



KIPCHUMBA FOUNDATION

A Strategic Framework, 2012-2049

January 2015

Updated January 2017

Further updated May 2017

Further updated March 2020

Further updated July 2020

Further updated January 2023

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Abbreviations/ Acronyms

EBS:	Elder of the Burning Spear, Government honour for outstanding civil servants in the Republic of Kenya
HQs:	Headquarters
ISBN:	International Standard Book Number
ISNI:	International Standard Name Identifier
ISSN:	International Standard Serial Number
KVTI:	Kipchumba Vocational Training Institute
OSP:	Open Sources Programme
UK:	United Kingdom
UN:	United Nations
UNESCO:	United Nations Educational, Scientific and Cultural Organization
US:	United States of America

Operational Definition of Terms Used

Culture: way of life of a certain group of people defined by shared customs and values, beliefs and philosophies, and arts

Education Tomorrow: an ISSN country-specific multi-disciplinary academic journal run by the Foundation and publishes proceedings of conferences/ seminars/ workshops/ discussions; the journal for Kenya is green in colour and is entitled *Education Tomorrow - Kenya*

Indigenouspedia: an ISSN encyclopaedia of indigenous cultures and trends managed by the Foundation; it publishes summaries of proceedings from the OSP online (indigenouspedia.org).

Sources: elders/ participants who give information in the Open Sources Programme (OSP)

Subculture: way of life of a part of a larger group of people that deviates from the mainstream customs and values, beliefs and philosophies, or arts of the mainstream society

Trends: emerging modern or undeveloped cultures such as gayism and lesbianism, *sheng* generation in East Africa, dot.com generation, etc., which, more or less, appear as innovation/ transformation of mainstream customs and values, beliefs and philosophies, and arts

1.0 Introduction

1.1 Preliminary

Kipchumba Foundation is an educational-based non-profit, non-political, non-partisan organization founded by Paul Kipchumba in 2014 in the Republic of Kenya. The Foundation has an International Standard Name Identifier (ISNI).

This plan aims at detailing the idea that constitutes Kipchumba Foundation for ease of management and for eliciting innovative approaches towards attaining the Foundation's goals.

The Foundation aims at documenting global cultures, sub-cultures, or trends; to generate knowledge and promote general networking among scholars, researchers, students, local communities, and interest persons and groups around the world; to offer vocational skills on the theme *Emerging Technological Solutions as Vocational Skills*.

Thus, the main objective of the Foundation is to promote an information-conscious global society by enhancing appreciation of wider theoretical, philosophical and civilizational perspectives.

The Foundation concentrates on four programmes:

1. **Open Sources Programme (OSP) and Independent Cultural Researches:** Coordinating systematic documentation of cultures, sub-cultures or trends, especially among indigenous ethno-linguistic communities; enacting an accessible depository of already collected socio-cultural materials, updating and disseminating the same; and carrying out independent cultural studies;
2. **Seminars, Baseline Surveys, and Issue-based Advocacy:** Running country-specific, theme-conscious multi-disciplinary academic conferences/ seminars/ workshops and discussions online and physically; conducting baseline

surveys on pertinent issues identified in the seminars; and carrying out advocacy according to the findings of the baseline surveys;

3. **Vocational Education and Talent Incubators:** Running **Kipchumba Vocational Training Institute [KVTI]** (study.kvti.online) on the theme *Emerging Technological Solutions as Vocational Skills* and assisting technical/ vocational training institutions that support school dropouts and other disadvantaged individuals/ groups in poor/ underprivileged sections of every country on quality and sustainable bases; running talent (sports and music) search incubators in the schools; and
4. **Kipchumba Education Prize:** Administering a high value annual global education prize for living individuals or groups of individuals who have promoted education in their regions or all over the world.

The idea of initiating systematic documentation of cultures, sub-cultures and trends to obtain universal socio-cultural corpuses began in June 2008 at the British Institute in Eastern Africa, Nairobi, Kenya (biea.ac.uk) when Paul Kipchumba was a graduate attachee there. He was assigned to work under Prof. Henrietta Moore, a social anthropologist from the University of Cambridge in the UK (socanth.cam.ac.uk › People › Core Academic Staff/ henriettamoore.com). She was working on her Modern Lives research project in Lusaka, Zambia; Kampala, Uganda; and Nairobi, Kenya. The project was an experiment on sex and sexuality, especially from a non-traditional perspective. The professor asked him to assist her to conduct interviews among male university students from Kenyatta University, Kenya, and from his Marakwet ethno-linguistic community in Kenya. He found out that the university was on off-session at the time, but he decided to use other networks to trace the students. He managed to meet them at Kapcherop Shopping Centre, Marakwet West Constituency, Elgeyo Marakwet County, Kenya, in July 2008. He used circumcision songs that form part of his collection of the oral traditions of the Marakwet (*Oral Literature of the Marakwet of Kenya*, ISBN 978-9966-094-96-4, Kipchumba Foundation, 2016) to conduct the interviews. He realized that a lack of a ready and well documented corpus was a major challenge towards attaining efficient and verifiable scholarship. He started rethinking how such a simple documentation of oral traditions could help in carrying out world-class studies. Then he thought of an Open Sources Programme (OSP) that could lead to such socio-cultural corpuses.

He began with his Marakwet ethno-linguistic community in Kenya in June 2013 by selecting 5 elders, who included 3 male elders, 1 mid-age man, and 1 woman elder, to discuss specific themes that he had outlined without making notes on them. He was present in the first three sessions of the programme.

In addition, the frame of running conferences/ seminars/ workshops and discussions began way back in November 2011 in Nairobi, Kenya, when he was taking lunch with his late friend Benjamin Edgar Kipkorir, EBS, PhD (Cambridge, UK), and former Kenya's Ambassador to the United States of America. He had participated actively in the research of the materials that led to the publishing of his memoirs *Descent from Cherang'any Hills: Memoirs of a Reluctant Academic* (Macmillan/ Moran Publishers, Kenya, 2009). In the process of taking the lunch the late Ambassador said to him, "Young man, you are an intelligent person. I want us to prepare a *big* seminar!" You would wonder the theme(s) and aim(s) of such a seminar! Kipkorir asked him to think about it and come up with a concept and a schedule. He sat at the British Institute Library in Nairobi to work on it. He churned out one draft concept after another, which Kipkorir dismissed. But it was only in February 2012 that Kipkorir accepted a fairer draft of the concept that later would form the basis for the Foundation's first seminar. Then Kipchumba was forced to rethink again the programme of running consistent conferences/ seminars/ workshops/ discussions to generate knowledge, animate scholarship and to promote academic and research networking.

With respect to running schools, when he decided to settle down in Kerio Valley section of Elgeyo Marakwet County in April 2012, it immediately came to Mr Kipchumba's attention that the people of that section did not have access to education and yet, they knew that education was important. He thought he could make a difference. In June 2013 he founded a pre-school with an intention of providing free or affordable education to the local community. However, the school was closed in 2016 after a new round of violent cattle rustling activities between Marakwet and Pokot ethno-linguistic communities that resulted in the school being vandalized. Ever since, he has realized that education is a universal need and most people do not have access to it. Then he thought that the education that was most needed was technical education fused with elements of emerging technologies for young people to acquire the necessary skills to support themselves and their families, and to advance their societies. That was how Kipchumba Vocational Training Institute [KVTI] (study.kvti.online) was founded.

The Kipchumba Education Prize was mooted in 2016 as a way of recognizing the efforts of outstanding individuals/ groups of individuals outside our organization who have made significant efforts and breakthroughs in promoting education in their own way in their own regions or all over the world. Since 2019, the Kipchumba Education Prize is administered annually from New York City, USA.

Furthermore, the Foundation celebrates two anniversaries. Foundation's Day (19 November), the day the Foundation was registered in 2014, reconfigures and reinvigorates the need for quality universal education. It is celebrated by remembering and recognizing those who have contributed to education, and by reading from best education policies and pedagogical materials. Culture Ambassadors' Day (19 September), the day Culture Ambassador's WhatsApp group was created by Isaac Mafuel from Malawi in 2019, celebrates global diversity. It is celebrated by honouring our culture ambassadors, and by listening to the experiences, and trials and tribulations of our culture ambassadors.

The Foundation over time has introduced publishing as an important all-encompassing project that supports the programmes of the Foundation. This makes the Foundation a publisher and shall comply with all necessary legal realities and join related publisher associations to learn, adapt and innovate to build a globally competitive organization.

Finally, the Foundation emphasizes the widest application of advanced technologies to reach its goals within the stipulated timelines. This includes use of Artificial Intelligence (AI) in OSPs, e-conferences, e-learning, publishing, translations, customer support, among others. A strong innovation, technology research and development culture shall be encouraged and nurtured at the Foundation.

1.2 Identifying Cultures

While it is arguably true that different cultures/ sub-cultures/ trends manifest themselves to other people by their uniqueness/ otherness/ differences or similarities, the most important way to know them would be by working from the known to the unknown. For instance, in 2013, when Kipchumba was identifying ethno-linguistic cultures in the Republic of Kenya, he was amazed to realize that the list used by the Government of Kenya in national planning and resource distribution was an improvised one where different existing ethnic minorities were added with time; therefore, it is not reliable. At present the Kenyan Government relies on about 45 ethno-linguistic communities as exemplified by the 2019 National Household Census and Population Survey. However, Kipchumba's rigorous research from linguistic and anthropological sources led to 103 distinct ethno-linguistic communities in that country.

1.3 Publishing and Global Translations

The Foundation is in essence a publisher. It publishes materials from Open Source Programme, *Education Tomorrow* journal for proceedings from conferences/ seminars/ workshops/ discussions, materials from the Foundation's stakeholders on terms and conditions spelled out in the publishing contract, and programme related materials/features.

In addition, there is need to render all materials of the Foundation into **all major languages** used in all countries in the world in line with our objective of horizontal dissemination of knowledge.

2.0 Why Kipchumba Foundation?

2.1 Benefits of the Foundation

The following are some of the advantages of the Foundation:

- i. Availing socio-cultural corpuses for major multi-disciplinary studies
- ii. Creating employment opportunities not only to young people but also to seasoned scholars/ researchers
- iii. Soft power projection by linking up with not only global local communities through the OSP but also by networking with the global elite through the highly intellectualized conferences/ seminars/ workshops/ discussions that can touch on or may sway global policy orientations, hence setting crucial global agenda both at present and in the future, especially if supported by active dissemination of the proceedings
- iv. The whole framework of the Foundation has the potential for sustaining itself by selling already compiled materials or levying some charges for any use of such materials or educational services.

2.2 Limitations of the Foundation

The following are some of the anticipated limitations of the Foundation:

- a) Can be very expensive and complicated to run, especially if the programmes are executed simultaneously
- b) Can be intellectually taxing for administrators who are not used to intellectual rigour

- c) If the programmes are executed successfully and the goals are met over time, the Foundation can be a soft target for geopolitical competition between major global players, hence its susceptibility to political manipulation

3.0 The Programmes of the Foundation

3.1 Open Sources Programme (OSP)

3.1.1 Overview

The Open Sources Programme is a discussion platform for various socio-cultural themes which takes place for two hours, in one day, every week, engaging various cultures, sub-cultures or trends (especially indigenous ones), around the world. A group of five knowledgeable elders/ sources come together to brainstorm, discuss or research on them, take minutes of the meetings and record the proceedings with a digital voice recorder/ smartphone/ tablet/ or other modern recording device that supports utilization of Artificial Intelligence (AI) in the execution of the programme. The proceedings are transcribed, translated and gaps for further enquiry noted. Then they are published in hard/ paperback, eBook, or audio forms.

The grand objective of the programme is to generate universal socio-cultural corpuses that can be updated and can reliably inform all aspects of modern scholarship with respect to the cultures/ sub-cultures/ trends under review.

The programme is in five (5) phases:

Phase 1: to pilot the programme

Phase 2: to actively manage the programme globally

Phase 3: to actively identify and fill gaps

Phase 4: to evaluate and wind up the programme by making suggestions for updating the obtained corpuses

Phase 5: to continuously update available socio-cultural corpuses and initiate new corpuses

The OSP might be carried out together with independent cultural researches on select issues.

3.1.2 OSP Themes/ Cases

The themes/ cases for the programme could be set by the Management of the Foundation and/or by a constituted Advisory Board/ Committee of Experts from different fields of study and of varied experiences. Over time country-specific Advisory Boards/ Committees of Experts could be constituted.

Brief notes/ descriptions of the themes/ cases in simple form should be made. This activity should rely on published accounts, e.g. socio-cultural profiles in the National/ University archives, scholarly mappings on ethnographic studies, vernacular broadcast media, UNESCO records, etc.

3.1.3 Criteria for Identifying and Profiling Sources

A knowledgeable or visible opinion leader or any other person identified from the target society is contacted by appointment. Then, s/he is requested to identify some key elderly/ experienced people. The identified sources are interviewed and selected based on the following aspects:

- i. Age (elderly by numerical strength, or by age-grading system adopted by the target society or by length of membership for trends, e.g. gayism)
- ii. Moral credibility, e.g. does not drink a lot or that his/ her opinion holds sway in the target society
- iii. Gender/ sex (both sexes should be represented)
- iv. Health and fitness (must be of good health)

The sources should be profiled further according to name, age/ age-grade, gender/ sex, occupation/ profession, religious affiliation, location/village, criminal record, political leanings. At least a third (1/3) of the elders should be of either gender/ sex

and that one of them should have obtained at least high school education, for most developing nations, so that s/he would help the team in interpreting the themes/ cases, in taking minutes of the meetings, or in communicating with the national programmes coordinators. More educated sources in the case of ethno-linguistic communities' section are *not* desirable because too much exposure to modern education could have alienated them from the nuclei of their traditional cultures. The rest of the sources should be elderly/ experienced with respect to the societies under review.

The sources shall be profiled in order to take care of change of views over time or even to make management of the teams easy in the event of replacement should any of them withdraw, become incapacitated, or die.

3.1.4 OSP Timetable

The sources/ elders are supposed to sit for 2 hours, in one day, every week. However, they are free to set their own timetable to their conveniences.

3.1.5 Facilities Needed for OSP

The following are needed towards a successful OSP:

- a) Camera/ camera-enabled mobile phone
- b) Clearly printed OSP list of themes with brief notes/ descriptions under every item
- c) Closest/ most authoritative reference materials on the cultures/ subcultures/ trends under review. A published guide of the closest account to the cultures/ sub-cultures/ trends under review is provided to the sources. For instance, in the case of the Marakwet of Kenya OSP, *The Marakwet of Kenya: A Preliminary Study* (East African Educational Publishers, 2008) by B E Kipkorir and F Welbourn was availed to the team
- d) Digital voice recorder or other advanced voice recording device/ system
- e) Flash disk/ memory disk for backing up proceedings

- f) Laptop/ desktop computer for storing proceedings, for transcription and translation support, and for general electronic communication/ transfer of data - this can be arranged with the nearest learning institution. An AI based management of the programme is being pioneered.
- g) Stationery/ writing materials

3.1.6 Safety of OSP Facilities and Materials

The security of the OSP facilities and materials will be ensured by asking for collaboration arrangements with the closest learning related institutions next to the OSP nuclei identified. Such institutions would include primary schools, secondary schools, tertiary institutions, churches, mosques, national library services, etc. For instance, the OSP for Marakwet ethno-linguistic community in Kenya is held at the Kenya National Library Services, Lagam Community Library – Chesongoch, Elgeyo Marakwet County, Kenya, every Saturday 2.00 – 4.00 p.m. local time (11.00 – 14.00 GMT).

All the tools, equipment and materials containing the proceedings of the sittings shall be safely stored in the identified institutions until the next OSP sessions. They may be carried around only if there shall be need for extended research or recording outside the usual place of the sittings. This would happen only if the sources shall identify another more credible source in another environment that they would like to consult but may not be able to meet the cost of inviting them to the usual venue of the sittings.

The educational and cultural significance of the OSP makes it irresistible to any international, national, or local institution to refuse to host it, given the 2013-2014 Kenyan experience.

3.1.7 Sustainability of the OSP

Prominent members of the cultures/ subcultures/ trends under review should be strongly encouraged to donate towards the documentation of such cultures. Also, this would enhance ownership of the process. From Kenyan experience, most elite would like to be associated with the preservation of their cultures. As long as they will be constantly recognized in the documentation process and outcome of the projects, they are more than willing to spend money and time on them. The OSP for Marakwet ethno-linguistic community in Kenya in the second half of 2013 was entirely funded by Paul Kipchumba. The sources were paid each KES 500 [approximately 5 USD] every sitting. There were 25 sittings in that period, meaning 25 themes/ cases were tackled.

Other than individual, corporate or Government grants extended towards such a programme, there is a higher likelihood that every OSP can reach a satisfactory level of financial sustainability if managed well. For instance, the proceedings published as a result can be marketed well and sold for good returns.

3.1.8 Limitations of OSP

OSP strives to appeal to common elements of communal authorship through one-on-one discussions or debates between identified sources. It may not be able to capture dramatization, especially with respect to performance studies, unless another platform is enacted to complement OSP. However, the sources can be facilitated to record performances of communal activities within their reach in a way that supports the intellectual accounts of the sittings. A video recorder and some little training of the sources may be required.

3.1.9 Indigenouspedia

A summary of the proceedings of the OSP shall form part of the *Indigenouspedia* (The Encyclopaedia of Indigenous Cultures and Trends) (indigenouspedia.org) managed by the Foundation.

3.2 Conferences/ Seminars/ Workshops/ Discussions Programme

The Foundation convenes multi-disciplinary academic conferences/ seminars/ workshops/ discussions in collaboration with relevant institutions, especially institutions of higher learning. The conferences/ seminars/ workshops/discussions are aimed at horizontal generation and dissemination of knowledge, animating scholarship, and promoting academic and research networking.

The conferences/ seminars/ workshops/ discussions began in Kenya in 2012 before the Foundation received substantive registration in Kenya. They have been successful, receiving impressive presentations and participations. The first **Pre-Colonial History of the Kalenjin: Methodological Approaches** was held on Wednesday 30 May 2012 at the Eldoret Club, Uasin Gishu County, Kenya, with the support of the Department of History, Political Science and Public Administration, Moi University, Kenya, and a small grant from the Ford Foundation.

The proceedings of all the conferences/ seminars/ workshops/ discussions organized by the Foundation are published in *Education Tomorrow*, a country-specific journal. The accounts of each conference/ seminar/ workshop/ discussion form a single-issue journal.

3.3 Vocational Education Programme

The Foundation runs Kipchumba Vocational Training Institute [KVTI] (study.kvti.online) on the concept of *Emerging Technological Solutions as Vocational Skills*. In addition, the Foundation shall assist institutions that offer technical and vocational education to school dropouts/ the disadvantaged especially in rural/ less developed/ marginalized regions all over the world.

3.4 Kipchumba Education Prize Programme

The Foundation runs Kipchumba Education Prize every year for outstanding and alive individuals or groups of individuals who have promoted education, especially in developing world. The programme should be able to draw a lot of interest into the organization's activities and goals for humanity. The programme began in 2019 and the prize (USD 10,000) was won by Philip Alabi from Nigeria, with Witule Mwenitete from Malawi and William Bwalya Miko from Zambia being recognized.

There is a Prize Committee chaired by Courtney Mariita from US. Collaboration with credible institutions in the administration of the prize is encouraged. The committees shall be supported by field investigators for the prize.

The runners up are recognized with a medal and certificate of recognition. The reason the second or third persons may not get the prize in subsequent years is because there shall be focus on different aspects of educational promotion and in different regions every time.

4.0 The Potential of the Programmes of the Foundation

4.1 Material/ Data Consideration

It is hoped that with good fundraising skills, careful projection and management of the programmes, it should be possible to record the most essential elements of every culture/ sub-culture/ trend in the world over time. The Foundation is targeting at least 7,000 distinct cultures, sub-cultures or trends in the world. In addition, it is possible to compile at least 500 distinct items of every culture, sub-culture or trend based on the thematic issues presented by modern education in different disciplines. Then we could make about 3,500,000 distinct single compilations of the cultures, sub-cultures or trends in the world. These compilations can possibly be rendered into translations in over 100 major languages by way of human or machine translators and editors. By this approach, the Foundation through the programme can reach up to 350,000,000 distinct publications.

Furthermore, we could consider the conferences/ seminars/ workshops/ discussions. It is possible to hold at least three cost-effective seminars in every country every year with proper planning. Taking the example of Kenya in 2012 and 2013, with proceedings of every conference/ seminar/ workshop and discussion compiled as a single-issue journal, it means that there will be three journals in a year. It is clear already that we have about 195 countries. Therefore, it is possible that in one year we could publish proceedings from at least 585 country-specific, theme-conscious conferences/ seminars/ workshops/ discussions with a clear target market/ audience.

Finally, even if it may not be possible to know outright the implication of running technical/ vocational schools, we consider this programme the single most important activity of the Foundation that affects the condition of human beings directly. By nurturing new generation of privileged individuals, the vocational education programme shall have a significant impact on the rest of the programmes and on the thinking of humanity, just as the Kipchumba Education Prize shall create its own network of the most successful/ dominant people in the realm of education.

4.2 Financials

We are of the opinion that it does not cost much to run these programmes successfully if they are executed meticulously. The proceeds from products of the proceedings of these activities that form the core of the Foundation's programmes may be enough to sustain it. However, a concerted effort should be made in sourcing for external resources in different ways such as seeking collaborations to run some activities jointly or asking for grants.

4.3 Networking

More important references for students and scholars/ researchers researching on societies under review may come out of the compilations made from the proceedings of the OSP. That shall form an indirect network. But the direct network shall comprise the 5 sources who are respected in those communities and some individual elite who may be supporting the programmes financially or logistically directly. In that case, at the minimum we shall have 35,000 (5 sources x 7,000 societies) individual sources.

Based on the 2012-2013 experience in Kenya, the organisation of a cost-effective seminar that cost between KES 50,000 - 200,000 [500-2,000 USD] required between 30 and 50 participants. If we take the minimum number (30) of participants in a conference/ seminar/ workshop and (discussion who are usually the pre-eminent people in such societies – bracketed part not very clear to me) then you meet about 90 different people with at least a master's degree in a country after three events in a year. If you subsequently take that number as the base number in your communication, you shall have 17,550 (90 people x 195 countries) scholars and researchers. With incorporation of different themes in subsequent events, certainly there shall be very many different people, including upcoming scholars and those in attendance. The same scenario happened in Kenya in the 2012-2013 period.

In addition, the vocational education programme shall create a large network involving students, parents, teachers, workers, education policymakers, businesspeople who supply goods/ services to the school, etc. Therefore, there is evidence that the network formed is huge. Why do we need a large network? A large network will make it possible to support future activities of the Foundation adequately by not only creating ready market but also ready discussion platform for further improvement.

5.0 Management of the Foundation

5.1 Structure and Responsibilities

This Initiative is managed by a lean staff and a loose Advisory Board/ Committee of Experts. The Foundation shall have its main headquarters in Beijing, China, and additional headquarters for Kipchumba Education Prize in New York City, USA, and Africa liaison office in Nairobi, Kenya.

In the preliminary stages, the following activities shall be undertaken:

1. Constitute Advisory Board/ Committee of Experts that can help in listing themes and making relevant recommendations
2. Enact online platforms for all programmes
3. Fundraise for the initial roll-out of the programmes
4. Procure facilities, tools and equipment for both HQs and for national OSPs
5. Recruit both regional/ continental and national volunteer administrators
6. Seek collaboration arrangements with relevant institutions and complete attendant legal stipulations attached to running of such programmes in different countries
7. List OSP themes/ cases and write short notes under them
8. List possible global (official and academic) ethno-linguistic cultures/ sub-cultures/ trends per country

9. Found Kipchumba Vocational Training Institute [KVTI]
10. List all universities and research institutes in each country from which we shall draw collaborators for the Foundation conferences/seminars/ workshops/ discussions
11. Identify reliable printers which can print materials of the Foundation. Subsequently, in addition the Foundation should be able to do this work on complementary basis by utilizing available technological tools
12. Identify closest local institutions/ resource centres from which materials for OSP can be stored temporarily or from which the discussions can be held. The institutions/ resource centres should be located within the identified OSP field communities
13. Come up with a resource mobilization plan that aims at sustainability of the programmes
14. Come up with a Plan for Global Translations to ensure that all materials of the Foundation are available in translation in *all the major languages used as media of instruction in schools around the world*, especially in all UN sovereign states
15. Come up with an actual global management plan for the Foundation
16. Explore ways of working with the UN, especially its agencies such as UNESCO, UNICEF.

5.2 Volunteer Administrators

They will help in reporting to the HQs or in general coordination of the programmes in their regions/ countries. There will be one volunteer per region/ continent and one volunteer per identified independent state. They can be professional interns, serving for at most 9 months, depending on requisite labour laws.

The volunteer administrators will serve for one year only, subject to annual renewal based on their performance and will be facilitated depending on the amount of funds raised at the initial stage.

The Volunteer Administrators or Professional Interns, whichever is applicable, should be more qualified at the recruitment stage. Once selected, they will be trained on how to run the programmes effectively and professionally.

5.3 Materials of the Foundation

Actual materials of the Foundation shall be deposited and managed from the Foundation vocational schools (Kipchumba Vocational Training Institute) and the Foundation offices in every country. Where applicable a memorandum of association can be drawn with the nearest archives or major libraries to deposit them.

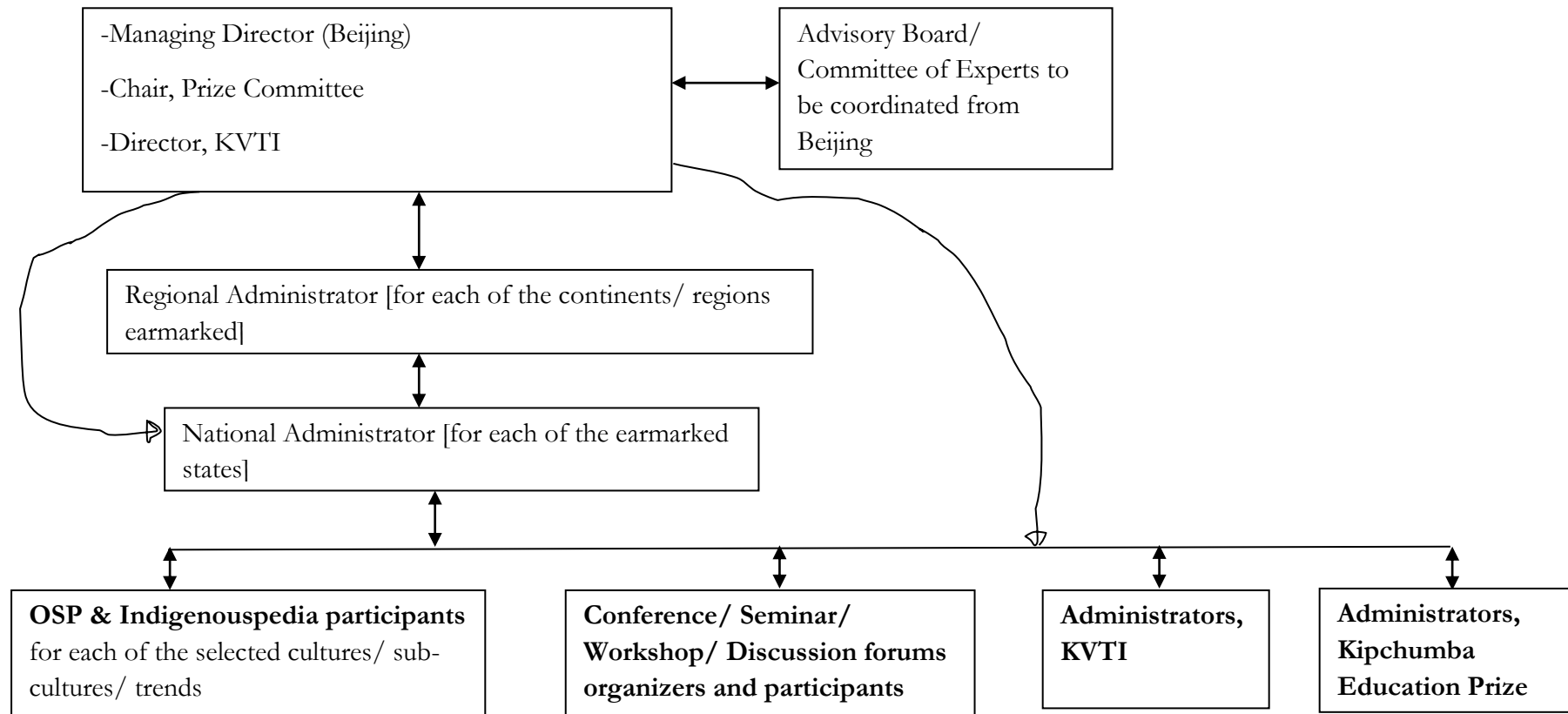
5.4 Legal Regime

The programmes will be managed in accordance with both the laws of the specific countries and International Law and, where applicable, certain programmes can be implemented only in certain countries so that no country is left out because certain programmes may not be allowed there.

5.5 Management Chart

↔ Formal communication between the different segments and entities

~ Informal crosscheck by the HQs



6.0 Where is the Creativity and Innovation?

The Foundation by itself is an innovation in many ways. First, the whole idea of the OSP is to develop a crosscheck of socio-cultural data by producing more detailed and reliable compendia that will reduce fieldwork anxieties, which may include financial and logistical constraints, as *there will be no need of carrying out primary research in most cases*. Lexicographers, for instance, often produce such corpuses but only from an elite perspective. This OSP, however, links up and retains more knowledgeable, not necessarily educated, members of the local communities. Thus, it guarantees process and data consistency and reliability that are unmatched.

In comparison, Western anthropologists and colonial administrators of 19th and 20th centuries tried to document local cultures in different countries as a prelude for colonial programmes. Such accounts are not reliable because they were drawn out of their prejudices. The whole process was not a systematic agenda for the sake of information/ knowledge generation. An almost similar project was conducted in the Republic of Kenya in the 1970s and 1980s in what was called District Socio-Cultural Profiles to support Government policy of District Focus for Rural Development. They were mooted in 1970s by the late B E Kipkorir when he was the Director of the Institute of African Studies at the University of Nairobi. The sole aim of the project was to compile a guide to make easy the work of Government officials. However, in the present programme the local communities are guided to present their cultures by themselves to themselves and to other people in the way they were/ are.

In addition, it is worth mentioning that OSP is unlike socio-cultural information/ news in the online Wikipedia Encyclopaedia. OSP is a corpus/ database of knowledge, whereas Wikipedia is a summary of a corpus/ database of knowledge. Feedback for OSP, because it is a copyrighted published database, goes through the Foundation then to the sources. It will come back from the sources through the Foundation to the readers. In Wikipedia, feedback is, by and large, a result of direct editing.

The conferences/ seminars/ workshops/ discussions not only produce a universal platform for elite/ scholarly interaction, but also bridge information and technology transfers between countries or regions; for instance, let's say that at least three different conferences/ seminars/ workshops/ discussions are run every year in every country and that different scholars/ researchers participate in them, and that a web page is developed and that a country-specific journal publishes them. Then horizontal transfer of knowledge is made quite possible. In addition, the inclusion of advocacy on pertinent issues identified through the seminars makes the Foundation responsive to the plight of the global society.

The vocational education programme is nothing new. However, by focusing on *Emerging Technological Solutions as Vocational Skills*, it makes horizontal transfer of technology quite possible. This will help poorer/ developing economies to alleviate poverty and, possibly, catch up economically. In addition, the search for talent in the realm of sport and music among the students shall contribute greatly towards making the programme more useful in advancing individuals and societies.

Finally, the education prize programme shall help draw attention to the role of education in advancing humanity.