



United Nations
Educational, Scientific and
Cultural Organization

Windhoek Office

Cluster Office to Angola, Lesotho,
Namibia, South Africa and Swaziland

Annual Report
2009

Foreword to the 2009 Annual Report	2
Mission UNESCO Director-General	3
SECTION 1 Education	4
SECTION 2 Natural Sciences	7
SECTION 3 Social & Human Sciences	10
SECTION 4 Culture	11
SECTION 5 Communication & Information	14
SECTION 6 Multi-sectoral and Joint Initiatives	17
SECTION 7 National Commissions	20
SECTION 8 UNESCO Team	24
SECTION 9 Going forward in 2010 and beyond	25

By Prof. Alaphia Wright, Director of the UNESCO Windhoek Office, and UNESCO Representative to Angola, Lesotho, Namibia, South Africa and Swaziland



Prof Alaphia Wright

I write this foreword with some trepidation. It is indeed a great honour to inherit such a 'high performance' office, and I hesitantly rise to this formidable challenge. However, I am counting on the tremendous goodwill in the cluster to turn my determined mindset, albeit it apprehensive, into the results that are expected from my Office. This Annual Report not only intends to highlight the activities undertaken and the results achieved in 2009, but also reflects expectations for 2010 and beyond.

It is apt to begin with revisiting UNESCO's Mission Statement as I elaborate on expectations. 'As a specialised agency of the United Nations, UNESCO contributes to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.' From this it is clear that the Office is fundamentally tasked to make the 'contributions' happen in the cluster Member States. We work together with a common vision to achieve this: 'Our vision is to see the Member States in the cluster increasingly achieving their own visions.'

Invariably, Member States' visions cover the attainment of peace, dignity and prosperity. This is what dictates and informs our modus operandi – to tangibly and effectively contribute to peace, dignity and prosperity in the Member States. To make this happen, our work must be clearly needs-oriented and employ the Human Rights Based Approach to programming in the Member States, at the same time reflecting sound Result Based Management practices.

We will make special efforts to boost work in the Social and Human Sciences within the cluster, and pay particular attention to the neglected area of integrity and responsibilities of the individual. Aspects of culture and development will also be emphasised. Since success in development depends, among others, on a multitude of factors, our overall strategy will be one of employing multi-sectoral approaches, drawing from education, the sciences, culture, and communication and information in an integrated manner as appropriate.

As for this detailed report, we have decided to present the information we wish to share with you in a new format. In addition to the standard printed version, we have also included many links to relevant web pages (<http://www.unesco.org/windhoek>), plus a CD-ROM with a wealth of further details of activities and their results. In this way, we can ensure that UNESCO's extensive endeavours are communicated in a more comprehensive and interactive way.

The presentation for each sector is prefaced by an 'achievement/feedback' box containing achievements realised in Member States in the areas of UNESCO's competencies. It is important to note that UNESCO is well positioned to promote multi-sectoral and integrated solutions to the challenges of development facing Member States. The section on multi-sectoral issues emphasises an important and valuable characteristic of UNESCO, namely having competencies that cover five sectors.

Divided into nine sections, the first five sections cover Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and Information. Section 6 mentions multi-sectoral and joint initiatives, including the United Nations Development Assistance Frameworks. Section 7 introduces activities of the National Commissions. Section 8 tells you more about our staff contingency, a veritable who-is-who in the UNESCO Windhoek Office. Finally, Section 9 delves into how we will go forward in 2010 and beyond, complete with a Results Based Management Logical ScoreCard depicting the performance profile of the Office. In future annual reports, we also expect to report on the corresponding performance profiles to clearly indicate progress (or otherwise) with regards to the expected results.

It is fitting to recognize that the year 2009 saw the election of UNESCO's first lady Director General, Ms Irina Bokova. We share with you Ms Bokova's mission in the next section of this report.

In concluding this foreword to the 2009 Annual Report, I would like to gratefully acknowledge the support and consistent collaboration our Office receives from our partners in government ministries, civil society, academia, the United Nations Country Teams, the National Commissions for UNESCO in Angola, Lesotho, Namibia, South Africa, and Swaziland as well as international, multilateral, and bilateral organisations. I also extend my heartfelt thanks to the staff members of the Office for their dedication and highly professional approach to UNESCO's work.

The year 2009 is marked by important global challenges that have affected humanity as never before. While globalization has had a positive effect on millions of people by helping them rise out of poverty, this global crisis of unusual proportion – economic, financial, social, environmental, as well as moral and ethical, endangers the fulfilment of the most important agenda of present-day multilateralism – the Millennium Development Goals, and affects the most vulnerable countries, especially in Africa. This crisis sets an imperative to act without delay.

During the past nine months, I have visited 45 countries, I have talked to heads of state, heads of government, ministers, intellectuals, scientists and artists. I have visited dozens of National Commissions, as well as the UNESCO Offices in Abuja, Bangkok, Islamabad, Kingston, New Delhi and Santiago de Chile.

My conviction that the greatest challenge in the world today is the global governance of the 21st century, has been reconfirmed. In overcoming the crisis, we should not go back to yesterday's status quo. The greatest challenge is to lead the world into a new era of peace and humanism, to create more inclusive, just, and equitable societies through sustainable economic and social development, based on science, innovation and new technologies that will serve mankind and will preserve the environment.

We need to enhance multilateralism and reinvigorate the United Nations in order to make development efforts, aimed at the most vulnerable and most severely affected by the crisis, more coherent and efficient. I am more confident than ever before that notwithstanding UNESCO's universal mandate, Africa's development needs, especially in education, and those of the Small Island Developing States as the most crisis-stricken countries in the world, should continue to be a strong priority.

Turning the challenge into an opportunity

The major challenge is to turn the crisis into an opportunity and create a more democratic and humane world where the values of human dignity and human rights, of equal access to education and culture, will underpin all economic and political considerations.

UNESCO should take part in the global governance debate because its competences are at the core of globalization. The Organization which embraces 193 Member States and six Associate Members is nowadays more democratic, universal and open to cooperation with civil society.

The constitutional mandate of UNESCO is still relevant in the 21st century where building knowledge-based societies is an imperative, where culture is crucial to any meaningful debate on development, where science and innovation mark the new era of humanity's future in all social and environmental fields, such as climate change and water, where we need to understand better the deep transformations of our societies, and finally, where dialogue, tolerance and respect for diversity is a humanistic value in itself that should be cherished.

UNESCO has a unique tool for mobilizing public opinion and the intellectual and academic communities in the pursuit of its values and priorities – the National Commissions. With their hundreds, if not thousands of dedicated men and women all over the world, the National Commissions should be strengthened and supported in every possible manner, as they are the true guardians of the spirit and values of the Organization.

Source: Irina Bokova UNESCO Director-General's site

Mission statement

"UNESCO in a Globalised World: New Humanism for the 21st Century" - Irina Bokova UNESCO Director-General



Ms Irina Bokova, UNESCO Director-General. Photo © UNESCO/Michel Ravassard

Example of Results Achieved/ Feedback

The Member States in the cluster recorded several achievements in education. The three accomplishments that immediately stand out here are: (i) the adoption of improved conditions of services for teachers in Lesotho; (ii) the introduction of free primary education in Swaziland; and (iii) an increase in the national budget for Education in Namibia. All these will demonstratively contribute to achieving quality education in the countries covered.



The Education sector supports the achievement of Education for All by focusing on three fundamental areas: literacy, teachers and skills for the world of work. UNESCO provides capacity development, technical support and global leadership in the different stages of education from early childhood to the adult years, so as to assist Member States to build and manage effective education systems. Global leadership and coordination of international efforts in education are ensured, including, in particular, through the coordination of the EFA process and the UN Decade of Education for Sustainable Development (DESD, 2005-2014). The realization of UNESCO support is achieved through actions in several thematic areas such as (i) Education for Sustainable Development, (ii) Education for All, (iii) Comprehensive Education Sector responses to HIV/AIDS and (iv) Statistical Capacity Building in Education.

I Education for Sustainable Development

The Decade of Education for Sustainable Development reinforces the re-orientation of education through formal, informal and non-formal learning to enhance the implementation of sustained development across sectors (governmental agencies, private sector, civil society organisations and media).

UNESCO provided the Lesotho authorities with the relevant capacity to develop a strategic plan for Education for Sustainable Development through a validated National Environmental Education Strategy. The strategy aims to strengthen coordination and networks, promote sustainability of environmental education programmes, engage innovative and participatory educational processes and methods, improve learning support materials, mainstream indigenous knowledge and practices in environmental management and promote political will and government support.

II Education for All (EFA)

UNESCO leads the global Education For All movement and strives to meet the learning needs of all children, youth and adults by 2015. As it is responsible for coordinating global actions aimed at achieving the 6 EFA goals, UNESCO promotes partnerships between governments, bilateral agencies, civil society groups and the private sector. It does this by mobilising international and domestic resources to reach EFA goals, ensuring effective use of aid delivery and strong visibility for the entire EFA agenda at international, regional and country level. It also monitors progress towards EFA by publishing the yearly EFA Global Monitoring Report, and developing capacities at national level to plan and manage education systems.

The UNESCO Institute for Statistics (UIS) is responsible for reporting on the EFA goals, as well as on the educational components of the Millennium Development Goals. It therefore contributes with statistical capacity building to the UNESCO Windhoek Office. The latest data available show a considerable increase of the EFA Development Index (EDI) in cluster countries, especially in Namibia (6.4%) and Swaziland (2.4%). This increase is particularly significant if taking into account the net enrolment ratio in primary education, which is the indicator for EFA Goal Number 2 on the provision of free and compulsory primary education for all. Both Namibia and Swaziland are thus now classified as countries with a medium EDI, whereas Lesotho is moving up from a previous low to a medium EDI country.

III Comprehensive Education sector responses to HIV & AIDS

UNESCO supports responses to HIV/AIDS that are inclusive and sensitive to the needs and issues of all populations. Particular attention is given to key communities especially vulnerable to HIV as well as young people in learning settings. UNESCO's various contributions to the global response to HIV/AIDS are primarily within the context of the UNAIDS Global Initiative on Education and HIV/AIDS (EDUCAIDS). The

initiative is led by UNESCO and implemented in partnership with other UNAIDS co-sponsoring agencies and relevant stakeholders at country level. EDUCAIDS is one of the three core UNESCO initiatives to achieve Education For All. Its specific goals are as follows:

- (i) to educate people in preventing the spread of HIV; and
- (ii) to protect the core functions of the education system from the worst effects of the epidemic.

Through EDUCAIDS, UNESCO is promoting and supporting comprehensive Education sector responses to HIV/AIDS, based on the five essential components identified in the EDUCAIDS Framework for Action. The UNESCO Windhoek Office has particularly contributed to initiating sub-sector policy reviews, developing teacher training programmes, supporting the scaling-up of participatory life-skills interventions for young people, introducing workplace interventions, and mobilising partnerships in support of Education sector responses to HIV/AIDS. This has been done within the framework of the new Southern African Development Community (SADC) initiative on Care and Support for Teaching and Learning.

Strengthening the Evidence Base for Ensuring Quality and Strategic Support to Ministries of Education and Partners Through EDUCAIDS

Supporting the educational needs of HIV-positive learners: lessons from Namibia and Tanzania is the first report ever issued that examines the educational needs of HIV-positive learners. The document is a review of best practices as well as an exploratory study in Namibia and Tanzania to understand how the Education sector responds to the needs of HIV-positive learners at school as their number increases in all countries throughout the region. The report confirms that the educational needs of HIV-positive learners are not being met. It also reveals that this failure may signal wider systemic problems in the Education sector often exacerbated by poverty, lack of home-based support, as well as stigma and discrimination. The report uncovers some specific challenges faced by the education system in responding to the needs of HIV-positive learners. This includes a pervasive sense of denial at school level, the lack of communication about sexuality and reproductive health, insufficient training of teachers and school counsellors, and the absence of appropriate links with other sectors. The report proposes a set of recommendations in eight focus areas to help initiate remedial action at country level.

IV Statistical Capacity Building in Education

The UNESCO Institute for Statistics (UIS) is implementing a new programme to provide UNESCO cluster offices worldwide with Statistical Cluster Advisors. The advisors' roles are to be two-fold:

- (i) to assist cluster countries with UIS data collection for international reporting, particularly on EFA and Millennium Development Goals initiatives, and help cluster countries develop statistical capacity, and
- (ii) to provide statistical support to the cluster office itself in all areas of UNESCO's competence.

In 2009, the UNESCO Institute for Statistics Cluster Advisor in Windhoek focused on Education Management of Information Systems (EMIS) development in Angola and Namibia, and assisted the Namibian Ministry of Education by undertaking a

Literacy Assessment and Monitoring Programme (LAMP)

The UNESCO Windhoek Office in cooperation with the UNESCO Institute of Statistics (UIS) is assisting national efforts to strengthen the system of compiling data to garner a true reflection of literacy.

Currently, the data for measuring adult literacy rates in Namibia is taken from the National Census.

This data is based on self-reporting of basic literacy levels. However, this is not a reliable indicator.

To enhance the quality of data on literacy, the Namibian Ministry of Education has recently decided to join the Literacy Assessment and Monitoring Programme (LAMP), a programme of the UNESCO Institute for Statistics.

The Namibian Government has thus put in place a National Team working on the proposal based on the UNESCO Institute for Statistics-approved National Planning Report template. LAMP is also a cornerstone of UNESCO's Literacy Initiative for Empowerment (LIFE), which provides a global framework for achieving the goals of the UN Literacy Decade (UNLD).

workshop on UNESCO Institute for Statistics questionnaires that resulted in a detailed guide. The cluster office has also published a synthesis of education data quality assessments conducted by the UNESCO Institute for Statistics in seven Southern African Development Community (SADC) countries. The syntheses as well as the country results were presented at the SADC Conference on Education held in Maputo in September 2009. The report is available in English, French and Portuguese.



Participants at the Workshop Mainstreaming culture in Education for Sustainable Development and Piloting the draft Education for Sustainable Development Lens, Swaziland. Photo ©: Samuel Fernandez-Diekert

UNESCO promotes international cooperation in science in the interests of peace, human rights and development. The Natural Sciences sector implements major international programmes in the freshwater, marine, ecological, earth and basic sciences. At the same time, UNESCO promotes national and regional science and technology policies and capacity building in the sciences, engineering and renewable energy. Programmes are designed to respond to the international goals and challenges of climate change, gender equality, the eradication of poverty and sustainable development.

UNESCO also acts as an advocate for science. The organisation views science as a platform for sharing ideas and setting standards. It thus promotes dialogue between scientists and policy makers. UNESCO empowers and catalyses innovative initiatives in the field of international cooperation in science, particularly through networks and capacity building activities.

Overall, the work is undertaken in themes that include:

- (i) Freshwater; (ii) People, Biodiversity and Ecology; (iii) Earth Sciences;
- (iv) Basic Sciences; and (v) Science Policy and Sustainable Development.

I Freshwater

UNESCO supports the development and implementation of national strategies to improve water resource management and access to water. The organisation gives special attention to building capacities in countries to manage water and other natural resources. UNESCO also advises governments on scientific issues related to freshwater.

UNESCO is also active in the development of strategies and processes for the management of aquifers such as the Auob Transboundary Aquifer (Preliminary

Development of a Freshwater Education Programme

UNESCO Windhoek Office develops FETWater, the Framework Programme for Research, Education and Training in Water. This is done with financial support from the Flemish Government of Belgium and the South African Government. Established in 2002, FETWater addresses the needs of practitioners in the South African water sector through effective cooperation between universities, government departments, research institutions and the public and private sector. Up to the end of 2009, no less than 1052 professionals in the South African water sector received training through the FETWater programme. Concurrently, a vast amount of training material has been produced, and two groundwater tests sites were developed at the universities of Pretoria and KwaZulu-Natal. In Swaziland, a training needs assessment has been conducted to establish a similar capacity building programme.

Study of the Auob Transboundary Aquifer in the South East Kalahari/Karoo Basin). Research on trans-boundary aquifers contributes to enhancing regional development and avoiding potential future water-related conflicts by facilitating integration in the water sector.growth and development in Africa.

Students Training at Borehole. Photo ©: <http://www.fetwater.co.za> .



Example of Results Achieved/ Feedback

Due to UNESCO's early support in setting up the African Ministers' Council on Water (AMCOW) and its activities on the continent, AMCOW honoured UNESCO with a certificate in recognition of the organisation as one of its 'pioneers'.

The certificate was presented to UNESCO in the framework of the Second African Water Week (Johannesburg, South Africa, November 2009).

Inclusion of New Geoparks in Developing Countries into the Global Geoparks Network

The establishment of the Gondwanaland Geopark has been initiated in collaboration with the Geological Survey of Namibia, in the framework of the Joint Programme on 'Cultural Tourism Development as a Vehicle for Poverty Reduction'. The initiative is funded by the Millennium Development Goals Achievement Fund (MDG-F) and aims to support the improvement of the livelihoods of local communities while promoting the right to cultural identity and expression. This first Geopark in Africa will be an important tool to improve and enhance earth sciences education in Namibia. The Gondwanaland Geopark has a significant geological heritage and will contribute to sustainable development. Such development will be based notably on sustainable tourism, not only by ensuring the appropriate recognition, preservation and promotion of Namibia's important geological heritage, but also by improving the living conditions of local communities.

Guidelines for the Scientifically Sound Management of Groundwater Resources

In 2009, the UNESCO Chair in Geohydrology at the University of the Western Cape (South Africa), with the support of the UNESCO Windhoek Office, produced a set of guidelines entitled *Sustainable Groundwater Resources in Africa - Water Supply and Sanitation Environment* which was published by CRC Press. In the publication, the UNESCO International Hydrological Programme provides good practices for the sustainable utilisation of groundwater for community growth and development in Africa.

II People, Biodiversity & Ecology

Biosphere reserves are sites recognised under UNESCO's Man and the Biosphere (MAB) Programme. The innovative programme effectively demonstrates approaches to conservation and sustainable development. The biosphere reserve concept provides a framework to reinforce activities that enhance people's livelihoods and ensure environmental sustainability to protect the environment while promoting sustainable development.

Promotion of Sustainable Development via Establishing Inter-Disciplinary Learning Laboratories by Using Sites of the World Network of Biosphere Reserves for Research on Biodiversity and Sustainability

With the assistance of UNESCO Windhoek Office, the Angolan Government has identified the Parque Nacional do Iona area in the Namibe Province as a potential site for the country's first Biosphere Reserve. A study has been produced to confirm the feasibility of the Iona National Park for becoming the first Biosphere Reserve in Angola. The study also assesses several features relevant to the planning of related upcoming activities. This will facilitate the fulfilment of the criteria for the area to qualify as a UNESCO Biosphere Reserve. The UNESCO Windhoek Office and the Angolan Government strive for the Biosphere Reserve to be incorporated to the World Network of Biosphere Reserves by 2011.

III Earth Sciences

The Global Network of National Geoparks assisted by UNESCO provides a platform of active cooperation between experts and practitioners in geological heritage. Under the umbrella of UNESCO, and through exchange between the global network partners, important national geological sites gain worldwide recognition and profit through the exchange of knowledge, expertise, experience and staff with other Geoparks.

IV Basic Sciences

UNESCO places special emphasis on the mobilisation of science, technology and innovation for sustainable development that prioritises poverty eradication. The International Basic Sciences Programme (IBSP) is an international multidisciplinary programme established by UNESCO Member States to reinforce intergovernmental cooperation and cooperation between partner organisations in science. The aim is to strengthen national capacities in the basic sciences and science education.

Development of national capacities in the basic sciences

The Department of Science and Technology in Lesotho has established the National Science and Technology Databank aimed at supporting the country's research capacities in basic and engineering sciences. The databank will enhance the perception of the state of science and technology in Lesotho among the general public, as well as researchers and students. At the same time, it will be used as a support for the development of appropriate evidence-based policies and the identification of priority areas needing more attention. With the support from the UNESCO Windhoek Office, the Department of Science and Technology in Lesotho has reviewed the database and related procedures to increase the international comparability of the data stored, as well as the establishment of synergies with existing initiatives such as the African Union/NEPAD Science, Technology and Innovation indicators initiative and the requirements of the UNESCO Institute of Statistics surveys. Training activities have been carried out with the support of an international consultant, and the first data collection exercise was completed.

V Science Policy & Sustainable Development

The role of UNESCO in science, technology and innovation policy is threefold:

- (i) a 'think tank' on policy development;
- (ii) guidance in national policy reforms; and
- (iii) a catalyst for regional and international cooperation. UNESCO conducts analytical work and supports countries who wish to formulate or reformulate their national science, technology and innovation policy.

Evidence-based policy relies heavily on science, technology and innovation indicators for policy design, monitoring and evaluation. In this regard, UNESCO is instrumental in setting standards, collecting and analysing relevant statistics, and building capacity in the countries to produce sound science, technology and innovation statistics and indicators.

Training of Science and Technology Statistics and Indicator Specialists

In September 2009, the UNESCO Institute for Statistics, UNESCO Windhoek Office and the Namibian Government addressed the challenge of obtaining cross-nationally comparable indicators, while at the same time adequately reflecting the characteristics of developing countries at an International Expert Meeting (20) organised in Windhoek. As a result, an *'Annex to the Frascati Manual on Measuring Research and Development in Developing Countries'* is being developed by the UNESCO Institute of Statistics. Concurrently, the UNESCO Windhoek Office has assisted Namibia in the establishment of a National Science and Technology Indicators System. The first concrete results are expected in 2010.

Supporting African Countries in Integrating Science and Technology into Development Strategies

The UNESCO Windhoek Office supported the production of the first *'National Profile of Science and Technology in Swaziland'*. The Profile was presented to stakeholders during the celebration of World Science Day for Peace and Development 2009.

Example of Results Achieved/ Feedback

On 20 September 2006, the African Coalition of Cities Against Racism and Discrimination was launched in Nairobi, Kenya at the fourth Africities Conference. The conference adopted the Ten-Point Plan of Action covering practical policy interventions which city authorities might complete or develop to address the issue of racism and discrimination. Seven out of sixty member cities of the coalition are from the cluster Member States. These cities participated in the drafting of the Internal Statutes in Windhoek, Namibia on 4 to 5 October 2009. The internal statutes provide the operational framework that guides the implementation of the Ten-Point Plan of Action, as well as the entire operation of the Coalition. It further outlines the constitution of the different operational committees, as well as matters related to membership.

The Social and Human Sciences sector focuses on issues related to Ethics of Science, Human Rights, Philosophy, Poverty Reduction, Social Transformation, Physical Education and Sport. Through the above mentioned themes, UNESCO continues to build and reinforce linkages among ethicists, scientists, policy makers and civil society to assist Member States in enacting sound and reasonable policies. The realisation of UNESCO's support is achieved through actions in several thematic areas such as gender equality and development.

I Gender equality and development

In an effort to contribute towards women empowerment and the development of indigenous communities, the UNESCO Windhoek Office is facilitating the implementation of activities aimed at economically empowering Namibian San women and girls through vocational training activities for small and medium enterprises and income generating activities.

The initiative is implemented in partnership with the Namibian Government through the Ministry of Youth, National Service, Sports and Culture as the implementing partner. This is within the framework of the Millennium Development Goals Achievement Fund on Gender in Namibia. The initiative will enable selected members of the community to gain the much needed skills through training on small and medium enterprises and income generating activities for the sustenance of their livelihoods and economic improvement.

A training needs assessment for the San women and girls identifies obstacles which hinder them from fully enjoying their rights. This study will enable partner institutions to develop practical guides and start-up kits on small and medium enterprises and income generating activities.



Johannesburg. Photo ©: UNESCO

One of the key challenges for the sector for Culture is to successfully catalyse the processes linking cultural heritage resources to sustainable development. While the UNESCO international conventions serve as the primary frameworks, the concrete activities in the cultural field have been and will be developed towards the local communities – the final beneficiaries of the safeguarding and promotion of cultural heritage. We believe that this is the best way to contribute to the achievement of the Millennium Development Goals.

UNESCO's support is brought to fruition through several themes, namely:

- (i) Intangible Cultural Heritage;
- (ii) Underwater Cultural Heritage;
- (iii) Movable Heritage and Museums; and
- (iv) Creativity.

I Intangible Cultural Heritage

Considering the importance of safeguarding intangible cultural heritage and the many factors that threaten its continued recreation and transmission, an urgent need exists to implement the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage in the broadest possible way. To this end, UNESCO Windhoek Office assists the cluster Member States in strengthening and building capacities for safeguarding their intangible cultural heritage.

All activities are aimed directly or indirectly at ensuring the viability of intangible cultural heritage. This is implemented by sustaining and maintaining the practice and especially by transmitting intangible heritage. The measures used to achieve this are identifying intangible cultural heritage, creating inventories, preservation, promotion, transmission, revitalisation, documentation, research, and the enhancement of formal and non-formal education to raise awareness.

Strengthening of International Cooperation and Safeguarding Capacities of Member States and Communities

All the Cluster Member States started developing the action plans for the safeguarding of intangible heritage according to the provisions of the 2003 Conventions. The main priority was to coordinate activities that prepare for the full involvement of local communities and their representatives, including practitioners. Coordination workshops were held in Namibia and South Africa. Furthermore special attention was given to:

- (i) the procedures necessary for drawing up inventories with the full participation of the communities concerned; and
- (ii) to activities aimed at ensuring the transmission of intangible heritage.

Pilot projects in Lesotho and Swaziland were initiated involving the holistic safeguarding and coordinated preservation of associated elements of the tangible and intangible heritage of communities.

These projects are implemented with the full involvement and consent of the relevant communities.

Example of results Achieved/ Feedback

In 2009, the Culture Section of Windhoek Office in cooperation with RETOSA (Regional Tourism Organisation of Southern Africa) produced a booklet promoting tourism in Southern African Development Community. The publication is to be specifically distributed during the AFCON in Angola as well as the FIFA World Cup® in South Africa. Entitled 'UNIVISA Passport', the booklet is a travel and educational tool with essential information about SADC Member States. It also promotes the concept of UNIVISA – similar to the Schengen visa in Europe – that would ultimately enable holders to travel without the need for individual visas for each SADC country. Practical and legislative matters are currently being addressed in each member country and the region. The official status of the initiative will be announced when finalised by the responsible authorities.

Training and Awareness-Raising Activities in Member States

State Parties promote information sharing, training in underwater archaeology, and technology transfer. They also promote the raising of public awareness about the significance of underwater cultural heritage. Furthermore, they cooperate and assist each other in protecting and managing such heritage, including collaborating in its investigation, conservation, study and presentation. In April 2009, a coordination meeting was held in Cape Town, South Africa. The meeting called for better sub-regional cooperation in training and awareness-raising in an effort to strengthen the safeguarding and promotion of the wealth of underwater cultural heritage in African countries. All the elements provide the basis for preparing the national and sub-regional implementation plans.



Participants at the Intangible Cultural Heritage workshop. Photo ©: UNESCO Windhoek

II Underwater Cultural Heritage

Underwater cultural heritage encompasses all traces of human existence that lie or were lying underwater and have a cultural or historical character. Recognising the urgent need to preserve and protect such heritage, UNESCO elaborated the Convention on the Protection of the Underwater Cultural Heritage in 2001. The pillaging and dispersion of archaeological heritage is no longer restricted to land-based sites as treasure hunting is now taking place underwater. Nevertheless, while many states have intensified activities aimed at the preservation of their heritage on land, most of their underwater cultural heritage remains unprotected.



Underwater Cultural Heritage. Photo ©: UNESCO/A. Vanzo

III Movable Heritage and Museums

Movable cultural objects and the museums in which they are preserved are exceptional repositories of cultural diversity. This makes it possible to adopt an integrated approach to, and understanding of, the cultural heritage. The strategy for cultural objects will be aimed at the joint implementation of standard-setting and operational activities, in particular to the following:

- (i) combating illicit trafficking;
- (ii) applying the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property; and
- (iii) promoting and continuing the UNIDROIT Convention of 1995.

IV Creativity

As far as cultural tourism and cultural industries are concerned, efforts to bridge the gap between cultural production and cultural consumption must still be enhanced to maximise the benefits to communities. The development, preservation, and promotion of competitive cultural tourism offers real possibilities for local development if capacities for cultural entrepreneurship can be strengthened and new market opportunities can be identified. Such programmes strongly advocate improving the livelihoods and food security of rural communities, as well as empowering them by promoting cultural and creative industries through tourism. In addition, the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions constitutes another pillar of activities that promote cultural diversity. These are conveyed by the contemporary dissemination instruments of cultural activities, goods and services.



Participants at the Movable Heritage and Museums workshop. Photo ©: UNESCO Windhoek

Encouraging Innovative Initiatives and Partnerships

UNESCO Windhoek Office is a partner in the design and implementation of the Millennium Development Goals Achievement Fund (MDG-F) entitled *Sustainable Cultural Tourism in Namibia*. The programme contributes to the achievement of the MDGs 1, 3, 6 and 7 by focusing on:

- (i) poverty reduction;
- (ii) gender mainstreaming;
- (iii) mainstreaming of HIV/AIDS issues linked to the cultural tourism sites, and
- (iv) ensuring the sustainability of environmental/cultural assets.

The programme reflects concrete follow-up of the recommendations of the Khartoum Summit and of the Nairobi Plan of Action for Cultural Industries in Africa.

Development of Museums through Partnerships and International Cooperation Frameworks

The operational component of this strategy was developed by the Windhoek Office. It focuses on strengthening professional networks and partnerships and to improve the educational content of museums through workshops for national museum associations and International Council of Museums national committees.

A workshop was held from 23 to 25 November 2009 in Windhoek, Namibia, aimed at the promotion of the above-mentioned international standard-setting instruments. The workshop also highlighted the evolution of the role of museums as vectors of social cohesion, as well as human and economic development in the Southern African Development Community (SADC).

The participants from six countries of the SADC region agreed to reinforce cooperation in the fields relative to the museum development and the prevention of illicit traffic of cultural objects.

Example of results Achieved/ Feedback

In 2007, UNESCO published a model curriculum for journalism education. This model curriculum is being adapted by five journalism education programmes in Namibia and South Africa. The institutions concerned are using several aspects of the model to reinforce their own curricula by employing adequate technology and teaching strategies. The curricula content is kept broad-based and balanced (practical and academic). Special courses in areas as such as gender, HIV/AIDS, culture, information and communication technologies, development and community media are also mainstreamed. While the curricula are multi-disciplinary, they do encourage specialisation.

The Communication and Information sector promotes freedom of expression and press freedom by providing policy advice and developing networks. It also encourages governments to develop standards and legislative instruments that defend this principle. Communication, information and knowledge are also regarded as driving forces of sustainable development as the basic tools for disadvantaged people to improve their own lives.

The realisation of UNESCO support is achieved through several themes:

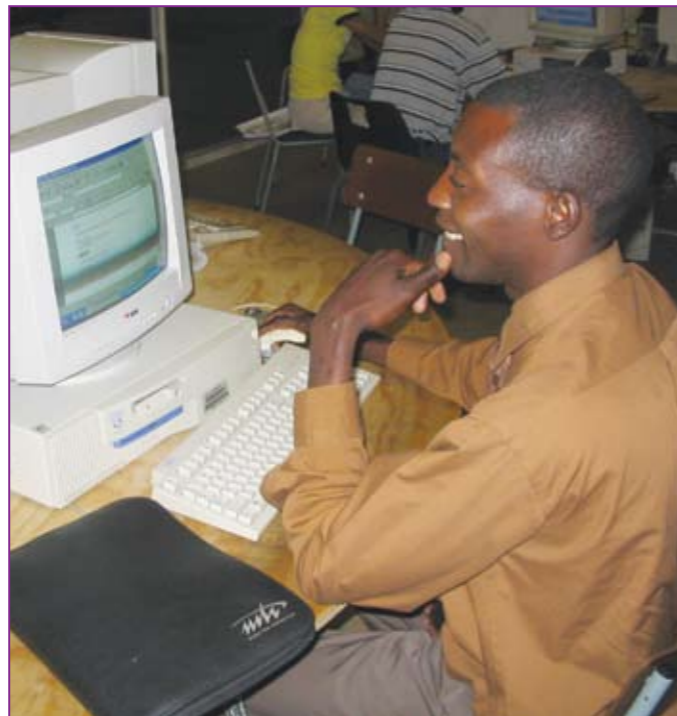
- (i) Freedom of Expression and Media Development;
- (ii) Training of Information and Media Professionals;
- (iii) Access to Information; and
- (iv) Gender, Media and Information and Communication.

I Freedom of Expression and Media Development

As a specialised agency with a mandate to defend freedom of expression and press freedom, UNESCO has placed mutual understanding and dialogue through media at the core of its mission. UNESCO's media development indicators recognise media outlets as crucial for exercising freedom of expression. Community media is an important vehicle for the flow of plural viewpoints and multiple voices, thus enabling citizens to exercise their constitutional right to freedom of speech. The capacity of community radios and community media projects were developed in all cluster countries to provide quality programming to communities. World Press Freedom Day was also celebrated in Lesotho Namibia and Swaziland, providing opportunities to internationally mobilise all stakeholders on this important Human Right.

II Training of Information and Media Professionals

UNESCO supports capacity development of media professionals by strengthening media training institutions so that they can offer high-quality training. A report on Criteria and Indicators for Quality Journalism Training Institutions and Potential Centres of Excellence in Africa published in 2007 identifies 12 of the African journalism schools as Potential Centres of Excellence. Five of these centers are in Namibia and South Africa and one Potential Centre of Reference is located in Namibia. These institutions are supported through targeted capacity building initiatives based on the UNESCO Model Curricula for Journalism Education. This is a generic model that can be adapted according to each country's specific needs. It takes full cognisance of the social, economic, political and cultural contexts of countries, highlighting the connection between democracy and journalism and arguing for a more cross-disciplinary approach within journalism training centres.



ICT Training in Namibia.
Photo ©: UNESCO Windhoek

III Access to Information

Universal access to information and knowledge constitutes a key platform for building Knowledge Societies. The Memory of the World Programme sets standards to enable Member States such as Namibia and South Africa to improve the preservation and access to documentary heritage. Strategies and practices for Information and communication technology in support of imparting knowledge, acquisition and sharing are also provided to strengthen media and information literacy, and Information and Communication Technology Competency Standards for Teachers.

IV Gender, Media and Information and Communication Technologies

UNESCO develops the capacities of media training institutions in Namibia to assess and adapt media journalism education curricula that mainstream gender policies. Community media are also assisted in formulating gender-sensitive policies that take into account the status of women in governance structures, female media practitioners and content that relates to female audiences.

Integration of Information and Communication Technologies (ICT) in Teaching and Learning Processes

'Mrs Khumalo is well aware that basic ICT training at school level enables learners to do better with university studies because much of their study material is presented to them through e-learning environments. Implementing the Information and Communication Technology Competency Standards for Teachers in a culturally appropriate way in Tugela Ferry may have a huge impact on the community and school. Mrs Khumalo explicitly requested, and this was confirmed by a number of people, that the ICT training we did should be taken to schools in the area. She said that "people are phoning us to also get the course". Five-day course aimed at introducing school teachers in rural communities to computing and information literacy, Msinga District in KwaZulu-Natal, South Africa held from 29 June to 12 July 2009



Learners from the Lobethal Independent School, South Africa. Photo ©: University of Pretoria

Establishment of Community Radio through UNESCO Support

'The workshop for community radio practitioners was a great success, we learned a lot and we appreciate your choice of Walter Sisulu University... because their broadcasting department is well equipped and that enabled us to learn quite a number of things. The presenters were very good; accommodation and the material they gave us will be very useful when training our volunteers in our community radio projects.'

Remark by a participant from the Lubombo Community Media initiative in Swaziland, following a training seminar for community broadcasters in East London, South Africa held from 16 to 21 August 2009

Women's active involvement in operations content development and decision-making

'The assessment carried out provides comprehensive information to obtain a holistic picture of the involvement of women in Community Access Centres in Namibia. This assessment is needed to ensure that the involvement of women in these projects is not fragmented but sustained in a coordinated manner.'
MISA Namibia

These key activities in the Millennium Development Goals Achievement Fund (MDG-F) on Gender in Namibia address three dimensions of gender equality and women's empowerment, namely:

- (i) capabilities;
- (ii) access to resources; and
- (iii) opportunities.



Okangwati Multi Purpose Community Communication Centre. Photo ©: MISA Namibia

Strategy

The participation of UNESCO Windhoek Office in UN common country programming is led and coordinated by the Director and is ensured by a strategic approach. There is one focal point (a programme specialist) in the Office for each of the five countries in the cluster. In addition, officials of the National Commissions of Swaziland and Lesotho are invited to attend selected United Nations Country Team (UNCT) meetings dealing with programmatic issues in UNESCO's areas of competence. This takes place within the context of the agreement between UNDP and UNESCO concerning UN country programming.

Furthermore, programme specialists visiting cluster countries would normally also attend to United Nations Country Team matters current at the time of their missions. UNESCO is thus usually represented by the Director, one of the country focal points, or a representative of a National Commission in major United Nations Country Team meetings and retreats dealing with country programming. The Director receives all communication dealing with UN country programming from the Resident Coordinator in countries where UNESCO is a Non Resident Agency. United Nations Country Team and country programming are generally discussed and appropriate decisions taken in the monthly meetings of programme officers.

The remainder of this section covers the following areas:

- (i) involvement of the Office in United Nations Assistance Framework (UNDAF) in the countries in the cluster; and
- (ii) multi-sectoral initiatives.

United Nations Development Assistance Framework (UNDAF)

UNDAF Angola

The new UNDAF document for Angola was signed in August 2009. The document covers the period 2009 – 2013. It contained four UNDAF Outcomes mapped as support areas, namely:

- (i) social sectors (health, water sanitation and hygiene);
- (ii) HIV/AIDS;
- (iii) governance, justice and data for development; and
- (iv) sustainable economic development.

UNESCO is active in each of the support areas and teams up with the UNDP in its efforts. Activities include promoting democratic principles via community multimedia centres, and together with UNICEF supporting the government in monitoring and evaluating the implementation of the national literacy strategy. UNAIDS provides management and technical support on the ground for the UNESCO-EDUCAIDS programme.

UNDAF Lesotho

The UNDAF in Lesotho covers the period 2008 – 2012. It addresses four broad UNDAF Outcomes, covering the following four areas:

- (i) HIV/AIDS;
- (ii) health, education and social welfare services;
- (iii) sustainable pro-poor economic development; and
- (iv) governance.

In this case, UNESCO also participates in all four UNDAF Outcome areas. Activities include:

- (i) building capacity of Central Statistics Office to design and implement evidence-based interventions in the area of HIV/AIDS jointly with UNAIDS and UNDP; and
- (ii) supporting national institutions to allow for the effective delivery of integrated early childhood care and development and improving quality of teaching and learning at all levels. This is done jointly with UNICEF and WFP.

The United Nations Country Team in Lesotho recently launched a 'UN Lesotho One Fund'. UNESCO will engage pro-actively with sister UN agencies in utilising this for joint programming.

UNDAF Namibia

UN common country programming in Namibia is anchored in both the UNDAF 2006 – 2010 document and its two joint programmes through the United National Assistance Framework Millennium Development Goals Fund and UNAIDS. There are three UNDAF Outcomes, namely:

- (i) HIV/AIDS response;
- (ii) livelihoods and food security; and
- (iii) capacity to deliver essential services.

UNESCO is active in all the UNDAF Outcomes, for instance by working with UNFPA, UNICEF, UNAIDS, and WHO to support behaviour change, communication and life skills targeting young people, and together with the UNDP to support capacity building in integrated land and natural resources management. The Director leads the UNDAF Monitoring and Evaluation working group, which oversees the systematic implementation of monitoring and evaluation for the UNDAF.

Finally, two Millennium Development Goals Achievement Fund (MDG-F)/Director General Fund joint programmes were approved and launched in 2009, one in gender equality and equity, and the other in sustainable cultural tourism. UNESCO participates with UNDP, UNICEF, the Food and Agriculture Organisation (FAO) and UNFPA in the MDG-F programme in gender, and is the lead agency in the cultural tourism programme working with UNEP, UN-HABITAT and ILO.

UNDAF South Africa

The current UNDAF document for South Africa covers 2007 – 2010. The new UNDAF roll-out has been postponed to 2012 – 2014, giving the UNESCO Windhoek Office an opportunity to step up its involvement with the United Nations Country Team and participate in some new joint programmes.

In the meantime, the UNESCO Windhoek Office continues working on several programmes in South Africa, including the successful FETWater programme for capacity building in integrated water resources management.

UNDAF Swaziland

The Swaziland UNDAF document for the period 2011 – 2015 was completed in the course of 2009. It covers four UNDAF Outcomes:

- (i) HIV/AIDS;
- (ii) poverty and sustainable livelihoods;
- (iii) human development and basic social services; and
- (iv) governance.

Here, UNESCO is supporting initiatives in two of the four UNDAF Outcomes, namely

in the areas of preventing HIV/AIDS and in delivering social services, particularly education.

Involvement of the UNESCO Windhoek Office in common country programming is serving to expand appreciation of UNESCO's competence in the fields of education, sciences and culture. UNESCO is also competent in effective communication and the sharing of information among UN agencies. It has thus been expected that UNESCO's competence areas will be increasingly included in common country programmes in cluster countries.

Capacity constraints associated with being a Non Resident Agency (NRA) in four of the five cluster countries pose the largest challenge for UNESCO. The NRA countries are Angola, Lesotho, South Africa, and Swaziland. An extension of the foregoing challenge is how to strike the correct balance between participating in United Nations Country Team activities in Namibia, where UNESCO is a resident agency, and in countries where UNESCO is an NRA. Overcoming these challenges are priorities for the current biennium.

Multi-Sectoral Initiatives

An important value-adding characteristic of UNESCO is that the organisation has competencies that cover five sectors: Education, Natural Sciences, Social and Human Sciences, Culture, and Communication. From this it is clear that UNESCO is well placed to promote multi-sectoral and integrated solutions to the challenges of development facing Member States. Consequently, opportunities for multi-sectoral programmes are opening up on an on-going basis.

In 2009, for instance, the Office saw the arrival of a specialist in disaster and emergency preparedness seconded by the Norwegian Refugee Council. The specialist works jointly for UNESCO and UNICEF in developing the education response for disaster and emergency preparedness. Active joint work with the Communication and Information sector advantageously uses community radios to get the messages across.

A further example is the comprehensive work in developing the Education Management Information System (EMIS) in the various cluster countries. This work is led by the UNESCO Institute for Statistics Adviser in the Office. A welcome spin-off of this initiative is the increasing appreciation of the cross-cutting character of statistics.

Capacity building in statistics and data and information management undertaken in the cluster will also contribute to better reporting by Member States for international agreed goals – including Education For All and the Millennium Development Goals. It is envisaged that the programming of the UNESCO Windhoek Office will increasingly reflect multi-sectoral initiatives.

Angola

Further to the ongoing Capacity Building for Education For All (EFA) programme in Angola, as well as the 'Curriculum Innovations, Poverty Alleviation and Peace Education in Sub-Saharan Africa' programme, the National Commission for UNESCO as well as the Ministry of Education, through the Institute of Educational Research in Angola (INIDE), have actively participated in implementing these programmes. The EFA programme is targeted at developing capacity and to mainstream the curricula of schools and teacher training institutions in Angola. Furthermore, it supports the Angolan Government's efforts to improve the quality of policies and practices regarding teacher education in Angola.



Secretary General of the Angolan National Commission for UNESCO, 3rd from left, front row.

The Minister of Education and Chairperson of the National Commission, Honourable Burity da Silva Neto participated as keynote speaker in the closing ceremony of a phase of the Capacity Building for Education For All (EFA) programme which was held in Frankfurt in November 2009. During his speech, he endorsed the programme and also urged curriculum developers and educational managers to be proactive and take the lead in improving education on the continent.

The National Commission for UNESCO has been involved in facilitating the identification and travel logistics for

UNESCO-funded participants to various international conferences and meetings. Participants have included ministers as well as technical staff from various ministries. The National Commission for UNESCO has also actively facilitated logistics related to the issuing visas for incoming consultants and participants to UNESCO-related projects and activities. Therefore, the Angola National Commission for UNESCO has served as an important liaison for the UNESCO Windhoek Office and the Angolan institutions.

Equally important is the active role of the National Commission for UNESCO in liaising with the media and disseminating information related to implemented activities via the UNESCO Windhoek Office or UNESCO Headquarters. This has ensured that UNESCO has remained in the public eye in Angola and has thus added more significance to the work of UNESCO in Angola.

Lesotho

The Lesotho National Commission for UNESCO celebrated the UNESCO Literacy Day as well as World Press Freedom Day and World Aids Day respectively. Each event was a resounding success.



Launch of the Education for Sustainable Development Strategy for Lesotho. Photo ©: Lesotho National Commission

For the 2008–2009 biennium, nine of the ten participation programmes projects were approved although some approvals only arrived in the last quarter of the year. The UNESCO National Commission of Namibia invited Lesotho to an UNESCO Associated Schools Project Network (ASPnet) Workshop which was held in Slovenia, highlighting an important partnership between the two countries and UNESCO.

The National Commission of Germany financed two trips for Lesotho to attend an

ASPnet camp in Germany in November 2009 with two teachers. Again in November 2009, the Chairperson of the Science Committee was invited on a familiarisation tour to the National Commission of Germany's Science sector. He was accompanied by the Programme Coordinator for Science who was connected to the Namibia/South Africa National Commissions for UNESCO through a Participation Programme Project.

There was a strong focus on ASPnet in the Education sector. Highlights included trips to Slovenia and Germany, the offshoots of the 2008 camp held in Lesotho. In December, an ASPnet camp was held in Lesotho where a number of schools participated. For the Science sector, the launch of the Education for Sustainable Development Strategy for Lesotho was the main calendar event. In terms of the sector for Culture, a contract for strengthening capacity on Lesotho's cultural heritage was signed.

Approval was obtained through Communication and Information sector cooperation for the establishing a community radio station in Mafeteng. The actual procurement of the equipment and the subsequent launch of the station will take place within 2010. Finally, the UNESCO National Commission's participation in the Human Rights-based planning held in Windhoek in December 2009 better prepared the UNESCO National Commission for the next biennium's planning.

Alas, the economic recession and problems with the Southern Africa Customs Union (SACU) meant that the government was often unable to honour invitations. For instance, the country could not participate in a number of forums in the past year. Examples include the EMIS workshop held in Mozambique, the Information and Communication Technologies-enhanced teacher training held in Zimbabwe, and the Ministry's Seniors Programme Coordinators who were unable to attend the 35th Session of the General Conference. However, the Secretary General was able to attend the latter conference for a total of nine out of nineteen days.

Namibia

UNESCO Associated Schools Project Network (ASPnet) Annual Camp

The ASPnet Camp, an annual joint flagship project of the ASPnet schools and the Namibia National Commission for UNESCO, continues to promote UNESCO at school level. The initiative goes a long way towards making the organisation visible in the Education sector. Secondly, the ASPnet Camps enable learners and teachers to interact, share knowledge and experiences on various issues, including on cultural diversity. The ASPnet Camps also enable teachers and learners to discover and appreciate places of historical significance in Namibia. Intercultural learning and dialogue is important for nation-building in the context of the history of Namibia.

Concordia College, Jan Jonker Afrikaner High School and David Bezuidenhout High School jointly organised the 2009 ASPnet Annual Camp. The Camp took place from 24 to 28 August 2009 at Concordia College. The objectives of the ASPnet 2009 Camp were:

- (i) to concretise the ASPnet objectives of intercultural learning and mutual understanding;
- (ii) to make the four pillars of learning tangible and practical for both teachers and learners, namely learning to know, learning to do,



2009 ASPnet Annual Camp, Concordia College, 24 - 28 August 2009 Photo ©: Namibian National Commission

- (iii) learning to be, and learning to live together; to present the research findings of the topics on history, culture and social and environmental issues which the learners researched before the camp; and
- (iv) to discuss strategies for strengthening ASPnet and HIV/AIDS activities at ASPnet schools.

In addition to presenting the research findings and visiting historical places in Windhoek, facilitators from the Blue Cross and Stars for Life also facilitated sessions on the dangers of drugs, alcohol and substance-related abuse, as well as on HIV/AIDS. Furthermore, the learners were also engaged in drama and dance sessions, since the agenda included the performance of a play, as well as African and modern dances at the closing ceremony. UNESCO Windhoek Office and the Namibia National Commission for UNESCO jointly provided the funding for the 2009 ASPnet Camp.

South Africa

ASPnet Celebration of Day of Remembrance of the Slave Trade and its Abolition: Revolution and Remembering, Transforming the Pain of the Past into Power in the Present

The International Day of the Remembrance of the Slave Trade and its Abolition was commemorated on 21 August 2009. The newly created Freedom Park was chosen as a venue for the celebrations as the site is a symbol of humanity and freedom as well as one of the most ambitious projects facing young South African history.

On the night of 21 August 1791, an uprising of slaves began which is known today as the Haitian Revolution. At the end of the 18th century, Haiti was known as Saint-Domingue and was a colony of France.

To honour this important aspect of global history, the South African National Commission for UNESCO, Freedom Park and Iziko Museums through funding from the UNESCO Windhoek Office joined forces to develop a one-day workshop involving representatives and learners from several ASPnet schools around Gauteng. Schools that participated were Reitumetse High School, Ngaka-Maseko High, Bokgoni Technical High, Musi High, Lavela High, Odi High, Letsiboho Girls High, St Endas Secondary School and Nirvan Secondary School.

After welcoming the learners, Ms Peggie K Photolo, Deputy CEO, introduced them to Freedom Park. Mr Desmond Fillis, Secretary General of the South African National Commission for UNESCO, explained the significance of honouring special commemorative days and presented the work and structure of UNESCO. Mr Gadezwi Lungile and Ms Deirdre Rhodes, social history educators from Iziko Museum Cape Town, focused on the definition, backgrounds and characteristics of slavery.

The learners also listened to the Bob Marley famous *Redemption Song* which he penned in 1979. The song includes the overwhelming and poignant lyrics 'None but ourselves can free our minds'. These lyrics served to inspire and free the creativity of pupils, who were requested to develop a short text which had to be transformed into a collective group poem or rap, and performed by the group members. To conclude the workshop, participants were taken on a tour of Freedom Park, including a visit to the Wall of Heroes.

Other activities have also been supported such as the EFA Stakeholders' Meeting on 25 November 2009. The main objective of the meeting was to provide a forum for education stakeholders to the Education Department's EFA report for 2009, to assess the progress made in South Africa towards the achievement of the six EFA goals, and to make recommendations that might assist the Education Department in developing policies and programmes to accelerate progress towards achieving the goals.



Classroom - Mandla High School. Photo © UNESCO/ Darryl Evans

Swaziland

2009 was a year of transition in Swaziland as a new Secretary General was appointed to Office. The UNESCO Windhoek Office has been of great help during this time, contributing considerably to the smooth running of the Swaziland National Commission. The Office also financially supported a visit of the new Secretary General to the UNESCO Windhoek Office as a form of orientation to the organisation. During this visit, the Swaziland Secretary General also had an opportunity to consult with the Secretary General of the Namibia National Commission – an extremely productive and beneficial exercise.

Officers from the UNESCO Windhoek Office visited Swaziland for several purposes such as monitoring and evaluation of programmes, especially during the UNDAF document development. Early in 2009, UNESCO supported the Ministry of Education and Training in conducting a Team Building Workshop for senior management of the Ministry. The UNESCO Windhoek Office secured a very experienced consultant in the field which had a positive impact on the functioning of the ministry. A follow-up workshop was held in November, again with the support of the UNESCO Windhoek Office.

The National Commission also conducted an EFA stakeholders' meeting in March 2009. This meeting was attended by representatives of government, civil society, private sector, UN agencies and donors. The event highlighted the importance of revitalising advocacy actions to ensure effective progress towards achieving EFA goals in the country. This meeting has contributed to the steady progress towards the implementing Free Primary Education Programme, starting with Phase 1 in 2010.

EMIS was supported by UNESCO to improve data and information collection and analysis in the country. This activity also created awareness among the Regional Education Offices about their role in data collection and how it would contribute to the efficiency of data collection in the country. Current and reliable data will help the Ministry of Education and other ministries in relevant planning.

Through the support of the UNESCO Windhoek Office, the National Commission was able to coordinate the commemoration of three international days: the World Book Day, the International Literacy Day and the World Science Day for Peace and Development. In all these cases, the National Commission consulted the UNESCO Windhoek Office for technical advice on how best these events could be held over and above the financial support. The celebration of these days enhanced the visibility of UNESCO in the country.

The National Commission also held a Science stakeholders' workshop on the same day as the World Science Day for Peace and Development celebration where the Swaziland National Science and Technology profile report was discussed. A consultant was engaged by the UNESCO Windhoek Office to conduct the research. This has set the country a step forward towards drafting the Science, Technology and Innovation Policy, and preparations are already underway within the Information and Communication Technologies Ministry to begin drafting the policy.

UNESCO, through the National Commission, also contributed to the improvement of teacher education through the Teacher Initiative for Sub-Saharan Africa (TISSA) project. Workshops within the country for teacher training professional staff were conducted. These have achieved a diversification of the curriculum in teacher training to include Information and Communication Technologies, French and Special Education. New posts have also been established in the colleges due to the support of this project. More strategies to improve teacher training are being explored by the Ministry of Education, such distance learning and in-service training.



Visit to Swazi cultural village

The San Development Programme: An Integrated Approach to Education for the San Communities in Ohangwena Region

The Windhoek Team was selected as one of the winners of the Annual Team Award.

Office of the Director

Prof Alaphia Wright:	Director of the UNESCO Windhoek Office and Representative to Namibia, Angola, Lesotho, South Africa and Swaziland
Ms Emmarentia Irion:	Director's Assistant

Education

Dr Edem Adubra:	Education Programme Specialist (up to 30 October 2009)
Ms Mélanie Seto:	Education Programme Specialist
Mr Frederic Borgatta:	Statistic Cluster Advisor
Mr Matthias Lansard:	Education Programme Specialist and EDUCAIDS Cluster Coordinator
Dr Haaveshe Nielsen:	Country Programme Officer for Namibia (UNAM Secondment)
Ms Alcina Ndjavera:	Education Country Programme Officer for Angola
Ms Goeril Tomren:	Education Secondee UNESCO Office Windhoek, UNICEF Namibia/Expert on Education in Emergencies, Norwegian Refugee Council
Mr Samuel Fernandez Diekert:	Basque Volunteer (Education)
Ms Carmen Gestoso-Calvete:	Technical Assistant Education (UNV)
Ms Sarah Mofila:	Education Assistant
Ms Azelle Beytell:	Education Assistant
Mr Joshuwa Siseho:	Education Assistant

Natural Sciences and Social and Human Sciences

Mr Ernesto Fernandez Polcuch:	Programme Specialist for Science
Mr Obert Mutumba National:	Programme Officer for Social and Human Sciences
Ms Helena Shigwedha:	Sciences Assistant

Culture

Damir Djiakovic:	Culture Programme Specialist
Mr Boyson Ngondo:	Culture Assistant

Communication and Information

Mr Jaco Du Toit:	Communication and Information Advisor
Ms Elzita Siebritz:	Communication and Information Sector Assistant

Administration

Ms Genet Tilahun:	Administrative Officer
Ms Laimi Amukwelele:	Administrative Assistant
Mr Martin Samuhina Lutangu:	Administrative Assistant
Mr Gerson Uiseb:	Administrative Clerk
Ms Eva Hoveka:	Receptionist/Accountant Clerk
Mr Matthew Gabriel:	Driver
Mr Herman Geiriseb:	Driver

Overall strategy

Team Building

In going forward in 2010 and beyond, the work of the UNESCO Windhoek Office will seek to consolidate the gains made by the UNESCO Windhoek Office in the last several years. For instance in 2009, the UNESCO Windhoek Office won a UNESCO Team Award for its programme with the San Communities. The UNESCO Team Awards are given worldwide on a competitive basis for programmes that have clearly succeeded in achieving concrete results within the organizations areas of competence.

The winning of such an award says a lot about team work in the UNESCO Windhoek Office. Hence, in going forward every effort will be made to build on the Office's capability for team work. In preparing for this, the UNESCO Windhoek Office held a Team Building Training Workshop at Okahandja on 27 to 28 October 2009.

Conclusions reached at this workshop included the need for regular brainstorming meetings over and above the monthly staff meetings, which invariably serve as monitoring meetings for the implementation of the programmes. The colleagues agreed that the proposed brainstorming meetings should each be devoted to specific issues, the mastering of which will contribute to enhancing the performance of the UNESCO Windhoek Office.

The Performance Profile of the Office

The first brainstorming meeting was held in December 2009, and the overall 'performance profile' of the Office discussed. It was agreed to capture this on the basis of a Results Based Management (RBM) Logical ScoreCard, which clearly shows the core activities to be undertaken by the Office, the outputs to be delivered, and the expected outcomes and impacts to be achieved in the countries in the cluster.

The Result Based Management Logical ScoreCard for UNESCO Windhoek Office is shown overleaf. Realistic and achievable quantities will be established for the dummies 'Aaa' to 'Zzz' in the course of 2010. The Result Based Management Logical ScoreCard has the advantage of showing the complete logical results-chain for the UNESCO Windhoek Office in just 'one-page'.

Furthermore, corresponding Result Based Management Logical ScoreCards for the various activities, projects, or programmes can also be constructed with fundamentally the same one-page structure, since they should all be contributing to the same set of outcomes and impacts.

The structure is centered on three major sets of deliverables – the so-called 'Systems-Ware' consisting of Hardware, Software, and Humanware. These three have to be present and appropriately accounted for in all successful projects or programmes. The use of the Result Based Management Logical ScoreCard enormously simplifies planning and communication for programme delivery thus enhancing the chances of achieving meaningful results.

It is expected that future annual reports will report against the corresponding performance profiles, clearly indicating progress (or otherwise) with regards to the expected results.

Strategic thrusts

As noted above, the future work of UNESCO Windhoek Office will seek to consolidate the gains made by the UNESCO Windhoek Office in the last several years. Hence the many partnerships with government departments and institutions, academia, and

The future (February 2012): Example of expected results

The Minister of Education of..... reported to Parliament that..... has now achieved EFA Goal No..... four good years before the 2015 target date. This was reported in the 2012 EFA Global Monitoring Report (GMR) just published. The Minister expressed her appreciation to the many stakeholders who contributed to this success. She particularly singled out UNESCO for the consistent guidance provided in matters of quality education, and expressed the hope that the collaboration between UNESCO and her Ministry will continue to grow from strength to strength.

civil society will be nurtured. However, increased attention will be given to several areas, namely: the multi-sectoral characteristics of development already alluded to in section 6 of this report; Social and Human Sciences; Culture and Development; and monitoring and evaluation.

Particular emphasis will be placed on the somewhat neglected area of integrity and responsibilities of the individual. For instance, success in addressing several pressing challenges such as HIV/AIDS, gender-based violence, and all forms of discrimination depends on the individual (irrespective of whether he or she is in a leadership position or just an ordinary citizen) taking personal responsibility and consistently acting with integrity.

The reader may have noticed that the new home page of the main UNESCO website clearly shows the caption: *'Peace in the minds of people'*, taken from the UNESCO Constitution and made gender neutral, reminding us of the overall impetus of the work of the organisation. Peace must begin with the individual. Therefore, appropriate awareness raising initiatives will be worked into the commemoration of the various special days and weeks to make individuals aware of their personal roles.

Aspects of Culture and Development will also be emphasised. To this end, the UNESCO Windhoek Office will step up its advocacy work with Member States with the aim to encourage those Member States that have not yet ratified the various cultural conventions to consider doing so. Ratification of the conventions provides a first logical step towards deriving sustainable benefits from the rich cultural diversity found in the cluster countries.

The UNESCO Windhoek Office will increase its use of systematic monitoring and evaluation. Implementing partners will be encouraged to do the same. All our major initiatives will begin with appropriate performance indicators as defined. This will be followed by determining relevant baseline data and information. Thereafter, monitoring information will be collected and programme delivery will be assessed on an on-going basis. The findings from the monitoring and evaluation of the programmes will be used to improve future programme delivery as appropriate.



Staff from the UNESCO Windhoek Office at the Team Building Training Workshop, 27- 28 October 2009

The Result Based Management Logical ScoreCard UNESCO Windhoek Office: Cluster Office to Angola, Lesotho, Namibia, South Africa and Swaziland		
LOGIC RESULTS CHAIN	DESCRIPTION	PERFORMANCE INDICATORS AND/OR SOURCES OF VERIFICATION (2010 -2011)
Impacts	Peace in the minds of people Our vision is to SEE the Member States (MS) in the cluster increasingly achieving their own visions consistent with international agreements, declarations and conventions	At least ONE MEMBER STATE achieves at least ONE major goal of (or milestone in) their national vision in the biennium and acknowledges the contributions made by UNESCO towards this.
Outcomes	Mission Statement of UNESCO: As a specialized agency of the UN, UNESCO contributes to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information Implementing this in the cluster, we have: stakeholders in the cluster use UNESCO's programmes; products, and services in Education, the Sciences, Culture, Communication and Information in their own initiatives for achieving national and international agreed goals including the MDGs	At least Zzz occurrences of improvements resulting from the use of UNESCO delivered and/or facilitated programmes; products and services (Publications, TA and training, tools and guidelines) and UNESCO's contributions are acknowledged. <ul style="list-style-type: none"> Aaa: Adoption of relevant conventions, standards, guidelines, strategies, policies, tool kits, etc. Bbb: Improved implementation of initiatives and the achievement of results based on the relevant conventions, standards, guidelines, strategies, policies, tool kits, etc. Ccc: Timely and quality reporting: E.g. to UNESCO Institute for Statistics (UIS), WHC, Millennium Development Goals-reporting, etc.
Outputs	Facilities, materials, etc.: New ones are produced and/or existing ones are upgraded/revised where necessary (and/or their production/upgrading/revision facilitated); and the adaptation and use of these actively promoted *Guidelines, strategies, policies, tool kits, etc.: New ones are produced and/or existing ones are updated where necessary (and/or their production/updating facilitated); and the adaptation and use of these actively promoted *Knowledgeable and skilled persons from stakeholders in the cluster, capable of appropriately applying/using UNESCO (or others) -produced or -facilitated facilities, materials, conventions, standards, guidelines, strategies, policies, tool kits, etc; are 'produced', and appropriately supported (TA) to apply their improved knowledge and skills	At least: (In the biennium) Ddd: Facilities, materials, etc. in Education, the Sciences, Culture, Communication and Information; E.g. *publications such as study / research / review / monitoring reports, policy briefs, training materials, etc. in printed and e-format versions, meeting UNESCO's standards At least: (In the biennium) Eee: *Guidelines, strategies, policies, tool kits, etc. in Education, the Sciences, Culture, Communication and Information meeting UNESCO's standards and responding to the needs of Member States At least: (In the biennium) Fff: Stakeholders (with numbers given for different categories) trained to agreed-upon standards and appropriately supported (TA) to apply their improved knowledge and skills in their own initiatives
Activities	Laboratory of Ideas: Undertake relevant R & D: review literature, test new methods, etc. Clearing House: Undertake information dissemination: Writing, testing, packaging, etc. Capacity Building: Develop and conduct appropriate training: workshops, discussions, provide TA, etc. Standard Setting: Undertake advocacy for the use of UNESCO's standard setting instruments, publicize good practices, etc. Catalyst for (international) cooperation: Participate / lead in networking, conferences, coordinate activities with United Nations Country Teams, SADC, etc. Management/Administration of UNESCO Windhoek: Plan, implement activities, monitor implementation, manage budget, manage contracts, do reviews and evaluations, do reporting, participate in professional development, raise funds, do PR, hold briefing meetings, undertake missions, etc.	At least the following successfully undertaken: <ul style="list-style-type: none"> Ggg: R&D initiatives / activities Hhh: Publication and information dissemination activities Iii: Training / TA sessions Jji: Advocacy initiatives / activities on use of standard setting instruments Kkk: Cooperation, networking activities <ul style="list-style-type: none"> UNESCO Windhoek is managed within budget and plans
Inputs	<ul style="list-style-type: none"> Knowledge and skills of UNESCO Windhoek staff and partners Funding, facilities Operating procedures, relevant documentation, etc. 	<ul style="list-style-type: none"> Lll: staff members, consultants for... Mmm: RP, Extra budgetary funds Nnn: Guidelines

*Covering EFA, literacy, teacher training, early childhood care and education, ED response to HIV/AIDS, Education for sustainable development, integrated water resources management, renewable energy, biosphere reserves, basic and engineering sciences, disaster preparedness and risk reduction, human rights, racial discrimination, tangible and intangible cultural heritage, independent and free media, Information and Communication Technologies, indicators, etc.

