.   The key development challenge for Kenya today is the high incidence of poverty. The country faces the challenge of maintaining and improving its current performance in order to realize the long-term develop- ment objectives as expressed in the vision 2030 and the Millennium Development Goals (MDGs).

18.   Other challenges facing the vision include inter alia:
o The challenge of sustaining economic growth at 10%: The economic activities in the country were adversely affected by the crisis arising out of the disputed election of 2007.

o Sustaining micro-economic stability scaling up the infrastructure considerably: The deteriorating infrastructure, especially roads poses a major challenge to the government's ability to attain the goals of the medium term plan.

o Availability of energy: The demand for energy will increase considerably as industrial activity accelerates. The country is not endowed with a lot of energy resource. Their main sources of energy are hydro and Geothermal. This means a heavy reliance on external sources of energy. The rising price of oil will pose a threat to economic growth.

o Employment creation: the employment creation has mainly been in the informal sector which may not be very profitable. The gainful employment of youth should be addressed in order to forestall any possible future lawlessness as happened in January and Febru- ary 2008 after the disputed election. In general high youth unemployment will pose problems with respect to crime and insecurity.

7   Sessional Paper No 1, 2005 on Policy Framework for Education, Training and Research
8   IOC/WIOMSA. 1999. Marine Science Country Profiles: Kenya, UNESCO Intergovernmental Oceanographic Commission and Western Indian Ocean Marine Science Association, Zanzibar, Tanzania (available at: http://hdl.handle.net/1834/124).
9   National Bureau of Statistics- NBS. 2007. Economic Survey 2007, Ministry of Planning and National Development, Nairobi, Kenya
10   www.planning.go.ke

o Good governance – stepping it up and sustaining it (eradicating corruption and introducing efficiency in the use of resources). A possible development challenge may also emerge from poor political governance if the recently established coalition government were to collapse.

3. Challenges & Opportunities Facing UNESCO

3.1 Challenges

19. Kenya's budget and development plans are no longer dependent on aid or grants from donor countries and UN agencies. Development assistance is not factored into any of the plans. Assistance is welcome in-order to accelerate the implementation of the programme. But it is Government that initiates the projects of its choice. This may enhance sustainability given the fact that development partners are no longer in the driving seat of project/ programme development. Agencies must now adopt a bottom-up approach in programme design. And the previous approach of trying to domesticate global programme priorities may no longer be appropriate.

20. UNESCO also faces many challenges in aligning its programme priorities with those of national development goals. Some of UNESCO's programmes areas in science, culture and communications are not explicitly mentioned in any of the policy documents. Thus it is very difficult to contribute to the national development goals. Furthermore, some of UNESCO's programmes, like those in Social and Human Sciences (SHS), tend to be either global or regional which makes it difficult for their integration into the national plans.

21. The cost to the national economy from episodic floods and droughts is extremely large and is probably not generally appreciated. The government and people of Kenya need to recognize the extent of the water resources challenges faced by the country and to treat and manage water as a strategic resource with important social and economic values.
The major challenges centre on the themes of increasing water storage capacity, improving water management through decentralization, greater transparency, increased community participation (especially recogni-zing the participation of women and the pivotal role women play in water management) and knowledge base for management.

22. While the cultural diversity, reflected by the presence of more than forty ethno-linguistic communities, is an asset for the country, this also calls for practical considerations when implementing activities and programmes. UNESCO shall aim, as much as possible and where appropriate, to take an inclusive approach in addressing different communities.

3.2 Opportunities

23. The United Nations Country Team (UNCT) is accelerating the implementation of the UN reform in Kenya. This means within the next biennium the UNCT may adopt the "One Programme" and "One budgetary framework". This will be an opportunity since participation in the "One Programme" will be on the basis of the credibility, capacity, experience and the legitimacy an agency offers to the activity.
UNESCO and other specialized agencies with recognized expertise and credibility in various fields will benefit from this new arrangement. As a member of the environment thematic group within the UNCT, UNESCO is involved in the development of a joint programme on Climate Change.

24. The establishment of a new Ministry of Higher Education, Science and Technology in 2008 offered an opportunity for a more focused partnership with government in the implementation of programmes especially those related to science, and innovation policies.

The role of the National Council for Science and Technology (NCST), within the same Ministry, should be noted as particularly relevant in this context. The Government now has an undivided leadership-role in respect of Science and Technology policies, which is one of the areas of competence of UNESCO which need to be highlighted, in particular, with the UNESCO Nairobi Office's role as the Regional Office for Science and Technology in Africa (ROSTA).

25. Similarly, the merging of two ministries into the Ministry of State for National Heritage and Culture in May 2008 means improved efficiency of coordination and programme implementation at the national level. In January 2010 the Government of Kenya launched the National Policy on Culture and Heritage which provides a policy framework for implementing activities at national level in the field of culture. In addition, a high number of Kenyan specialists as well as the well established national institutions (such as the National Museums of Kenya) and civil society groups in the country are assets when implementing cultural activities in Kenya and within East Africa.

26. The growth-rate of the economy and readiness of government to invest in both the human resources capacity of the country and the promotion of technology for industrial development provide opportunities for UNESCO, as the Organization has competencies in the development and implementation of education programmes as well as in capacity building in science and technology.

27. The Government of Kenya is moving to reclaim Kenya's forest cover through the enactment of a law which requires land owners to have at least 10 percent of their holdings under trees. Forest cover in Kenya had fallen from 10 percent at independence to less than 2 percent today. Efforts are also underway to protect the five water towers in Kenya, including Mount Kenya and Mount Elgon which are biosphere reserves. UNESCO will support the Kenya's Mau Forest conservation efforts through advocacy and the promotion of the idea of clustering biosphere reserves that encompass Kenya's Water Towers.

PART II: Past & present cooperation lessons learnt

Key Results Achieved

1. Education

28. UNESCO's mandate in education involves provision of support to the Ministry of Education (MOE) as well as the Ministry of Higher Education, Science and Technology (MOHEST) to enable the country achieve quality education and lifelong learning for all (EFA) through capacity building, technical support and advocacy.

29. UNESCO has already provided strategic support for the development of the National Early Childhood Development Policy Framework, the National Qualifications Framework, the Kenya National Adult Literacy Survey, the National Adult Literacy Policy Framework, and the National Education for Sustainable Development (ESD) Implementation Strategy and an outcome based ESD mapping strategy. UNESCO has been instrumental in the setting up of a Regional Centre of Expertise for ESD under the auspices of the United Nations University Global ESD programme.

30. UNESCO was a founding member of the Kenya e-Learning Centre (KeLC) in close cooperation with e-Government, public and private partners. Support was provided to the setting up of a learning community that provides Internet connectivity to schools and a polytechnic on Lamu Island, a World Heritage Site. This innovative undertaking helped contribute towards enhancing quality in education through Information Communications and Technology (ICT).

31. Through the 2009-2011 'Brain Gain Initiative' - a UNESCO and Hewlett Packard Partnership in Africa and Arab States regions - two Kenyan institutions for Higher Education in Kenya i.e. University of Nairobi (UoN) and the Masinde Muliro University for Science and Technology (MMUST) are benefiting from training, financial support and equipment in the implementation of projects that they designed locally in accordance to their requirements and priorities. The University of Nairobi project fosters the development of a Regional Centre for Excellence on distributed systems and modelling while the Masinde Muliro University project focuses on e-waste management research. Both institutions were nominated by the Ministry of Higher Education, Science and Technology and successfully went through a competitive selection process.

32. A review undertaken in 2008 of the activities of the education programme area during the period 2001-2008 established a need to shift focus to fewer priority areas where UNESCO has evidently comparative advantage and could properly mobilize and allocate technical and financial resources to achieve concrete results as well as fulfil its mandate. The review was based on EFA 2000 National Assessment Reports and other evidence. Consistent to the findings of this review and within the framework of the Kenya Education Sector Support Programme (KESSP), UNESCO will in its 2010 -2011 programme cycle (35C/5) focus on four strategic areas through capacity development, advocacy and generation and dissemination of information and research. These four areas are:

• Sector planning and management through the End Decade Assessment of Kenya's progress in achieving the Education MDG's and the six Education For All (EFA) goals

• Improving the quality and relevance of education through Education For Peace interventions

• Strengthening comprehensive sector responses to HIV and AIDS prevention. To this end, UNESCO's existing tools and frameworks will be used including the tool on Gender, HIV and AIDS, the International Technical Guidance on Sexuality Education and the EDUCAIDS framework

• Supporting evidence-based literacy and non- formal education policy and planning and programme development.

2. Science

33. UNESCO assisted the promotion of science and technology by supporting the review of policies and also undertaking several activities to strengthen the capacity of science and engineering faculties of national universities. In particular UNESCO has supported the staff development efforts of all public universities through the award of post graduate training fellowships to young academic staff to enable them obtain higher education and research experience. UNESCO has also supported the participation of all public universities in scientific networks and enhanced the research capacity of the institutions through support for scientific journals and the award of conference grants.

34. In Coastal and Ocean Sciences, UNESCO has assisted in strengthening data exchange mechanisms to deliver marine and coastal information in support of the "state of environment" reports and action plans. The organisation supported institutions in sound natural resource management of marine and coastal systems including: (i) development of a national marine and coastal observing system and National Ocean Data Center (NODC); (ii) contribution to coastal and marine components of national disaster management strategies, primarily through the creation of national tsunami warning system, and (iii) capacity building in tools for coastal resource and hazard management.

35. In ecological sciences, UNESCO - further to the Madrid Action Plan - supported the assessment of the Mount Kulal Biosphere Reserves (BR). This highly participative exercise highlighted the need for inter community communication in the area. In the framework of the ESD platform, UNESCO implemented a trans-boundary project between Kenya and Tanzania in corridor between Mount Kilimanjaro World Heritage Site and Amboseli Biosphere reserve. The project aimed at building a better understanding of the link between ecosystem management and sustainable livelihoods among various stakeholders in the area. UNESCO supported a survey to establish status of management of Mount Kulal Biosphere Reserves (BR). UNESCO has also supported the establishment of a partnership between the UNESCO Biosphere Reserves of North Devon (Braunton Burrows) in the UK and Malindi-Watamu. Through this twining project, the two Biosphere reserves stakeholders (managers, local authorities and communities, MAB national committees and scientific community)

developed and structured their cooperation in the exchange of professional experience by sharing information and procedures on best practice, collaborative development of projects for mutual benefit and collaborative and mentored development of projects within Kenya.

36. In the field of fresh water, UNESCO built its action on three pillars, namely: (i) hydrological research to carry out scientific analysis of available water resources in the Nile basin, (II) water resource management with a major focus on assessment of fresh water vulnerability, and (iii) training and capacity building with support to local institutions and universities. Towards achieving the MDGs, some activities included a gender dimension in water resources management and encourage an open dialogue between water resources experts and social scientists with a focus on efforts to help reduce poverty, enhance food security and sustainable livelihoods. UNESCO was involved in training a number of stakeholders in water-related disaster management programme

37. In Science Policy for sustainable development, past cooperation has been with the Ministry of Higher Education, Science and Technology and the National Council for Science and Technology where a gender mapping survey in STI was undertaken. The office has continued to work in close partnership with two in its gender mainstreaming in science and technology efforts. Past -cooperation also involved the Commission for Higher Education (CHE) and the local universities.

3. Culture

38. In the field of culture, UNESCO aims to promote (1) cultural diversity through the safeguarding of heritage in its various dimensions and the protection and promotion of the diversity of cultural expressions, and (2) social cohesion by fostering pluralism, intercultural dialogue and a culture of peace, as well as the central role of culture in sustainable development. In Kenya , our recent activities concentrated particularly on world heritage and intangible cultural heritage.

39. UNESCO actively supports the Kenyan authorities conserve four World Heritage sites. For example, assistance was provided in 2009 for the National Museums of Kenya and the Kenyan Wildlife Service to revise the Tentative List of Kenya which indicates properties that might be nominated for inscription on the World Heritage List. There would be a great potential to build on the cultural and natural World Heritage resources of Kenya in the fields of cultural and eco-tourism. Kenya shall be encouraged to further invest in building technical capacity to manage and promote such heritage assets; the World Heritage sites, inscribed and proposed for inscription constitute an important laboratory for this purpose.

40. Intangible Cultural heritage is living traditions and expressions that are crucial for the sense of identity and the continuity of communities, groups and individuals. UNESCO supported a number of activities in 2008 and 2009 to support the Kenyan government to safeguard living traditions present in its territory, such as the organization of the national consultation meeting on the implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage, translation into Kiswahili of reference materials. One of the ongoing projects in this domain includes the safeguarding of traditional food-ways of two communities in Kenya.

41. Some of the recent activities of our office were designed to highlight the role that intangible cultural heritage may play in managing conflicts. For instance, the National Museums of Kenya were asked to identify, in cooperation with schools, elements of intangible heritage in the area around Mount Kulal and Lake Trukana that are used to prevent conflicts or to restore peace amongst six groups living there. Other activities in this regard concerned identification of elements of performing arts traditions of Somali speakers in North Eastern province of Kenya and of living heritage amongst groups living in western Kenya.

42. Cultural expressions are those expressions that result from the creativity of individuals, groups and societies, and that have cultural content. Kenya ratified the Convention on the Protection and Promotion of the Diversity of Cultural Expressions on 24 October 2007, is a member of the Intergovernmental Committee and is eligible to apply to the International Fund for Cultural Diversity.

43. The evaluation of the Mount Kenya World Heritage Site has been undertaken.

4. Social and Human Sciences

44. UNESCO has been working with Ministers of Social Development of the East African Community Partner States, which includes Kenya and key stakeholders, such as civil society and social science scholars, institutions and networks, in the framework of East African Community cooperation to create greater synergies between research, policy and action. These efforts were strengthened by the establishment of the Forum of Ministers responsible for social development in the East African Partner States. A Forum of Ministers for the East African Community is envisaged in November 2010.

45. Within the framework of UNESCO's programme on fighting HIV-related discrimination, tackling gender stereotypes and promoting education for children in need, UNESCO has in the recent past supported Bethsatha Orphanage and community resource centre in Nyando District. Activities include provision of basic food, clothing and education to the 32 orphans at the centre and education for another 271 orphans within the community.

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11   Kenya is neither a State Party to the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (UNESCO, Paris, 1970), nor to the UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects (Rome, 1995). Efforts should be made to strengthen the legal and operational framework to fight against illicit trafficking.

46. The Regional Documentation and Research Centre on Bioethics (Egerton University, Kenya) was launched on 18 May 2007 (on the occasion of the 14th session of the International Bioethics Committee held in Nairobi, Kenya, on 17-19 May 2007). It was established with the support of UNESCO and the Government of Kenya. The overall objective of the Centre is the furtherance of bioethical activities of UNESCO in East and Southern Africa. It seeks to do this through coordination and harmonization of research and education on bioethics, training and institutional capacity-building and promoting public debate on bioethical issues

5. Communication and Information

47. UNESCO's ongoing project on Freedom of Information and Women's Rights in Africa - As a first phase of the project, UNESCO supported the production of a resource book "Freedom of Information (FOI) and Women's Rights in Africa", produced by the African Women's Development and Communication Network (FEMNET). Compiling case studies from Cameroon, Ghana, Kenya, South Africa and Zambia, it was formally launched with a roundtable discussion held in Paris in March 2010, as part of UNESCO's celebrations of International Women's Day. Significantly, the resource book and related discussion helped identify areas for future action towards increasing women's engagement in the drafting, approval and implementation of FOI laws in Africa. CI/FED is currently initiating fund-raising efforts with the European Commission to undertake a follow up to the project. If accepted, the follow-up actions would include Kenya as well.

48. UNESCO strengthened the teaching capacity of the School of journalism at the University of Nairobi (UoN), through the provision of training equipment and books and the Guidelines for gender-sensitive media reporting could be used. This assistance is intended to upgrade this Journalism School into a centre of excellence in journalism education by adopting the UNESCO Model Curriculum for Journalism Education. The Journalism school was also involved in organizing UNESCO-supported specialized journalism training workshops on climate change as well as journalism ethics and professional standards. UNESCO is, in addition, upgrading the campus radio at the Daystar University, which was identified as a potential centre of reference by UNESCO.

49. UNESCO has supported the establishment of 5 community multimedia centres (CMCs) in Kenya (Bondo, Rarieda District), Shinyalu (near Masinde Muliro University), Koinoina (Nairobi), Mugambo Jwetu (Tigania District-Meru) and Voi Town (Taveta District).

50. Kenyan librarians and archivists were trained in digitization techniques using the UNESCO-supported opened source Greenstone Software. As a follow-up, the staff of the Ministry of Information and Communications (the Documentation Centre under the Director of Information) was provided hands-on training on the Greenstone Software and a digital collection of document and photos was produced.

51. The NGO, Computer for Schools (Kenya) received support to provide ICT in education training to over 40 secondary schools teachers and principals. As a follow-up activity, the Kenya Institute of Education was supported (in collaboration with the Ministry of Education, Kenya ICT Trust Fund and Microsoft) to organize a regional E-Learning conference with the aim of mobilizing over provincial and district education officers, school heads, teachers, and education stakeholders in Kenya and the region to discuss key issues around ICT in education .

6. HIV/AIDS

52. Support has been provided by UNESCO to Universities that offer Science and Engineering courses in the area of mainstreaming HIV and AIDS into the curriculum. Over 60 lecturers from the same universities were trained as trainers (ToTs) on how to integrate HIV and AIDS into Engineering, Physical and Biological sciences. Kenya has also benefited from a second UNESCO project which aims at reducing vulnerability to HIV infection through harmful cultural practices such as widow inheritance and technical support to the Ministry of Education in strengthening its coordination role. Activities under these projects have been possible through the use of the UNAIDS Unified Budget and Work plan (UBW) funds. Advocacy and stakeholder mobilization initiated in support of orphaned youth.

Lessons Learnt

53. With the exception of Education and Culture Sector activities and support, most of the UNESCO activities from which Kenya has benefited have occurred at the cluster or regional level. As UNESCO moves down to country level, it is difficult to imagine how some of these cluster-wide activities can be disaggregated without losing impact and effectiveness. Because of limited resources, it may therefore be necessary to continue some activities (especially training) at the cluster level. Thus, under the UCPD, funds earmarked for training activities in Kenya could be pooled with similar ones from Uganda and Rwanda to have a joint training activity.

54. UNESCO is in a strategic position to support MoE in enhancing visibility of the Ministry's role in HIV prevention among the young in national response. To achieve this, UNESCO needs to engage other development partners and to lobby MoE on the repositioning of the AIDS Control Unit to a higher and more visible level.

55. While various forms of heritage - be they built, natural or intangible - and of cultural expressions may be classified separately, they are also profoundly interlinked and complementary. UNESCO will continue promoting holistic approaches for the identification, safeguarding and promotion of the heritage and culture of communities and groups in Kenya.

56. UNESCO needs to be strategic in the use of its limited funds. Joint programming within and without the UNCT is obviously essential for greater impact. However UNESCO also needs to engage in fewer, bigger and more visible activities. There is need to minimize small grants activities such as award and administration of post-graduate fellowships or travel grants. These are laborious activities and have very little visibility. UNESCO, using both regular and extra-budgetary project must facilitate the capacity building process rather than involving in the process itself. Thus, for instance it is expected that UNESCO will convene meetings or commission documents to discuss strategic issues in capacity building in science and technology. Successful capacity building activities to improve management structure and diversify funding have taken place for coastal and marine institutes. It is clear that continuation of this initiative must build upon the self driven approach; supporting institutes as they drive the development of new projects

57. There are several initiatives for the training of practicing journalists in various specialized courses; however these are not coordinated or standardized. It would be of benefit to engage national media stakeholders to improve coordination and involve journalism schools to standardize the training as well as to develop local capacity for continuous training

58. Another lesson learnt is that due to the high level of water stress in some regions, UNESCO's responses should include raising awareness of water issues and the value of water, ensuring that the water related knowledge base is accessible to all, and making sure that governance of water includes widespread stake-holder participation and transparency in management.

59. Although Kenyan Wildlife Service and Kenyan Forest Service are members of the MAB national committee, UNESCO should strengthen its bilateral partnership with these institutions which are the entry points and key players in the biosphere reserves. There are a lot of environmental institutions and NGO's in Kenya, and it is a challenge to identify a niche for UNESCO support. One way is to increase the visibility of Biosphere reserves in the country and use these as experimental sites for sustainable approaches. Nomination of new biosphere reserves will be supported.

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12   MAB= Man And Biosphere is an Intergovernmental Organisation established by UNESCO. UNESCO has a network of biosphere reserves which serve as learning laboratories for the management and protection of biodiversity.
There is a MAB national committee in each country

PART III: Proposed cooperation framework country programme 2010-2011

Key Results Achieved

60. The proposed cooperation framework highlights UNESCO participation in the United Nations Development Assistance Framework (UNDAF 2009-2013) and also identifies other activities (regional, cluster and national) from which Kenya will benefit.

The United Nations Development Assistance Framework -- UNDAF 2009 -2013

61. The United Nations Development Assistance Framework for 2009-2013 identifies three priority areas, namely:
    • Improving Governance and the Realization of Human Rights;
    • Empowering People Who Are Poor and Reducing Disparities;
    • Promoting Sustainable and Equitable Economic Growth for Poverty and Hunger Reduction with a Focus on Vulnerable Groups

    UNESCO's country programme activities and goals will contribute to all three priority areas as well as to a number of cross-cutting themes, including gender equality; HIV/AIDS; migration and displacement and climate change.

62. The UNDAF results matrix has the following hierarchy of aims: At the highest level are the UNDAF Outcomes. Contributing to the achievement of these outcomes are the Country Programme Outcomes (CP). UNESCO's contribution outlined in its Country Programme Document (CPD) will be towards the latter. (See chart below)

63. Under the UNDAF priority area 1 - Improving Governance and the Realization of Human Rights UNESCO will contribute to four country programme outcomes as follows:

Outcome 1.1:
Strengthened institutional and legal frameworks and processes that support democratic governance, transformation, accountability, respect for human rights and gender equality. There are four Country Programme Outcomes (CP) under this main Outcome and UNESCO will contribute to all of them
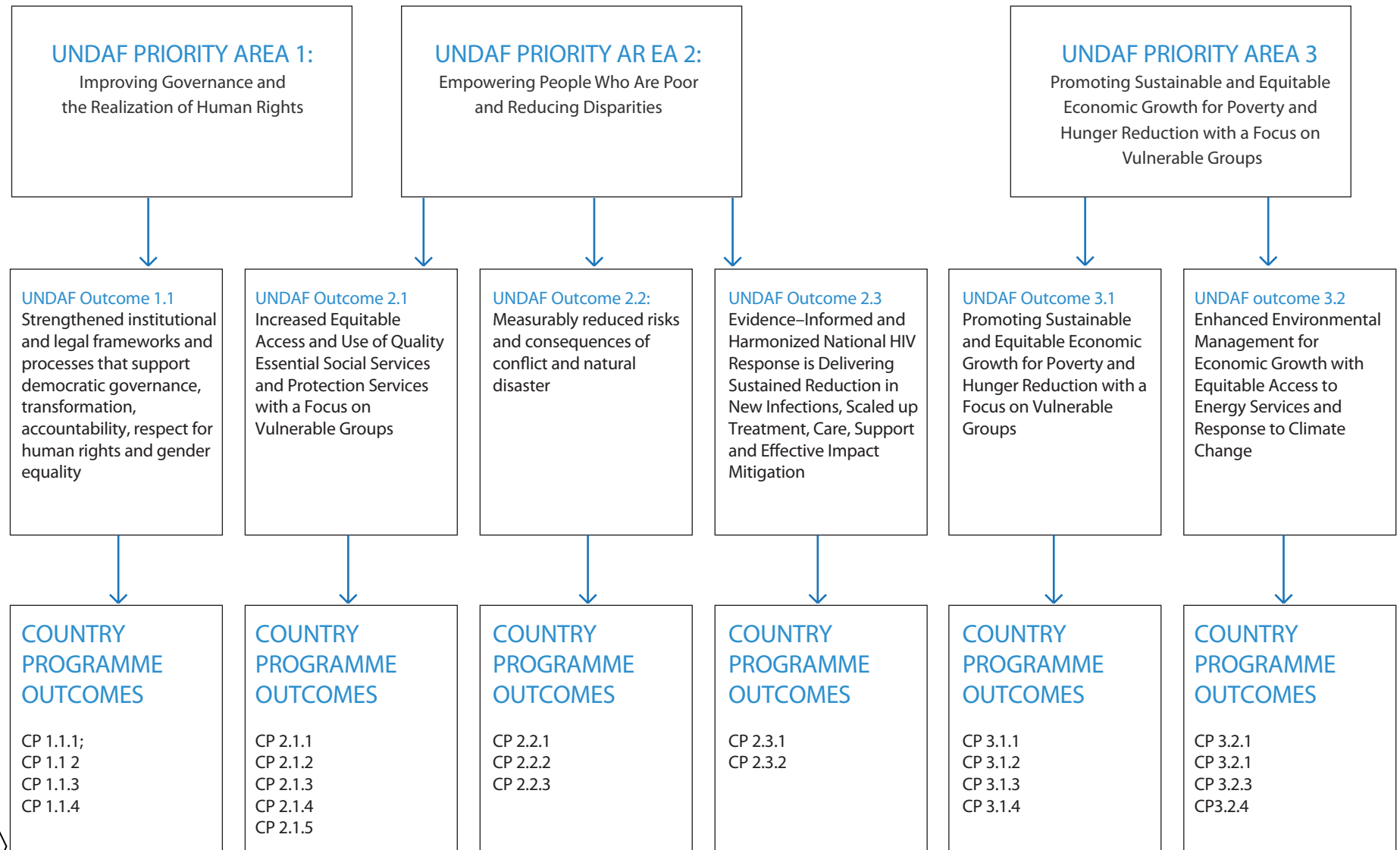
I. CP 1:1.1
– Accelerated ratification and implementation of global and regional covenants and conventions

UNESCO will undertake the following activities to contribute to the above country programme outcome:
• Support the Government of Kenya to implement the 1972 World Heritage Convention and the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage.

• Explore links between the 1972 World Heritage Convention and the 2003 Intangible Heritage Convention for holistic safeguarding of heritage assets in Kenya.

• Provide technical support and encourage the Government of Kenya to ratify the 2001 Convention on the Protection of the Underwater Cultural Heritage.

Figure 1: Hierarchy of Aims/ Outcomes of the Kenya UNDAF 2009-13

UNDAF PRIORITY AREA 1:	UNDAF PRIORITY AR EA 2:	UNDAF PRIORITY AREA 3
Improving Governance and the Realization of Human Rights	Empowering People Who Are Poor and Reducing Disparities	Promoting Sustainable and Equitable Economic Growth for Poverty and Hunger Reduction with a Focus on Vulnerable Groups

UNDAF Outcome 1.1
Strengthened institutional and legal frameworks and processes that support democratic governance, transformation, accountability, respect for human rights and gender equality

UNDAF Outcome 2.1
Increased Equitable Access and Use of Quality Essential Social Services and Protection Services with a Focus on Vulnerable Groups

UNDAF Outcome 2.2:
Measurably reduced risks and consequences of conflict and natural disaster

UNDAF Outcome 2.3
Evidence–Informed and Harmonized National HIV Response is Delivering Sustained Reduction in New Infections, Scaled up Treatment, Care, Support and Effective Impact Mitigation

UNDAF Outcome 3.1
Promoting Sustainable and Equitable Economic Growth for Poverty and Hunger Reduction with a Focus on Vulnerable Groups

UNDAF outcome 3.2
Enhanced Environmental Management for Economic Growth with Equitable Access to Energy Services and Response to Climate Change

COUNTRY PROGRAMME OUTCOMES

CP 1.1.1;
CP 1.1 2
CP 1.1.3
CP 1.1.4

COUNTRY PROGRAMME OUTCOMES

CP 2.1.1
CP 2.1.2
CP 2.1.3
CP 2.1.4
CP 2.1.5

COUNTRY PROGRAMME OUTCOMES

CP 2.2.1
CP 2.2.2
CP 2.2.3

COUNTRY PROGRAMME OUTCOMES

CP 2.3.1
CP 2.3.2

COUNTRY PROGRAMME OUTCOMES

CP 3.1.1
CP 3.1.2
CP 3.1.3
CP 3.1.4

COUNTRY PROGRAMME OUTCOMES

CP 3.2.1
CP 3.2.1
CP 3.2.3
CP3.2.4

UNESCO will contribute to the outcomes at this level (the relevant CPOs are underlined)

II. CP 1:1.2

Enhanced equitable public service delivery and strengthened institutions and systems for democratic governance and the rule of law

UNESCO will undertake the following activity to contribute to the above Country Programme Outcome
• Contribute to the development of e-Governance Strategy and Plan of Action to operationalise the strategy at national and local levels

III. CP 1.1.3

Enhanced Gender equality and empowerment of women
UNESCO will undertake the following activities to contribute to the above Country Programme Outcome:

• Contribute to the government's efforts to mainstream gender in Science, Technology and Innovation by supporting the development of an institutional mechanism to ensure gender mainstreaming in Science and Technology Policy for the Science Sector and by improving access to accurate and appropriate information on gender in STI.

• Support gender mainstreaming efforts in STI by the Ministry of Higher Education, Science and Technology Concrete by providing accurate information on the effect of poor performance of girls in science and mathematics, on tertiary enrolment of women in science, engineering and technology.

• In conjunction with the Regional Research and Documentation Centre for Women, Gender and Peace Building in the Great Lakes region, UNESCO will co-operate with the Institute for Women, Gender and Development at Egerton University, the Gender Studies Centre at Kenyatta University and Gender Studies at the United States International University. These Institutions have a potential to educate the current and future generation of leaders of the Great Lakes Region on Women's Rights.

IV. CP 1.1.4

Establishment and strengthening of mechanisms for promoting accountability and eradication of impunity supported

UNESCO through the UNESCO Institute for Statistics (UIS) will undertake the following activity to contribute to the above Country Programme Outcome:

• Provide support to the further development of statistical systems, such as the Kenya Educational Management Information System (EMIS) to increase transparency of data provision and analysis and to help monitoring impact of policy initiatives in UNESCO's fields of competence.

64. Within the framework of UNDAF priority area 2 Empowering People Who Are Poor and Reducing Disparities, UNESCO will contribute to the following Country Programme Outcomes:

Outcome 2.1: Increased Equitable Access and Use of Quality Essential Social Services and Protection Services with a Focus on Vulnerable Groups

I. CP.2.1.1

Increased participation of eligible children and youth in quality and equitable early childhood development and education (ECDE), primary, secondary and non-formal education i.e. the right to education progressively realized.

UNESCO will undertake the following activities to contribute to the above Country Programme Outcome:

• Provide technical support to Education Sector Planning and Management through the End Decade EFA Assessment to improve national capacities of policy planners, M&E officers and educational statisticians to support the achievement of EFA and national education sector goals.

• Promote high level policy dialogue and actions on issues related to educational quality and equity with particular focus on inclusion, gender and youth, based on research and data evidence.

• Identify remedial strategies will be identified to address relevant EMIS issues in the Education Sector.

• Support evidence-based literacy and non formal education policy and planning, and programme development strengthened national capacities on policy development, implementation, and monitoring and evaluation.

• Continue its work to promote quality and relevance of basic education through Education for Peace by improving coordination and engagement with the MOE/MOHEST and other stakeholders, through UNESCO's membership in the National Peace Education Steering Committee, and by strengthening national commitment and leadership.

• Support the development of the capacity of the focal personnel in the Directorate for Policy and Planning and will work for the development, printing and dissemination of Peace Education IEC material also piloting of a model programme for communities as well as a graduate teachers.

• Promote comprehensive education sector responses to HIV and AIDS prevention through EDUCAIDS, by developing a revised education sector policy on HIV and AIDS to accommodate emerging issues e.g. the feminization of the pandemic.

• Strengthen national leadership and coordination in education sector responses to HIV and AIDS and to enhance the capacities of Ministry of Education in evidence –based policy making and planning in HIV and AIDS and in addressing and integrating emerging Issues into prevention education.

Outcome 2.2:
Measurably reduced risks and consequences of conflict and natural disaster

III. C.P. 2.2.2
Conflicts mitigated and peaceful coexistence enhanced

UNESCO will undertake the following activities to contribute to the above Country Programme Outcome:
• Develop a number of conflict and disaster management programmes including the development of a national tsunami early warning system, which will be exchanged through Community Multimedia Centres (CMCs) and their network.
• Carry out Education for Peace initiatives in Basic and Higher Education.

Outcome 2.3:
Evidenced-Informed and Harmonized National HIV Response in Delivering Sustained Reduction in New Infections, Scaled up Treatment, Care, Support and Effective Impact Mitigation, UNESCO activities will contribute to the following Country Programme Outcome:

I. CP 2.3.1
Progress towards equitable universal access to quality prevention treatment, care and support services and protection of human rights in the context of HIV accelerated.

UNESCO will undertake the following activity to contribute to the above Country Programme Outcome:
• Work on information sharing in the universities, through personal diaries of affected and or infected students and lecturers to address stigma and discrimination including gender based discrimination.

65. Within the framework of UNDAF priority area 3: Promoting Equitable Economic Growth for Poverty and Hunger Reduction with a Focus on Vulnerable Groups, UNESCO will contribute to the following outcomes:

Outcome 3.1:
Economic Growth, Equitable Livelihood Opportunities and Food Security for Vulnerable Groups Enhanced and Sustained

I. CP 3.1.1
Adoption of equitable pro-poor and gender sensitive economic policies and programmes increased
UNESCO will undertake the following activities to contribute to the above Country Programme Outcome:

• Undertake activities for capacity building of local communities to sustainably manage Mount Kulal BR natural resources.
• Engage in trans-boundary management initiatives (Mount Elgon, Amboseli-Kilimanjaro).
• Provide institutional support to produce science policy and natural resource management of marine and coastal systems at the local, national and regional level and to develop a national marine and coastal observing system benefitting of quality data.

II. CP 3.1.2
Business environment productivity and competitiveness of MSMEs improved
UNESCO will undertake the following activities to contribute to the above Country Programme Outcomes:

• Broaden the leadership capacity and the funding base of institutes and incubation of business entities delivering environmental impact and sustainability assessments to coastal industries.

• Support the further development of the national survey on science, technology and innovation (STI) indicators, as currently undertaken by the National Council of Science and Technology (NCST), which also takes into account productivity of S&T sector.

Outcome 3.2:

Enhanced Environmental Management for economic growth with Equitable Access to Energy Services and Response to Climate Change

I. C.P 3.2.1

Pro Poor policies for sustainable management of environmental and natural resources enhanced

UNESCO will undertake the following activities to contribute to the above Country Programme Outcomes:

• Support the country in the implementation of the Madrid action Plan on Biosphere Reserves as learning sites for Sustainable Development
• Generation of data and information to enhance ground water management

II. C.P 3.2.3

Integration of Climate change dimensions in national development frameworks and programmes enhanced.
UNESCO will undertake the following activities to contribute to the above Country Programme Outcome:

• Support the training of journalists in climate change reporting and the integration of climate change in curriculum of journalism schools. Efforts will be made to ensure gender balance and the gender dimensions of climate change will be included in the training.

• Support the Government of Kenya's climate change adaptation and mitigation strategies by raising awareness and capacity building of decision makers and key stakeholders

• Provide support to institutions to access new funds and undertake activities on sustainable environmental management and climate proofing development.

• Implement climate change adaptation and mitigation strategies within the UN Joint Programme on Climate Change

III. C.P 3.2.4

Development and implementation of integrated frameworks for sustainable urbanization and human settlements supported.

UNESCO will undertake the following activities to contribute to the above Country Programme Outcome:

• Foster the development and implementation of climate change adaptation strategies.

UNESCO activities not included in the UNDAF

As a Cluster Office for all UNESCO programmes and a Regional Office for science, the Office will undertake activities which may not be in the UNDAF results matrix but will nonetheless reinforce them. Below are some of the activities from which Kenya will benefit from:

1. Science

• UNESCO will support activities for Capacity building of Science and Technology staff in Universities. The organisation will mobilise extra-budgetary resources to support post-graduate fellowships, travel grants and staff exchange.

• Climate change adaptation and mitigation strategies will be developed and implemented

• UNESCO will promote the use of ICT in science and Engineering education through many activities including training of University staff and production of e-courses.

• Assistance will be provided for the review of the existing science policy

2. Communication and Information

• A number of Community Multimedia Centres (CMCs) and their network developed as hubs for information access/sharing at community levels

• Advocate support for community media broadcasting standards and legislation.

• Integrate the Media Development Indicators in development planning processes to enhance informal education, learning and subsequently the identification of new employable skills among youth.

• Replicate country level information and experience sharing platforms such as the UN Inter-agency Round Table on Communication for Development to engage the participation of multiple stakeholders and to advance the country's capacity in consolidating experience, resources and actions using a communication perspective.

• Transforming University of Nairobi, Kenya School of Journalism and Mass Communications (SOJMC) into Centre of Excellence in Journalism

• Increased ICT enabled learning in Kenyan schools

• Promoting freedom of information in the country, fostering the participation of different stakeholders in the formulation, adoption and implementation stages surrounding the freedom of information bill in Kenya, and encouraging the widespread use of the eventual legislation once approved. By working together with government officials, parliamentarians, civil society organizations, the media and other relevant actors, UNESCO will thus support the strengthening of the institutional and legal framework and processes to guarantee freedom of information in the country.

3. UNESCO Institute for Statistics

UNESCO will support further development of statistical systems, mainly in the areas of education and science, technology and innovation (STI) but will also explore the extent to which statistical systems should be supported in other fields, mainly culture and ICT for education (ICT4E), which falls within the area of communication and information.

Support to the education statistics system may be shaped via the implementation of a Data Quality Assessment Framework (DQAF).

PART IV: Partnerships

The following are some of the expected partners who will collaborate with UNESCO in the implementation of the programmes elaborated in this document:

1.   Education

In education UNESCO will work with the following partners:
• Department of Adult Education, Ministry of Education; Ministry of Gender and Children's Affairs; e-Government; National AIDS Control Council; National Environment Management Authority (NEMA); Ministry of Youth Affairs, Ministry of Higher Education, Science and Technology, Kenya National Commission for UNESCO
• Educational institutions
• Education Donors Coordination Group (Development Partners, Private Sector and UN Agencies)

2.   Social and Human Sciences

In Social science, the following partners will work with UNESCO to implement some of the activities mentioned in Part III
• Government of Kenya : - Provincial Administration; - Ministry of Gender, Sports, Culture and Social Services; - Ministry of Youth Affairs; - Ministry of Gender, Sports, Culture and Social Services- National and local AIDS Committees- Provincial Administration
• Local communities
• HENKEL, Germany
• HENKEL, Kenya

3.   Communications and Information sector activities

• Director of Information and Public Communications
• Kenya Correspondents Association
• Community Radio Network (KRECONET)
• Econews / KCOMNET
• University of Nairobi, Kenya The School of Journalism and Mass Communications(SOJMC

4.   Science sector activities

In Science the following will serve as partners

• Water Resources, Ministry of Environment, University of Nairobi, Kenyatta University
• UNEP, UN-HABITAT, UNIFEM, UNDP, World Bank, UNIDO, UNAIDS
• MAB national committee (including KWS, KFS, Universities), UNEP
• FAO, local communities, private sector, universities, NGO'
• Coast Development Authority
• College of Physical and Biological Sciences, University of Nairobi
• Fisheries Department, Ministry of Fisheries Development
• Kenya Marine & Fisheries Research Institute
• Kenya Meteorological Department
• National Environmental Management Authority
• National Disaster Operations Center, Ministry of Special Programmes,
• Ministry of Higher Education, Science and Technology, Ministry of Information, Media Houses, National Council for Science and Technology, Ministry for Gender

5.   Culture

• Ministry of State for National Heritage and Culture
• National Museums of Kenya
• Provincial administrations
• NGOs in the field of culture
• Development partners

6.   UNESCO Institute for Statistics

• Kenya National Bureau of Statistics (KNBS)
• Ministry of Education
• Ministry of Higher Education, Science and Technology
• National Council for Science and Technology (NCST)
• GeSCI
• UNICEF
• Development partners, in particular DfID, World Bank, USAID, VVOB and SNV

Annex 1   UCPD results matrix (outcomes/ results included in the UNDAF)

UNDAF/ One Plan expected outcome / result	Country Programme outcomes	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US$	Mobilization Target in US$
Priority Area 1. Improving Governance and Realisation of Human rights					
UNDAF outcome 1.1: Strengthened Institutional and legal frameworks and processes that support democratic governance, transformation, accountability, respect for human rights and gender equality	C.P.1.1.1- Accelerated ratification and Implementation of global and regional covenants and conventions	• The Government of Kenya implements the 1972 World Heritage Convention and the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage.	• International Assistance requests submitted by the Government of Kenya to implement conservation/ safeguarding activities in the sense of the 1972 & the 2003 Convention respectively.	In kind technical support.	N/A
		• Links explored between the 1972 World Heritage Convention and the 2003 Intangible Heritage Convention for holistic safeguarding of heritage in Kenya.	• A mechanism established at national level to deliver holistic safeguarding of heritages of the Mijikenda people.	18,000	N/A
		• The Government of Kenya ratifies the 2001 Convention on the Protection of Underwater heritage.	• The National Museums of Kenya received technical information on the 2001 Convention through the organisation of a workshop	10,000	N/A
	CP. 1.1.2 - Enhanced equitable public service delivery and strengthened institutions and systems for democratic governance and the rule of law.	• Contribution to the development of • e-Governance Strategy & Plan of Action to operationalise the strategy at national and local levels	• Existence of operational National IT and e-Governance strategies	30,000	

Annex 1   UCPD results matrix (outcomes/ results included in the UNDAF)

UNDAF/ One Plan expected outcome / result	Country Programme outcomes	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US$	Mobilization Target in US$
Priority Area 1. Improving Governance and Realisation of Human rights					
	CP 1.1.3 - Enhanced Gender equality and empowerment of women	• Improved access to accurate and appropriate information on gender in STI in Kenya • Institutional mechanism to ensure gender mainstrea-ming in STI is put in place • Concrete information on the effect of poor perform-ance of girls in science and mathematics on tertiary enrolment of women in science, engineering and technology	• Report on Integrating a Gender Perspective in Science and Technology Policies & Programmes is printed and dissemin-ated to stakeholders in Kenya • A Gender in STI Policy is developed for the Science Sector in Kenya • A baseline study on the effect of poor performa-nce of girls in science and mathematics on tertiary enrolment of women in science, engineering and technology	5000	20,000
	CP1.1.4 - Establishment and strengthening of mechanisms for promoting accountability & eradication of impunity supported	• increased transparency of data provision and analysis to monitor impacts of policy initiatives in certain fields of competence			

Annex 1 UCPD results matrix (outcomes/ results included in the UNDAF)

UNDAF/ One Plan expected outcome / result	Country Programme outcomes	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US$	Mobilization Target in US$
Priority Area 2: Empowering People who are poor and reducing disparities and vulnerabilities					
UNDAF Outcome 2.1 Increased equitable access and use of quality essential social & protection services with a focus on marginal and vulnerable Groups	CP 2.1.1- Eligible children and youth especially from vulnerable groups (girls, ASAL children, and OVCs) participate in and complete quality and equitable early childhood development and education (ECDE), primary and secondary education.	(1) Education Sector Planning and Management through the End Decade EFA Assessment • National capacities of policy planners, M&E officers and educational statisticians improved to support the achievement of EFA and national education sector goals • High level policy dialogue and actions promoted on issues related to educational quality and equity with particular focus on inclusion, gender and youth, based on research & data evidence	• Availability of completed, officially approved end-decade EFA assessment outcome report • Evidence of use of EFA assessment outcomes in policy and planning documents • The Assessment report also discuss the status of education among marginalized/ vulnerable groups • Capacities of MOE enhanced in the use of data for monitoring and planning of programmes • Presence of a EFA Monitoring System • Instructions on policy directions issued by the Ministers of Education and /or their Permanent Secretaries	200,000	500,000
		(2) Promoting quality and relevance of basic education through Education for Peace • Improved coordination and engagement with the MOE/ MOHEST and other stakeholders through UNESCOmembership in the National Peace Education Steering Committee. • Capacity of focal personnel in the Ministry of Educations' Directorate for Policy and Planning developed • Gender sensitive education for peace education material developed, printed and disseminated	• Frequency of coordination & thematic working group meetings under MOE leadership at national, provincial and district levels • Number of MOE partners & stakeholders participating in coordination meetings • Number of capacity building trainings held through UNESCO support. • Education personnel equipped with knowledge and skills in education for peace	100,000	80,000

Annex 1 UCPD results matrix (outcomes/ results included in the UNDAF)

UNDAF/ One Plan expected outcome / result	Country Programme outcomes	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US$	Mobilization Target in US$
Priority Area 2: Empowering People who are poor and reducing disparities and vulnerabilities					
		• National commitment and leadership strengthened • Piloting of a model for community and graduate teachers programme undertaken	• Number of education for peace school and community materials developed through UNESCO support • Presence of an national policy/ strategy for education for peace targeting formal and non formal education • Model community and teacher education programme developed and piloted		
		(3) Promoting comprehensive education sector responses to HIV and AIDS prevention through EDUCAIDS) • A revised education sector policy on HIV and AIDS to accommodate emerging issues • Capacities of Ministry of Education improved in evidence –based policy making and planning in HIV and AIDS • National leadership and coordination in Education Sector responses to HIV and Aids enhanced • Emerging Issues in HIV and AIDS fully addressed and integrated into prevention education	• Impact /Rapid Assessment of HIV and AIDS in the education sector undertaken • The Aids Control Unit (ACU) strengthened and hierarchically anchored at a higher level within the Ministry of Education • High level dialogue on responses to reduce stigma and discrimination related to HIV and AIDS in the education sector promoted. • International Technical Guidance on Sexuality Education rolled out and shared with MOE and other partners	150,000	0
		4) Supporting evidence – based literacy & non formal education policy & planning & programme development • National Leadership and Coordination Enhanced	• National high-level policy dialogue held to explore mechanisms through which literacy development can be elevated to the national priority agenda	60,000	

Annex 1 UCPD results matrix (outcomes/ results included in the UNDAF)

UNDAF/ One Plan expected outcome / result	Country Programme outcomes	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US$	Mobilization Target in US$
Priority Area 2: Empowering People who are poor and reducing disparities and vulnerabilities					
		• National capacities strengthened on policy development, implementation, and monitoring and evaluation	• Intra-governmental and inter-sectoral coordination mechanism established under the leadership of the Ministry of Education • Availability of a revised, quality evidence based policy inclusive of implementation plan and M&E framework • Visibility of the Department of Education in the coordination, implementation and monitoring of the policy.		
		5) Support the development of the Education Management and Information Systems (EMIS) procedures • Sensitization and training of data users and training • Data analysis and dissemination • Pilot project monitoring and evaluation and financial audit reports • Issues facing EMIS are clarified. • Remedial strategies are identified to address these. • EMIS Partners Working group supported to implement said strategies	• Regular bi-monthly EMIS meetings; • Intended functions of similar systems (DEMMIS, KESSP database, others) reviewed. • The EMIS IP supported to ensure functioning and efficacy of said systems • Monitoring & Evaluation framework reviewed to strategically underpin said systems; • Recommendations formulated to project leader regarding • Technical set-up, functioning and possible 'glitches' of existing main system(s) identified • Recommendations to address technical challenges formulated • Technical assistance in re-engineering main system(s), to address technical challenges provided		

Annex 1 UCPD results matrix (outcomes/ results included in the UNDAF)

UNDAF/ One Plan expected outcome / result	Country Programme outcomes	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US$	Mobilization Target in US$
Priority Area 2: Empowering People who are poor and reducing disparities and vulnerabilities					
UNDAF Outcome 2.2 Measurably reduced risks and consequences of conflict and natural disaster	CP 2.2.1- Strengthened policy frameworks and institutional capacities for disaster risk reduction	• A number of conflict and disaster management programme developed and exchanged through Community Multimedia Centres (CMCs) and their network.	• Increased number of CBOs represented in DSG meetings Information shared by representatives of other CBOS in a timely manner	50,000	
	CP 2.2.2- Conflicts mitigated and peaceful coexistence enhanced	• Support the development of a national tsunami early warning system, including seismic monitoring • Education for Peace initiatives in Basic and Higher Education sectors supported.	• Number of stakeholders trained in disaster risk reduction, inclusive of GE and human rights responsiveness • Number of national and regional plans developed for tsunami and other ocean-related hazards and capacity enhanced • Extent of operational warning system	45,000	000,000
UNDAF Outcome 2.3: Evidence–Informed and Harmonized National HIV Response is Delivering Sustained Reduction in New Infections, Scaled up Treatment, Care, Support and Effective Impact Mitigation	CP 2.3.1 – Progress towards equitable universal access to quality prevention treatment, care and support services and protection of human rights in the context of HIV accelerated	• Universities have the information from personal diaries of affected and or infected students and lecturers to enable them address stigma and discrimination in their institutions	• Number of Universities participating in the programme		

UCPD results matrix (outcomes/ results included in the UNDAF)

UNDAF/ One Plan expected outcome / result	Country Programme outcomes	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US$	Mobilization Target in US$
Priority Area 3: Promoting Sustainable and equitable Economic Growth for poverty and Hunger reduction with a focus on Vulnerable groups					
UNDAF outcome 3.2 Enhanced Environmental Management for Economic Growth with Equitable Access to Energy Services and Response to Climate Change	CP 3.2.1- Pro Poor policies for sustainable management of environmental and natural resources enhanced	• Madrid action Plan on Biosphere Reserves as learning sites for Sustainable Development Supported			
		• Data and information to enhance ground water management generated			
	CP 3.2.3- Integration of climate change dimensions in national development framework and programmes enhanced	• Journalists trained in climate change reporting and climate change integrated in curriculum of journalism schools	• Number of institutions participating in a clearing-house mechanism for climate change information		
		• Support Institutions to access new funds and undertake activities on sustainable environmental management and climate proofing development	• Number of national and district level gender responsive and participatory climate change adaptation initiatives • Number of institutions participating in a clearing-house mechanism for climate change information • Increase in amount of funds mobilize payment for environmental services introduced	10,000	

Annex 2   UCPD results matrix (outcomes/ results not included in the UNDAF)

Expected result of UNESCO activity	Performance indicators and benchmarks	AVAILABLE RESOURCES IN US$	Mobilization target in US$	UNDAF/ One Plan outcome/ result to which expected result could be seen as contributing – if any
A number of Community Multimedia Centres (CMCs) & their network developed as hubs for information access/sharing at community levels	• A number of CMCs established • Their association revitalised and community radio exchange mechanism created. Their Internet network and web-based publishing established			
Transforming University of Nairobi, Kenya (SOJMC) School of Journalism and Mass Communications into Centre of Excellence in Journalism	• Human, technical and material resources increased. • Introduction of UNESCO's Model Curriculum in journalism training (with new courses)	5,000	1,000	Outcome 1.1 Introduction of a wider range of journalism courses, including short mid-career specialized workshops
Increased ICT enabled learning in Kenyan schools	• A number of schools introduce ICT enabled learning • Implementation of UNESCO's ICT Competency Standards for Teachers	10,000	000	
Climate change adaptation and mitigation strategies developed & implemented	• No. of gender responsive sectoral policies and plans that have integrated climate change • Inventory of current climate change impacts, coping mechanisms and strategies	$ 20000	$ 100000	
Capacity building of Science and Technology staff in Universities	• Trained staff at PhD level • 8 visiting professors sponsored • Number of individuals with enhanced research capacity in science and Technology	25,000	250,000	N/A
Use of ICT in science and Engineering education - Several staff trained in the digitisation of their lecture notes	• Number staff using ICT in teaching and learning	10,000	100,000	
Review of the existing science policy	• Availability of the new science policy	5000	000	N/A
Implementation of Data Quality Assessment Framework (DQAF), i.e. diagnostic assessment of national system producing educational statistics, by UNESCO Institute for Statistics.	• Presence and quality of DQAF report.		000	2.1.1 [please note that mobilisation target is for implementation of recommendations in action plan, following the assessment]