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

United Nations
Educational, Scientific and
Cultural Organization

Biennium Report
2010 – 2011

CONTENTS

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FOREWORD

After the publication of the 2009 Annual report at the beginning of 2010, it was reasoned that in future the Office should consider publishing one or two newsletters a year instead. It however became evident that newsletters will not do justice to what we would like to communicate. The idea of producing 'A Biennium Report' in e-format with limited printed copies then took shape. This also has the advantage of keeping the costs down. Hence the production of this report covering the 2010 – 2011 biennium.

This report is mainly about results. The one-page performance profile of the UNESCO Windhoek Office, in the form of the RBM Logical ScoreCard, was published in the 2009 Annual Report (page 27). The said ScoreCard contained a series of 'dummies' in place of the various quantities for results. It was explained that the actual numbers will be determined in the course of 2010, and that future reports will be based on the corresponding performance profiles indicating progress (or otherwise) with regards to the expected results.

I am happy to report that by the end of 2010 the 'numbers' for most of the 'dummies' were already agreed upon. The updated RBM Logical ScoreCard is shown in Table 1. The agreement on the targets brought an amazingly high degree of focus to our work; giving life to the saying: 'what gets measured gets done'. The increased focus allowed us to concentrate on achieving 'Results'.

Hence this report highlights outcomes and impacts achieved in/by the cluster countries, (in this case Angola, Lesotho, Namibia, South Africa and Swaziland) as a result of joint initiatives with UNESCO and various other partners. The items are presented in three main sections. In the first section, results are reported by sectors for each cluster country, with the material grouped under 'Achievements' and 'Challenges'. In addition, UNESCO's involvement in the United Nations Country Team (UNCT) and common country programming are briefly presented. Multi-sectoral initiatives and those emphasizing the UNESCO global priority of Gender Equality are highlighted where appropriate. We continue the practice of providing links to web-based additional details, where necessary.

Section 1 consists mainly of listings of results. In section 2 each sector presents one case with a bit more details, emphasizing the complete results-chain: from the resources involved through the activities undertaken by UNESCO (and partners) to the outputs produced; and the outcomes and impact achieved. Section 3 covers staffing and the overall work of the office highlighting some ongoing initiatives and the outlook for the 2012 – 2013 biennium.

To end this foreword, I would like to acknowledge our various partners: Government departments and institutions, particularly the various UNESCO National Commissions; development partners; our suppliers; and the UN sister agencies. My sincere thanks go to the staff members of the Windhoek Office for their professionalism and dedication for what can only be described as a very successful biennium 2010 – 2011.

Alaphia Wright
Windhoek
February 2012.

Table 1: The RBM Logical ScoreCard
UNESCO Windhoek Office
Cluster Office to Angola, Lesotho, Namibia, South Africa and Swaziland

	LOGIC CHAIN	DESCRIPTION	PERFORMANCE INDICATORS AND/OR SOURCES OF VERIFICATION	
5	**Impacts**	(**Peace Building ….in and between MS**) Our vision is to SEE the Member States in the cluster increasingly achieving their own visions in line with international agreements, declarations and conventions.	At least **ONE** MS per biennium achieved at least **ONE** major goal of their own vision and acknowledge the contributions made by UNESCO towards this.	
4	**Outcomes**	<u>Mission Statement of UNESCO</u>: 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. <u>Implementing this in the cluster</u>, we have: stakeholders in the cluster use the products, services and programmes of UNESCO in Education, the Sciences, Culture, Communication and Information in their own efforts at achieving national and internationally agreed-upon goals, including the MDGs.	At least **3** occurrences of improvements resulting from the use of UNESCO delivered/facilitated products, services and programmes (Publications, TA and training, tools and guidelines) and UNESCO's contributions acknowledged. • **3** Adoption of relevant conventions, standards, policies, strategies, etc; • **3** Improved implementation of initiatives based on the said conventions, standards, policies, strategies, etc; • **3** Timely and improved reporting: E.g. to UIS, WHC, MDG-reporting, etc.	
3	**Outputs**	New publications* (only when necessary) in Education, the Sciences, Culture, Communication and Information, etc. are produced (or their production facilitated) and the adaptation / adoption of these and existing relevant publications actively promoted. *Guidelines, policies, procedures and methods, frameworks (= tools) are produced / updated (or their production/updating facilitated), and their adaptation and/or adoption actively promoted. Knowledgeable and skilled persons from stakeholders in the cluster, capable of correctly interpreting and/or using appropriate *study/research findings, guidelines, etc. are 'produced', and appropriately supported (TA) to apply their improved knowledge and skills.	At least: (In the biennium) **10** *Publications (Study/research/review reports, policy briefs, training materials, etc.) with numbers given for the different types, as necessary meeting UNESCO's publication standards are produced and/or their production facilitated, and disseminated. At least: (In the biennium) **4** *Guidelines, policies, procedures and methods, frameworks, etc. (with numbers given for the different types, as necessary) are produced and/or their production facilitated, and disseminated. At least: (In the biennium) **1000** 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	
2	**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 networking, conferences, coordinate activities with UNCT, SADC, etc.; • (**Management/Administration of UNESCO Windhoek**) Plan, monitor implementation, manage contracts, do reviews and evaluations, do reporting, participate in professional development, raise funds, do PR, hold meetings, undertake missions, etc.	At least the following successfully undertaken: • **2** R&D initiatives / activities; • **10** Publication and information dissemination activities; • **20** Training / TA sessions; • **3** Advocacy initiatives / activities on use of standard setting instruments; • **5** Cooperation, networking activities; • UNESCO Windhoek is managed **within budget and plans**.	
1	**Inputs**	• Knowledge and skills of UNESCO Windhoek staff and partners; • Funding, facilities; • Operating procedures, relevant documentation, etc.	• **S**taff members, consultants, partners, etc. • Regular Programme and, Extra budgetary funds • Guidelines, …	

*(covering EFA, literacy, teacher training, early childhood care and education, Ed response to HIV and AIDS, Education for sustainable development, integrated water resources management, renewable energy, biosphere reserves, basic and engineering sciences, human rights, racial discrimination, tangible and intangible cultural heritage, independent and free media, use of information and communication technology, indicators (e.g. for media development, culture in development, innovation, etc.)

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SECTION 1:
Results Achieved in Cluster Countries

This section reports on the achievements (and challenges) in the cluster countries of Angola, Lesotho, Namibia, South Africa, and Swaziland. The material is grouped under 'Achievements' and 'Challenges', UNESCO's involvement in the United Nations Country Team (UNCT) and common country programming, multi-sectoral initiatives and those emphasizing the UNESCO global priority of Gender Equality.

ANGOLA

Nine years after the end of the decades-long war in April 2002, Angola has made significant progress in economic and political terms, with exceptionally high rates of reconstruction. The country is the second producer of oil in Africa after Nigeria, and has achieved consistently high economic growth in the past six to seven years. Angola however continues to face huge developmental challenges despite significant investments in social infrastructure, health and education services. Capacity building continues to be a national priority.

Achievements in Angola

Education (ED): Angola has developed a Master Plan for Teacher Education (Plano Mestre de Formação de Professores em Angola) which sets eight target areas for action in the period of 2008 to 2015. UNESCO has been contributing to the implementation of some of the target areas of the Master Plan. Particular focus has been on improving quality of education, the monitoring and evaluation of teacher education reform program, and supporting the development of managerial and administrative capacities in teacher education at provincial and national levels. Impacts induced so far include: (i) Angola is currently finalizing the development of the National Qualification Framework for Teachers; (ii) the country has embarked on the development of the National Education for Sustainable Development (ESD) strategy; and (iii) Teacher Education Institutions (INFQ and INIDE) are leading an initiative on 'Girls in Science', aimed at showing how to overcome stereotypes and preconceptions that hamper girls' enrolment and interest in scientific studies. The initiative is expected to be mainstreamed throughout the country later.

Both INIDE and INFQ are currently leading a process of mainstreaming HIV and AIDS into Teacher Training Curriculum. The development of the Education Management Information System (EMIS) in Angola, within the framework of PAEP, the sectoral programme for the improvement of primary education was completed with a UNESCO Institute for Statistics (UIS) led team deployed at the Ministry of Education playing a leading role. UNESCO and UNICEF have jointly supported the development of the national Early Childhood Development (ECD) Policy and the strengthening of the capacity in ECD training through the improvement of the ECD training materials.

The celebration of some of UNESCO international Days are becoming regular annual events and provide platforms, for example, for dissemination of Education for All (EFA) related research and data, debate and awareness raising on various issues that impact on quality improvement of education.

Natural Sciences (SC): Angola has adopted and adapted the use of Micro-electricity Teaching and Learning manuals developed within the Global International Basic Sciences Programme (IBSP). The country has also developed a proposal for the establishment of the Welwitschia/Tombua Desert Biosphere Reserve (WTDBR). This was done with support of UNESCO within the context of the UNESCO's Man and the Biosphere (MAB) programme.

Culture (CLT): The main achievement in the past biennium was a completion of a national

strategy on capacity development for the Angolan culture sector. This is coupled with the coordinated effort of the Angolan Ministry of Culture and UNESCO Windhoek office in moving forward the process of preparation for ratification of the outstanding UNESCO Culture Conventions.

Communication and Information (CI): The Centre de Formation des Journalists (CEFOJOR) provided training in investigative journalism with support from UNESCO. This was within UNESCO's efforts towards supporting free, independent media and access to information. In depth investigative journalism is rare in the non-specialized press, hence the importance of establishing a core group of motivated journalists familiar with investigative journalism that can contribute towards independent and critical media, a high priority in Angola according to media institutes.

Moreover, UNESCO has involved Angola in the promotion of Open Access publishing. This is a tool aimed at providing universal, unrestricted and free access to full-text scholarly materials via the Internet. In this regard Angola participated in the Academy of Science of South Africa (ASSAf) Regional Workshop on Open Access Journal Publishing. This is one of the various steps launched to increase scholarly publishing in developing countries, build capacity to grow Open Access in the region, and create regional alliances to deliver and scale up scholarly publishing.

Multi-sectoral initiatives: UNESCO has accumulated significant experience in building teachers' skills in Information and Communication Technologies (ICT) for education. One source of UNESCO's expertise in this field is the development of the Competency Framework for Teachers (CFT). The Angolan National Commission for UNESCO has been particularly supportive in soliciting national ownership and leadership of activities supported by UNESCO.

Within the context of the Capacity Development for Education for All (CAPEFA) assessment in Angola, and as a joint CI and ED undertaking, UNESCO is applying the ICT Competency Framework for Teachers to assist governmental institutions to assess the current situation, raise

Tchitundu Hulu, Angola –national rock-art heritage site

awareness and build capacity with regards to defining national ICT competency standards.

UNCT and common country programming: The UN system's interventions under the current United Nations Development Assistance Framework 2009 – 2013 (UNDAF) focus on capacity development and advocacy, the cornerstone of the UN programmes within the UNDAF. It is expected that the UNDAF will contribute to greater coordination of capacity development initiatives so that more effective

and sustainable results can be achieved. The main UNESCO's programmes, particularly under extra budgetary resources, are very well placed to contribute to the attainment of the common results within the UNDAF five years cycle. Overall there is a very good collaboration among UN agencies and between UN Agencies and other stakeholders. In Education there is a very good collaboration with UNICEF, with joint support to important policy initiatives of the Government, such as the development of the new ECD policy.

Challenges in Angola

Difficulties exist to engage fully as a Non Resident Agency (NRA) in joint planning and programming processes, beyond UNDAF review and reporting. Much more consideration needs to be given on the timing of activities and the constraints of a post-conflict country. Securing national ownership and leadership for several initiatives has been a particular challenge.

LESOTHO

Lesotho is currently slowly recovering from the impact of the global financial crisis, including a drastic drop in revenues from the Southern African Customs Union (SACU) due to the economic slow-down in South Africa. The government addresses this in the new National Strategic Development Plan (NSDP) 2012-2016. The NSDP covers four priorities: (i) accelerate shared and sustainable economic growth, ensure employment creation, and protect the vulnerable; (ii) address the HIV/AIDS epidemic; (iii) foster good governance to improve public sector delivery; and (iv) improve the quality of life by promoting human development. UNESCO has been supporting the government in the development of the NSDP, and will also support implementation.

Achievements in Lesotho

Education (ED): Lesotho completed an extensive diagnostic study of the situation of teachers, elaborated through a highly consultative process involving all stakeholders, such as the Ministry of Education (MoET), the Lesotho College of Education, the National University of Lesotho, teacher associations, as well as UN sister agencies, with the support of UNESCO.

This study will serve as the base for curriculum reviews and a review of the teacher policy.

The country is making progress in addressing HIV and AIDS through education. Achievements with UNESCO's support include the establishment of a national network of teachers affected by HIV and AIDS, the "Teacher Organization Responding to HIV and AIDS in Lesotho" (TOREHA-Les) and the inclusion of a new subject on life skills, sexual and reproductive health and HIV and AIDS educations in the teacher training curriculum. The country also adopted the Education Sector Policy on HIV and AIDS.

An important achievement concerns the work of the EMIS unit in MoET, with the support of UNESCO. The success of the EMIS unit is reflected in the elimination of the country's backlog of three years of UIS questionnaire data. This now means updated representation of Lesotho in the global context in upcoming issues of the Global Monitoring Reports, as well as the use of the data for better policy and planning; clear impacts from the work of UNESCO. The Lesotho National DESD Strategy was completed and widely disseminated. Also, Lesotho successfully organized the 29th Annual Conference of the Environmental Education Association of Southern Africa (EEASA).

EFA Global Action Week 2010: Celebrations in Lesotho

Natural Sciences (SC): Lesotho adopted and adapted UNESCO's Micro-electricity Teaching and Learning manuals which uses new available ICTs and social networks to promote quality education, equity and sustainable development during natural disasters and/or armed conflict. Other examples in the science sector include the mapping of water-related legislation, policies and organizational structures of the water sector; an assessment of the role of women in the field of science; and the launch of an on-line platform aiming to engage scientist in the review and evaluation of subject content in legislative and educational materials and documents to provide policy-makers with innovative thought for policy planning.

Social and Human Sciences (SHS): The finalization of the internal statutes of the African Coalition of Cities against Racism and Discrimination and its adoption by the Coalition in Durban, South Africa (Lesotho actively participated and benefited from this development).

Culture (CLT): UNESCO supported Lesotho, among the other English-speaking Southern African Member States in the exercise of the second World Heritage Reporting Cycle as well as in undertaking an inventory work in the area of intangible cultural heritage. Main achievements in this field, through very strong cooperation with the Ministry of Culture and the National Commission, was the launch of the processes related to the: (i) overall national system of Intangible heritage safeguarding and by extension, preparation of one nomination for the ICH lists; and (ii) successful preparation of Sehlabathebe National Park World Heritage nomination file.

Communication and Information (CI): Support was provided by UNESCO for the completion of a survey to determine the level of media and information literacy among teachers, in-service and in-training, in Lesotho. Also, a series of workshops focusing on the role of media in education for sustainable development for the promotion of greater understanding of sustainability and development among media professionals of Lesotho were held. Journalists were trained to improve the quality of their reporting during the election period in Lesotho.

Multi-sectoral initiatives: With regards to capacity building and linked to UNESCO's activities of the education sector, the office has provided support to the development of institutional policy guideline for a network of

higher education institutions in order to make scientific information available through the Open Access Repository.

UNCT and common country programming: With regards to the current UNDAF (2008-2012) UNESCO has been contributing to the following UNDAF outcomes: (i) Outcome 1: Capacity strengthened to sustain universal access to HIV prevention, treatment, care and support, and impact mitigation (ED); (ii) UNDAF Outcome 2: Improved and expanded equitable access to quality basic health, education and social welfare

Teacher Education, TTISSA Lesotho – Training task team for diagnostic study

services for all (ED, CI); (iii) UNDAF Outcome 3: Increased employment, household security; and (iv) enhance national resources and environmental management (CLT, SC).

UNESCO fully participates in the UNDAF (2013-2017) programming as well as yearly work planning, closely aligned to the development of the new National Strategic Development Plan as described above.
The process is well-coordinated with well-planned strategic planning meetings, involving all NRA's.

Challenges in Lesotho

Challenges for UNESCO's work in Lesotho revolve around the fact that the organization is a non-resident agency with implications for the organization's work and presence "on the ground". This implies lower contact with the National Commission, government, development and civil society partners, when compared with contacts maintained as a resident agency.

The recruitment of a staff member stationed in Lesotho for a large TTISSA/CapEFA project has alleviated some of the challenges for the education sector, and somewhat strengthened communication with the National Commission and other partners. In addition a number of activities were implemented through the National Commission with the support of staff members.

NAMBIA

Namibia continued to be politically stable and experienced strong mixed economic results in the 2010-2011 biennium based on the mining, fisheries and tourism sectors. The country was reclassified as a higher middle income country. On the other hand youth unemployment continued to be markedly high, and the country still has a high GINI Coefficient of 0.58. UNESCO Windhoek contributed to several visible and acknowledged impacts in the development of the country during the biennium.

Achievements in Namibia

Education (ED): The National Education Conference Recommendations were approved by Cabinet, heralding a first step in a major education reform more geared to addressing the country's developmental needs. UNESCO played an important role in this conference. Also, substantial contribution was provided for the mid-term review of the Education and Training Sector Improvement Plan (ETSIP). The Namibia ESD Strategy for the Education sector 2009-2014 was validated by the national DESD Task Force, and subsequently published and disseminated. A national EE/ESD Policy and Action Plan were equally developed by the Namibia Environmental Education Network (NEEN), with UNESCO and UNDP support.

A Regional Centre of Expertise (RCE) in ESD for the Khomas/Erongo region was acknowledged by the Institute of Advanced Studies of the United Nations University (UNU-IAS). The application process was supported technically and financially by UNESCO. Finally, under the EDUCAIDS Programme, learning and teaching support materials on HIV and AIDS were produced, and adopted by the Ministry of Education. Care and support systems were strengthened to cater for the psychosocial needs of teachers and learners affected by HIV and AIDS, and a National Taskforce on School Health was established reinvigorating the national School Health Programme with support from UNESCO.

Dr. Abraham Iyambo, Namibia's Minister of Education at the launch of EFA Week in 2011

Natural Sciences (SC): Sector related activities in Namibia brought about the completion, and official adoption of a national strategy for Integrated Water Resources Management (IWRM) by the Namibian Department of Water Affairs. Furthermore, the Namibian Government hosted the process of screening and the adoption of indicators for Science and Technology Innovation for developing countries, with technical support from the Windhoek Office and UIS.

Social and Human Sciences (SHS): The finalization of the internal statutes of the African Coalition of Cities against Racism and Discrimination and its adoption by the Coalition in Durban, South Africa (Namibia actively participated and benefited from this development). Further, the University of Namibia adopted a training module on gender in the media following Technical Assistance provided by UNESCO.

Culture (CLT): Namibia, among several English-speaking Southern African Member States successfully completed the exercise of the second WH Reporting Cycle. These countries also undertook inventory work in the area of intangible cultural heritage. Namibia is in the process of reviewing the heritage related legislation as well as restructuring of heritage related institutions. In the framework of the MDG-F joint programme in cultural tourism, in which UNESCO is the lead agency, the country also successfully commenced the project roll-out at ten pilot sites selected by stakeholders in the country. It is expected that tangible impacts in terms of employment creation and better livelihoods for rural communities will result from this programme.

Communication and Information (CI): Community media in Namibia produced radio programmes for women on health education. Open Access strategies were developed and adopted in tertiary institutions using the UNESCO/Commonwealth of Learning Open Educational Resources (OER) Policy Guidelines. Both the University of Namibia and the Polytechnic of Namibia continued to adapt the UNESCO model curriculum for journalism education. Of particular note is that government and the private sector have joined forces to reinforce and expand on multi-media community centers thus providing improved access to information services (as advocated by UNESCO) in the Oshikoto region. The use of user generated content in the Kunene region contributed to improved Information literacy level among girls and boys.

Multi-sectoral initiatives: Finally, Line Ministries and Institutions are in the process of completing reviews of the ICT in Education and Open and Distance Learning (ODL) policies; thus effectively commencing the 'mainstreaming' of these areas in the country's education system. Also, UNESCO actively participated in disaster risk management initiatives, together with sister UN agencies, resulting in the development and adoption (by the government) of a disaster risk management manual and operational procedures.

Priority Gender Equality: Programming in the Windhoek office succeeded in emphasizing gender equality via two main vehicles; (i) The UNCT is in the process of mainstreaming the gender perspective and approach in all programme planning, implementation and evaluation. This focused on issues pertaining to discrimination, poverty, democracy, governance, migration, urban development and ethics of science and technology with the use of the Gender Score Card being promoted by UN-WOMEN; and (ii) UNESCO is a participating agency in the MDG-F joint programme on gender equality. This programme will be evaluated in the period February to June 2012 and impacts with regards to gender equality identified.

UNCT and common country programming: The UNESCO Windhoek office was fully engaged in United Nations Country Team and Common Country Programming thus also contributing to the overall Priority Africa results. UNESCO has been leading the UN Communications Group. The 2006-2010 UNDAF was extended to cover 2011 – 2012 in order to align with the national planning cycle. UNESCO has been fully participating in the development of the new UNDAF (2013 – 2017): as a member of the Reference Group for the Situation Analysis; as leader/convener of the M&E Working Group; and as a member in both the Programme Development Team and the Business Processes Working Group. In addition, the Director of the UNESCO Windhoek office was appointed as the interim UN Resident Coordinator in the period mid June 2011 to mid January 2012.

Challenges in Namibia

Given the demands of the cluster country, the office is clearly understaffed in terms of the number of programme specialists. This led to delays is the delivery of some programmes. The office readily accepts interns on attachment as these do help with some tasks as they get mentored by the programme specialists. In a way the successes of the office has tended to raise expectations of increasing programme delivery, and this, as noted has been accompanied by the challenge of understaffing. Also, there were distinct challenges associated with the IT system and the use of various management systems (SISTER, FABS, Sharepoint) from the viewpoints of procedures, equipment and connectivity. These challenges have been addressed as follows: A Division of Information Technology (DIT) mission from Paris upgraded the local part of the system and recommended further connectivity and hardware improvements. New equipment has been purchased by the office and recommendations made for the recruitment of a dedicated IT staff to ensure the optimum functioning of the system. A hovering challenge is that of the difficulties of mobilizing extra-budgetary funding for this upper middle income country.

SOUTH AFRICA

South Africa continued to be the economic leader in the Southern Africa region, and for that matter, an economic leader in Africa as a whole. The country hosted many major international events during the biennium, including the 2010 FIFA World Cup Tournament; the 7th International Conference of Education and Culture in Sports, the Pan African Conference on Access to Information, and the 17th Conference of Parties (17th COP) of the Climate Change convention. The country however faces challenges with inequality, youth unemployment, and the HIV and AIDS pandemic. Also, the ills of the 2008 – 2009 worldwide financial and economic crises have been felt in the country. These characteristics of the country, however, presented opportunities for collaboration with UNESCO, and several impacts were realised during the biennium.

Achievements in South Africa

Education (ED): The Government, civil society, and the private sector have fully embraced the call for Education for All (EFA), and are spearheading initiatives in EFA.

UNESCO's Director-General, Mme Irina Bokova addressing the 1 Goal EFA Summit, Pretoria, South Africa, 2010.

For example an EFA Summit was organized by the South African government in conjunction with the finals of the 2010 FIFA World Cup, the 'One Goal Education for All Campaign', and the private sector. UNESCO's Director-General was invited to address the summit, which she did. UNESCO made appropriate contribution to the drafting of the communiqué, which was adopted by the summit.

A clear impact of UNESCO's work in education in South Africa can be seen in the adoption and continued development of the Associated School Programme (ASP – Net) in the country.

South Africa has intensified its multi-sectoral response to HIV and AIDS, and the UNESCO EDUCAIDS programme and other UN partners are working in the sector. Also, with Technical Assistance from UNESCO, the South African

Department of Basic Education has formulated a draft integrated strategy on HIV and AIDS for the period 2012-16 and organized national/provincial consultations to validate the strategic framework.

The findings from an assessment and review of technical and vocational education and training (TVET) in South Africa were among those utilized in the development of a SADC regional strategy for the revitalization of TVET.

Comprehensive guides to complete the UIS education questionnaires for the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET) and identify data gaps were prepared. It is expected that South Africa will now make improved submissions on education statistics to the UIS making use of the comprehensive guides. The launch of the Climate Change Education for Sustainable Development (CCESD) programme in South Africa was also supported by UNESCO.

Natural Sciences (SC): The most important extra-budgetary project in science undertaken in South Africa by the UNESCO Windhoek office is the FETWater, a capacity building initiative in

integrated water resources management. The seventh FETWater annual stakeholder meeting confirmed the ongoing impact of the programme. The impact is such that the South African government through the Department of Water Affairs (DWA) is proceeding with the further development and funding of the programme. UNESCO was also called upon to facilitate capacity building in Science, Technology and Innovation Policies for the SADC Region. What is more, the South African Government is in the process providing funding for this initiative via a Funds-in-Trust arrangement.

Social and Human Sciences (SHS): The finalization of the internal statutes of the African Coalition of Cities Against Racism and Discrimination and its adoption by the Coalition in Durban, South Africa marked major uptake of a South African institution (in this case the City of Durban) of a UNESCO supported programme. The City of Durban hosts the Secretariat of the Coalition, and has organized and co-sponsored several of its regional meetings. Further, the City of Durban is spearheading relevant policy reforms to better address racism and discrimination.

Culture (CLT): South Africa was among several English-speaking Southern African Member States who successfully completed the exercise of the second World Heritage Reporting Cycle. The institutional support provided by South Africa in this regard clearly constitutes a positive response (impact) in issues advocated for by UNESCO. Further impacts can be seen in the increasing involvement of South Africa in promoting SADC regional integration via the use of the country's experience and expertise in the ratification and implementation of UNESCO standard setting instruments (e.g. 2003 as well as 2001 and 2005 Conventions).

Communication and Information (CI): Similar to impacts in the fields of education, science, and culture, South Africa has also been playing a leading role in the further development of CI initiatives promoted by UNESCO. The country

not only celebrated World Press Freedom Day, but also co-organized the Pan African Conference on Access to Information that resulted in the adoption of the African Platform on Access to Information Declaration. Quality programming in community media is being undertaken in the country via the IPDC Project on the production of documentaries on Women in Science and Engineering. In the context of the follow-up to the WSIS Action Plan several universities in South Africa are involved in developing a curriculum for teaching Information Ethics in Africa. Also several

One Goal Education For All: Marchers arriving at Constitutional Hill, Johannesburg during a 2010 EFA Campaign.

universities and colleges continue to adopt and adapt the UNESCO Model Curriculum in Journalism Education to their own use.

UNCT and common country programming: UNESCO participated in the 2011 South African UNCT retreat which mapped out strategies for further collaboration with government, civil society and the private sector. The development of the new UNDAF is on-going, and UNESCO is collaborating with other UN agencies in this respect.

Challenges in South Africa

The major challenge faced by UNESCO in South Africa is that of being a non resident agency. UNESCO does not always participate in UNCT initiatives called at short notice. Further, the UNESCO National Commission in South Africa has been understaffed during the biennium, with no substantive Secretary-General in post. A major challenge is the increased difficulties in mobilizing extra-budgetary resources for initiatives in this middle income country. Efforts at increasing the systematic leveraging of South African experience and expertise in promoting UNESCO mandates in other Southern African countries were initiated within the context of south-south collaboration.

SWAZILAND

Swaziland has been particularly hard hit by massive reduction in revenues from the Southern African Custom Union (SACU) as a result of the worldwide financial crisis. There were protests and teachers' strikes in the country sparked off by delayed payments of salaries. Government priorities were shifted towards financial resource mobilization during the biennium. This in a way contributed to the lowering of commitment to ownership and leadership of initiatives not directly linked to resource mobilization. Nevertheless, UNESCO supported programmes in capacity building and policy development progressed well with several results achieved during the biennium.

Achievements in Swaziland

Education (ED): Swaziland finalized a new Education Policy. The Policy covers all education levels. Improved policies on youth and Adult Education were also adopted. The country has adopted comprehensive education sector responses to HIV/AIDS through the formulation of the National Education Policy with provisions pertaining to HIV/AIDS mainstreaming, the establishment of an Education Sector Workplace Programme on HIV/AIDS, and the introduction of a new subject on Guidance and Counseling in the school curriculum. The National AIDS Council has developed national quality standards for the delivery of age-specific HIV prevention programmes among young people. Education for Sustainable Development (ESD) is now an integral part of Swaziland's Education and Training sector policy. Efforts to strengthen Education for Sustainable Development were also supported by establishing a Mainstreaming Environment and Sustainability in African Universities (MESA) Chair at the University of Swaziland. A School Environmental Awards Programme to mobilize young people towards sustainability issues was also launched in collaboration with the Swaziland Environmental Authority (SEA).

Natural Sciences (SC): Swaziland successfully completed a major review of the Science Technology and Innovation Policy with support from UNESCO. It is expected that the implementation of the updated policy will contributed towards enhancing the leverage of science for development in the country.

Social and Human Sciences (SHS): Two cities in Swaziland, Mbabane and Manzini actively participated in the processes leading to the finalization of the internal statutes of the African Coalition of Cities against Racism and Discrimination and its adoption by the Coalition in Durban, South Africa.

Culture (CLT): Swaziland was also among several English-speaking Southern African Member States successfully completed the exercise of the second WH Reporting Cycle. These countries also undertook inventory work in the area of intangible cultural heritage. A proposal for a fund-in-trust project for the development of a parental manual for promoting positive parenting in the face of the HIV and AIDS pandemic was completed and funding approved. This project will also emphasize the use of culture in the response to the HIV and AIDS pandemic.

Communication and Information (CI): World Press Freedom Day was celebrated with support from UNESCO. Of particular note is the increasing importance of self regulation of the media in the country as promoted by the Media Complaints Commission.

UNCT and common country programming: UNESCO engages with the UNCT in Swaziland in programming initiatives as stipulated in the 2011 to 2015 UNDAF. Contributions were made to the outcome pertaining to strengthened and intensified multi-sectoral response to HIV and AIDS (Outcome 1) through the EDUCAIDS and Culture Sector activities. Outcome 4 pertaining to improved access to basic social services especially for vulnerable/ disadvantaged

groups was also addressed through interventions in the Education Sector. In addition, outcome 5 on enhanced and strengthened capacity of key national and local level institutions for the improved governance was addressed through the review of the Science Technology and Innovation Policy in the country.
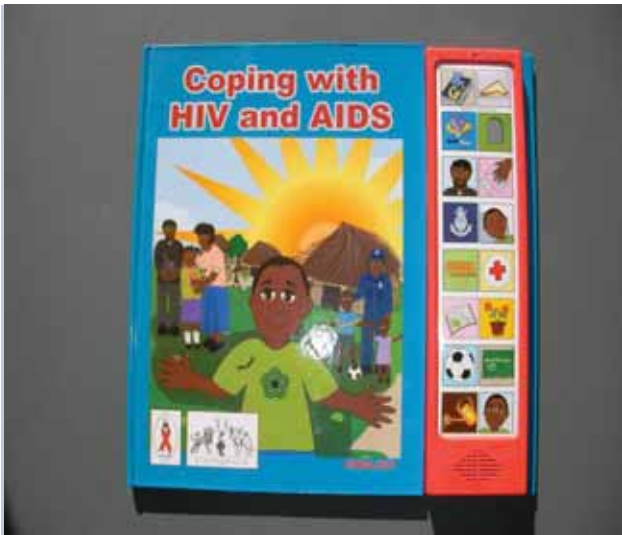
Swaziland: Talking Book

SECTION 2: Example Cases of UNESCO's Activities and Results Achieved in Cluster Countries

RBM made simple: Reflecting on the 'Outcome Section' of the RBM Logical ScoreCard depicting the performance profile of the Office on the basis of the country reports reveals that:

(i): Several of the cluster countries (actually 4) **adopted** relevant conventions, standards, policies and strategies promoted by UNESCO. The target for the biennium was three. The standards, policies etc. are usually of not much use if they are not 'adopted and used'. Hence we have: standards, policies, strategies, conventions, etc. are 'outputs'. Use of these outputs (in and by Member States = outcomes).

Challenges in Swaziland

As a non resident agency in Swaziland, UNESCO faced several challenges in participating efficiently in joint UN initiatives in the country, but inter-agency cooperation specifically in the Education sector and cooperation with the National Commission of Swaziland helped in facing the challenges. Further challenges stem from Swaziland's fiscal problems which impacts negatively on the capacity of local stakeholders to participate fully in all initiatives undertaken in the fields of education, sciences, culture, communication and information.

(ii): Several stakeholders in the cluster countries actually improved several of their own initiatives based on the said conventions, standards, policies and strategies. Of particular note here is the fact that cluster countries are progressing well in compiling their own inventories of intangible cultural heritage (=outcomes), making use of guidelines (= outputs) provided by UNESCO and partners via several workshops (= activities) held using funds (= inputs) provided by a donor. Impacts will be realized when the said members states start 'enjoying the benefits' of their own initiatives.

(iii): Conferences or workshops or guidelines per se are only part of the chain leading to results. Real results come from what Member States do differently for the better as a result of participating in the conferences and workshops, or using the guidelines. For instance, two cluster countries actually completed nomination files for submission to the WHC. One cluster country,

Lesotho, actually cleared the backlog of their reporting to the UNESCO Institute for Statistics (= doing things better), reflecting results of UNESCO's capacity building efforts (activities and outputs).

An essential requirement for successful RBM is, of course, the use of an efficient and effective Monitoring and Evaluation (M&E) system to keep track of, and aid programme implementation and hence be able to report on elements on the results-chains on an evidence-based manner. UNESCO Windhoek Office has such a system in place. With the foregoing in mind, this section of the report now presents additional details in the form of example cases (one from each sector) clearly showing results chains consisting of: (i) Inputs; (ii) UNESCO's (and partners) activities; (iii) the Outputs produced; (iv) the outcomes achieved in the cluster countries; and (v) the impacts (where these have been realized) of the initiatives.

An integrated approach to education for San Communities in Ohangwena Region

The San are one of the indigenous people of Southern Africa, living today in Botswana, Namibia, Angola, and South Africa, with small numbers in Zimbabwe and Zambia. Former hunter-gatherers, today they are currently living in challenging conditions often characterized by overall poverty. In all of the areas in which they live, San communities experience problems with formal education, leading to low levels of success and very high drop out rates.

Hence, within the overall context of Education For All (EFA), UNESCO Windhoek has been collaborating with various stakeholders in the education sector (Ministry of Education, Regional Councils, UNICEF, community leaders, NGOs, etc.) in an initiative to 'increase educational achievement of San learners through: (i) Quality and inclusive ECD programmes to ensure school readiness; and (ii) Support systems to learners in Primary and Secondary Schools including feeding scheme, provision of toiletries, uniforms and psycho-social support.

The initiative, which has been going on for several years is clearly contributing to making educational services more inclusive with respect to San learners. An integrated approach to education looks at education in a holistic manner. It is concerned about the 'whole' child and promotes healthy, safe and protective learning environments, considering: Quality of care and education; Cultural aspects and inclusiveness; Nutrition and health; Safe environment; and Psycho-social support. In working with stakeholders, particularly the Ministry of Education and the Regional Councils, UNESCO has been active in advocating for (and supporting as appropriate): Increasing teaching and pedagogical skills of caregivers (= **Outputs**); The provision of learning materials in learners' mother tongue (= **Outputs**); The provision of continuous support and supervision to staff, San and non San ECD teachers and cooks by qualified education experts (= **Activities**); Undertaking story telling activities in learners' mother tongue (= **Activities**); Promoting hygienic habits in children (= **Activities**); The provision of nutritious and well balanced diet (= **Inputs**); and Reasonable learner /teacher ratio, and a balanced participation of San/Non San children (= **Inputs**).

Two distinct achievements, among others, can be noted. Firstly UNESCO's advocacy for at least one San speaking ECD caregiver has been positively received by the authorities, and the policy is being implemented. Secondly, the National Education Conference had the following to say concerning ECD: "Given the foundational importance of Early Childhood Education (ECD), it is recommended that ….. Systematic and urgent attention must be given to the development of appropriate curriculum, appropriate teaching and assessment methods. The policy on ECD should be applied nationally, and relevant education quality standards should be applied nationally…".

A San Caregiver in one of the ECD Centers.

A direct **outcome** from the initiative is that the enrolment of San children in the project locality has steadily increased from 75 in 2002 to 150 in 2011.

Capacity Building through the Framework Programme for Research, Education and Training in Water (FETWater)

Launched in 2002 by UNESCO and with financial support (= **Inputs**) from FUST (Fleminsh Universities…) and the South African Government, FETWater is a programme that supports training and capacity building through networks in Integrated Water Resource Management (IWRM).

In 1996 the Department of Water Affairs and Forestry requested support from UNESCO and WMO to assess education and training needs for IWRM in South Africa, stemming from the then newly developed Water Act. The assessments were conducted in 1998 at national, provincial and community levels (= **inputs**). FETWater was thus developed with the aims of capacity building of water management professionals to facilitate the process of implementation of the Act.

The programme activities are financed by South Africa Government and the Flemish Government and conducted via small training networks, which are composed of the leading individuals and Institutions in the country (= **Activities**).

FETWater capitalized on existing education, training and capacity building activities in the water sector. It also facilitate interventions designed to address demand driven priorities identified by the government, including: Integrating approaches to improve interdisciplinary practices; Bringing together service providers and the beneficiaries of the intended knowledge transfer as well as the service institutions; and Strengthening research and knowledge generating competences.

FETWater has just ended its second phase (2007-2011), having established seven networks: Resource Directed Measures (RDM); Groundwater Resource Directed Measures (GRDM); Beneficial Use of Water (BUW); Wetlands and Rivers (W & R); Catchment Management Agencies (CMA) Expertise Development; Catchment Management Strategy (CMS) Development; Water-Related Disaster Management (WRDM).

By the end of 2011, the Water Research Commission (WRC) announced that the FETWater programme contributed to training of some 1240 professionals in the South African water sector (= **Outputs**). Of these professionals, 63% were previously disadvantaged individuals, 32% of the trainees were employees in the

FETWater: Training session at a borehole site

Department of Water Affairs and 36% of the trainees were women. FETWater Phase III of the project is going to be launched during the first half of 2012 with probably new networks as the programme has to adapt to the government's needs. An important indicator of the success of the programme is the good cooperation between the partners (= **Outcomes**).

This has influenced the decision to proceed with the launch of FETWater Phase III. There has been marked increases of building good relations among water sector professionals from the neighboring countries (= **Outcomes**); a major success factor for addressing trans-boundary water management challenges. UNESCO's work with FETWater is clearly generating **impacts**.

The UNESCO's function of **Capacity Building** has clearly been mobilized for this programme.

The African Coalition of Cities against Racism and Discrimination

The African Coalition of Cities against Racism and Discrimination was formed in September 2006 during an Afro-City Summit held in Nairobi Kenya. Not much was done afterwards to ensure the implementation of the ten-point plan of action adopted at the same meeting. The Social and Human Sciences (SHS) sector, in an effort to make progress with the coalition organized a meeting of stakeholders in Windhoek in October 2009. An operational structure was proposed for the implementation of the ten-point plan. The meeting also concluded that a General Conference of the Coalition will be necessary to provide a more legitimate platform through which an operational structure can be adopted. In 2010, the sector, in partnership with the Ethekwini Municipality (City of Durban) embarked on an intense mobilization of member Cities and organizations of the African Coalition in an effort to hold the said General Conference (= **Inputs**).

The conference was held in January 2011 in Durban, South Africa (= **Activities**), and agreement reached on the internal statutes (= **Outputs**). The internal statutes provided for the establishment of two operational structures: the Management Committee (MC) and the Scientific Committee (SC). The MC comprising mainly of Mayors elected from member cities provides overall policy support. The SC comprising mainly of senior academics from universities in Southern Africa, provides technical expertise in the areas covered by the Coalition (Racism, Discrimination and Xenophobia). The two committees were elected during the conference (= Outputs), with the membership of the MC made up of the mayors of the City of Durban (South Africa), Bulawayo (Zimbabwe),

Participants in a Coalition of Cities meeting in Durban South Africa, 2011

Windhoek (Namibia), Mombasa (Kenya), and Mbabane (Swaziland).

The internal statutes facilitate the functioning of the African Coalition (= **Outcomes**). It allows for the mobilization of the cities to effectively deal with issues of Racism, Discrimination and Xenophobia. The expected **impacts** are, of course, decreases in the occurrences of the said ills; particularly in cities involved in the Coalition. In terms of sustainability, the Coalition will mobilize its own funding for various capacity building initiatives and campaigns in the various cities.

As a related achievement, UNESCO facilitated the completion of a series of studies which examined the extent to which the policies of the various cities address issues of Racism, Discrimination and Xenophobia (= **Outputs**). Member cities are currently using these to improve their interventions in cases where gaps have been identified (= **Outcomes**).

The convening comparative advantage (**Catalyst for international cooperation**) of UNESCO has been playing a major role in the development of this programme.

Intangible Cultural Heritage in the Cluster Countries and Beyond

In June 2011 a meeting in Gaborone, Botswana, concluded a year –long project supported financially by the Government of Flanders (= **Input**). The project entitled 'Community Based Intangible Cultural Heritage Inventorying' in six sub-Saharan African countries covered Botswana, Lesotho, Malawi, Swaziland, Uganda and Zambia. The project was designed to build the capacities of various stakeholders, including community member, cultural officers and those working in ministries responsible for the implementation of the Intangible Heritage Convention to undertake inventorying on an on-

going basis, after the end of the project (= **Outcome**).

The inventorying process in the six countries were quite complex, including preparation of visits to the communities, receiving the consent of the elders as well as every interviewed person, use of audio-video equipment, written documentation developing indicated universal models and categories, etc. (= **Activities**). Overall some 206 ICH elements were recorded in the six countries (= **Outputs**); more than 300 community members were involved in the process (a great number of them being young people), first being trained (= **Outputs**), and then actually creating a core for national ICH inventories (= **Outcomes**).

Another important spin-off and indicator of the success of this project was the immediate preparation, by the countries concerned, of four nomination files for newly inventoried elements for inscription on the lists of the ICH Convention (= **Outcomes**). To underscore the importance of this result, it should be noted that the Inter-governmental Committee in its last session (Nairobi 2010) processed 52 nominations; but none of them from Africa. This is now changing, in part thanks to this project.

The project realized one of the more important directives of the Convention: the direct involvement of the communities who are the bearers of the intangible heritage.

Swaziland – community based intangible heritage inventorying 2011

The level of understanding and motivation shown by communities that participated in this project confirmed some of the basic principles and assumptions behind the ICH Convention.

The end of this project is not actually an end, but only one piece in this complex mosaic of actions aimed at safeguarding and promoting our common heritage. The most important **impact** remains that everyone wants to continue this experience. The enthusiasm among the communities concerned and indeed their ownership of the processes of identification and inventory-making are indicators of the success of this capacity building project.

Capacity building of Multipurpose Community Centers in Namibia

In December 2011 UNESCO completed the testing of a manual for multipurpose community centers, within the framework of UNESCO's contribution to the MDG-F Gender Project: Setting things right towards gender equality and equity in Namibia.

The manual (= **Output**) forms part of a range of activities that recognize the role of community centers to capacitate women and girls in rural settings.
The manual compiles best practices in capacity development initiatives, improving information acquisition and sharing and offering diverse services (= **Activities**) to the community in order to address gender specific needs through the use of Information and Communication Technologies.

A newspaper jointly with a center and the Ministry of Information and Communication Technologies are active in enhancing access to information (= **Outcomes**) via collaboration with UNESCO. PDF versions of newspapers are sent to the center, printed and displayed at the center in order to enable the community to benefit from up-to-date information. First of its kind, this UNESCO initiative has been greatly appreciated by the members of Okanguati community.

The project also includes capacity development initiatives and more than 120 volunteers and staff was trained in ICTs, reporting skills, elaboration of news and the basics of a good photography (= **Outputs**).

The manual was compiled following a needs assessment by MISA Namibia on the status of multipurpose community centers in Caprivi, Karas, Kavango, Kunene, Ohangwena, Omaheke and Omusati (= **inputs**). The needs assessment recommended that such a manual be compiled and be made readily available. Funding (= **inputs**) for the project was provided through the Spanish MDG- Fund. The work of UNESCO has clearly contributed to improving 'access to information' in this case. The actual **impacts** of such improved access to information are clearly positive.

The UNESCO function of **Capacity Building** is paramount in this project.

Community members reading newspapers displayed at the center

SECTION 3: Day to Day Operations and Processes

The results reported in sections 1 and 2 came as a result of various enabling conditions in our work and social environment. Mention is made of several of these in this section under the headings: Office Premises; Staffing (including internships); IT System; Team Building and Training; Programming, Monitoring and Evaluation; Meetings; Visibility; and Outlook for 2012 – 2013.

Office Premises: UNESCO Windhoek Office continues to occupy roughly a third of the floor space of the first floor of UN House in Windhoek; the rest of the 1st floor being occupied by UNDP and UNICEF. The building located at 38 – 44 Stein Street in Klein Windhoek is a donation from the Government and people of Namibia to the UN. UNESCO contributes to the costs for common services in the one UN House.

Staffing: The staff complement during the biennium is given in **Table 3**. A major characteristic of the staff is the clearly demonstrated affinity for team work. UNESCO is indeed honoured to have such a committed group of staff members. The reader will note that several staff members left the office in the course of the biennium. The overwhelming reason for leaving has been that of professional advancement – moving away on promotion within UNESCO or to a more senior/responsible position outside UNESCO. In one case a Programme Specialist was 'poached' from Windhoek to take up a Senior Programme Specialist position half-way around the world from Namibia. The Office continues to host several interns from all over the world.

IT System: 2009 was characterized by a poorly performing IT system including poor connectivity. The situation deteriorated in the course of 2010, but thankfully steps were taken to reverse the deterioration. In the first place the Division of Information Technology (DIT) in Paris provided the office with new servers and sent a staff member from Paris (Mr. Paolo Fernandez) on a technical mission to Windhoek to install and commission the servers, and provide TA on IT matters. The colleague from Paris recommended upgrading/renewing several of the computers and revamping the operational procedures. New computers were purchased, and this time the Director of UNESCO Venice office kindly sent his IT officer Mr. Torre Gianni to Windhoek to install and commission the new equipment. Needless to say that the performance of our IT system has now greatly improved when compared to 2009. Very many thanks go to the colleagues from Paris and Venice for their support, and also to Mr. Damir Dijakovic our 'Resident Systems Advisor'. We are however still looking for a full-time IT systems assistant, funding permitting.

UN House in Windhoek, Namibia

Team Building and Training: The Office held its annual team building training and retreat in February 2011. The theme for the retreat was 'Time Management'. The retreat was ably facilitated by Anthea Basson (UNIC Information Officer), with technical presentations on team building and time management from Dr. Cornelia Shaimemanya (ED secondment from UNAM) and Prof. Muchombo, the Dean of the Faculty of Social Sciences at the University of Namibia. A useful output from the retreat was an updated list of follow-up actions and agreement on mentoring practices.

The 'Ball and Spoon' race between yellow / orange and blue teams during staff day 2010.

All staff members of the office received training on Ethics from the UNESCO Ethics Office. Many thanks to Mr. Guinio Farice from the Ethics Office, who conducted the said training during a mission to Windhoek. Staff also attended training on the Human Rights Based Approach. This was conducted by Mr. Tararas Kostantinos and Mr. Volodine Vladamir, both from the then Division of Human Rights, Philosophy and Democracy of the Social and Human Science (SHS) Sector in Paris. The AO attended advanced SISTER and FABS training in Paris. An office focal point for Gender was appointed (Mr. Obert Mutumba) and he attended the Gender mainstreaming training course organized by the Gender section in the Office of the Director General. Staff members were trained in aspects of mobilizing extra bugetary resources (Mr Shanta Retnasingam from the Bureau of Strategic Planning in Paris). This has proved to be very useful as the office is evidently doing quite well in mobilizing extra budgetary funding for programmes.

Staff members from the office also provided training to various groups. The Director was called to Paris as a member of the trainers' team for the UNESCO Institutional Training course for managers. He also gave a seminar on 'Systems Thinking for M&E' to programme staff of UNFPA Eastern and Southern African Region. Mr. Jaco Du Toit, CI Advisor facilitated workshops on Open Educational Resources (OER) and Media Information Literacy (MIL). Mr. Damir Dijakovic, Culture Specialist facilitated workshops on the Culture Conventions. Education Specialists Ms, Cecilia Barbieri, Ms. Melanie Seto, Dr. Haaveshe Nekongo Nielson, Dr. Cornelia Shaimemanya, Mr. Matthias Lansard and Mr. Samuel Fernandez-Diekert also facilitated various workshops in education programmes in the cluster countries.

Group photo with some staff and family members: staff day 2010.

Programming, Monitoring and Evaluation: Programming continued to be based on the C/4 (Medium Term Strategy), the C/5 (The Biennium Programme and Budget) and reflected in SISTER (System for Information, Strategies, Tasks, Evaluation and Reporting). A major question has always been: 'How does one assemble the monitoring data and information that are uploaded into SISTER twice a year?' The office has solved this issue by building an M&E system making use of the Office's RBM Logical ScoreCard and an Implementation Tracking Chart. Details of expenditure rates and achievements (Results) are reported and discussed at monthly management meetings, and corrective actions taken where necessary. It is envisaged that a section for presenting cases of complete results-chains for given programmes,

projects and activities will be developed in the Office web site – thus making information on results available on an on-going basis.

Windhoek Office Implementation Tracking Chart for M&E of programme delivery

The Office was one of the pilot cases for the IOS and BFM designed control self-assessment. The practice has now been rolled-out UNESCO-wide. We benefited from our involvement and we are pleased that we were involved in the testing of a management tool that is helping offices maintain satisfactory internal controls.

Meetings: Of necessity, staff members participated in several important meetings including conferences, planning workshops, and monitoring and evaluation meetings. The Director and Programme Specialists delivered several opening and keynote addresses to various forums, including: EFA Annual review meeting of the South African National Commission for UNESCO; the Annual General Meeting of the Namibian National Commission for UNESCO; Observance of World Aids Day; World Press Freedom Day; World Teachers Day; EFA Global Action Week; International Literacy Day; and the SADC Parliamentary Forum Plenary Assembly.

Visibility: The visibility of UNESCO in the news media throughout the biennium was very positive indeed. Newspapers, radio and television covered the various events in which UNESCO was involved. These included training and validation workshops, and book launches. Staff members also participated in several live television broadcasts including a panel discussion with the Namibian Minister of Education on the occasion of the National Conference on Education.

The website is now more regularly updated, thus capturing news on an on-going basis: (http://www.unesco.org/windhoek).

Outlook for 2012 – 2013; Management: The outlook for 2012 – 2013 is continued emphasis on results. A section on results will be introduced in the office web site. This will contain further cases presented in the same way as those in section 2 of this report, showing complete results chains of given initiatives. In this way results achieved will be publicized on an on-going basis. The monthly management / monitoring meetings will continue.

Fuller use will be made of the management tools at the disposal of the office, such as: the Windhoek Office RBM Logical ScoreCard, the Implementation Tracking Chart, SISTER and the BFM Control Self Assessment. Existing partnerships will be strengthened and new partnerships explored and agreed upon when appropriate. We will continue to promote the internship programme.

Outlook for 2012 – 2013; Programming: On a sector specific basis, the need for a 'model' curriculum for teacher education has been recognized. The office will therefore participate in processes to develop such a model curriculum; possibly along the lines of the UNESCO model curriculum for Journalism Education. An on-going initiative is that of determining the 'true cost' of provision of free primary education. The first phase of this work for Namibia will be concluded in the early part of 2012. Thereafter, it is expected that the methodology will be documented and disseminated, as this will be

12th UNESCO Africa Consultation in Kampala, Uganda. From left to right: Prof. Alaphia Wright (Director and Representative); Mrs. 'Mapaseka Kolotsane (Secretary-General of Lesotho National Commission for UNESCO (S-G), up to December 2011); Dr. Valodia Mbemba (Education Specialist, NatCoM Angola); Mrs Zodwa Tsajwa (Education Officer, NatCom South Africa); Dr. Marius Kudumo (S-G Namibia); and Ms. Hazel Zungu (S-G Swaziland)

useful to Ministries of Education in the cluster countries. We will continue to place emphasis on multi-sectoral initiatives, employing a systems approach as appropriate. We will also continue to participate in UNCT and common country programming. And, of course, continue to work closely with the various National Commissions for UNESCO in the cluster countries.

UNESCO will also continue to lead the M&E and UN Communication groups of the UNCT in Namibia. In addition, UNESCO Windhoek will continue to work with UN sister agencies and government institutions in finding improved solutions in the area of disaster risk management, particularly dealing with floods.

We will pay particular attention to relevant international conventions and declarations; advocating for cluster countries to ratify and domesticate these as appropriate.

Table 2 gives a snapshot about ratification of the Conventions. The goal is to have at least an additional three ratifications by the end of the 2012 -2013 biennium.

Outlook for 2012 – 2013; Challenge: An immediate challenge to be overcome in the early part of the 2012 – 2013 biennium is that of the recruitment of an IT system assistant for the Office. This is particularly challenging giving the overall financial and cash flow constraints being faced by UNESCO as a whole.

Table 2: CONVENTIONS Ratification status on 15 February 2012		
Conventions	**Country**	**Status**
Convention for the Protection of Cultural Property in the Event of Armed Conflict with Regulations for the Execution of the Convention The Hague, 14 May **1954** -First Protocol, The Hague 14 May 1954 -Second Protocol, The Hague, 26 March 1999	Angola	-
	Lesotho	-
	Namibia	-
	South Africa	18/03/2003 Accession
	Swaziland	-
Convention against Discrimination in Education. Paris 14 December **1960**	Angola	-
	Lesotho	-
	Namibia	-
	South Africa	09/03/200 Ratified
	Swaziland	08/10/1970 Acceptance
Protocol Instituting a Conciliation and Good Offices Commission to be Responsible for Seeking the settlement of any disputes which may arise between State Parties to the Convention against Discrimination in Education. Paris 10 December **1962**	Angola	-
	Lesotho	-
	Namibia	-
	South Africa	09/03/200 Ratified
	Swaziland	-
International Convention against Doping in Sports. Paris, 19 October **2005**	Angola	29/06/2009 Accession
	Lesotho	-
	Namibia	29/11/2006 Ratified
	South Africa	30/11/2006 Ratified
	Swaziland	13/12/2010 Ratified*
Convention on Technical and Vocational Education. Paris, 10 November **1989**	Angola	-
	Lesotho	-
	Namibia	-
	South Africa	-
	Swaziland	-
Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in African States. Arusha, 5 December **1981**	Angola	-
	Lesotho	13/09/1982 Ratified
	Namibia	-
	South Africa	-
	Swaziland	19/11/1998 Ratified
Protocol Instituting a Conciliation and Good Offices Commission to be Responsible for Seeking the settlement of any disputes which may arise between State Parties to the Convention against Discrimination in Education. Paris 10 December **1962**	Angola	-
	Lesotho	-
	Namibia	-
	South Africa	09/03/200 Ratified
	Swaziland	-
Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property Paris, 14 November **1970**	Angola	07/11/1991 Ratified
	Lesotho	-
	Namibia	-
	South Africa	18/12/2003 Acceptance
	Swaziland	-
Convention on Wetlands of International Importance as Waterfowl Habitat. Ramsar, 2 February **1971**	Angola	
	Lesotho	01/07/2004 Accession
	Namibia	23/08/1995 Accession

	South Africa	12/03/1975 Signature without reservation as to ratification	
	Swaziland		
Convention concerning the Protection of the World Cultural and Natural Heritage Paris, 16 November **1972**	Angola	07/11/1991 Ratified	
	Lesotho	25/11/2003 Acceptance	
	Namibia	06/04/2000 Acceptance	
	South Africa	10/07/1997 Ratified	
	Swaziland	30/11/2005 Ratified	
Convention on the Protection of the Underwater Cultural Heritage Paris, 2 November **2001**	Angola	-	
	Lesotho	-	
	Namibia	09/03/2011 Ratified*	
	South Africa	-	
	Swaziland	-	
Convention for the Safeguarding of the Intangible Cultural Heritage Paris, 17 October **2003**	Angola	-	
	Lesotho	29/07/2008 Ratified	
	Namibia	19/09/2007 Ratified	
	South Africa	-	
	Swaziland	-	
Convention on the Protection and Promotion of the Diversity of Cultural Expressions Paris, 20 October **2005**	Angola	-	
	Lesotho	18/02/2010 Accession*	
	Namibia	2929/11/2006 Ratified	
	South Africa	21/12/2006 Ratified	
	Swaziland	-	

Table 3: Staffing in the 2010 – 2011 Biennium	
Name	**Position**
Office of the Director	
Prof Alaphia Wright	Director and Representative (from June 2009)
Ms Emmarentia Irion	Director's Assistant (from April 2004)
Ms Emmanuel Seret	Intern from France (from July up to September 2011)
Administration	
Ms Genet Tilahun	Administrative Officer (from October 2008 to February 2011)
Ms Lauretta Sowe	Administrative Officer (from June 2011)
Ms Laimi Amukwelele	Administrative Assistant (from April 2006 up to July 2011)
Mr Martin Lutangu	Administrative Assistant (from April 2009 up to July 2010)
Mr Gerson Uiseb	Administrative Assistant (from December 2008)
Ms Eva Hoveka	Receptionist (from March 2009)
Mr Matheus Gabriel	Driver (from January 1994)
Mr Herman Geiriseb	Driver (from September 2007 up to December 2010)
Mr Owen Coetzee	Driver (from February 2011)
Mr Daniel Basson	Driver (from February 2011)
Ms Josina Delgado	Administrative Assistant/Angola (from November 2010)
Mr Felicio Mendes	Driver/Angola (from November 2010)

Education Sector	
Ms Cecilia Barbieri	Education Programme Specialist (from January 2011)
Mr Frederic Borgatta	Statistic Cluster Advisor (from June 2009 up to August 2011)
Ms Melanie Seto	Education Programme Specialist (from May 2009)
Mr Matthias Lansard	EDUCAIDS Cluster Coordinator (from March 2009 to February 2012)
Dr Haaveshe Nekongo Nielsen	Education Programme Officer – Seconded from UNAM (July 2008 to June 2010)
Dr Cornelia Shaimemanya	Education Programme Officer – Seconded from UNAM (January 2011 to Feb. 2012)
Ms Goeril Tomren	Education Programme Officer – Seconded from the Norwegian Refugee Council (October 2009 to May 2011)
Mr Samuel Fernandez-Diekert	Education Programme Officer (from December 2011)
Mr Havelinus Shemuketa	EDUCAIDS Country Programme Officer, Namibia (from March 2010 to July 2011)
Ms Aina Heita	EDUCAIDS Country Programme Officer, Namibia (from November 2011)
Ms Carmen Gestoso-Calvete	UNV – Technical Assistant Education (from October 2009 up to September 2011)
Ms Hanae Ota	Intern from Japan (from August 2011 up to February 2012)
Ms Min Kyung Min	Intern from Korea (from November 2011 up to March 2012)
Ms Sarah Mofila	Education Assistant (from April 2006)
Ms Azelle Beytell	Education Assistant (from March 2009)
Ms Daphne Guterres	Education Assistant (from January 2011 to December 2011)
Mr Joshuwa Siseho	Education Assistant (from March 2009 to December 2011)
Mr Nicolau Bubuzi	National Programme Officer/Angola (from April 2007)
Mr Felix Jose Novais	EDUCAIDS Country Programme Officer/Angola (from March 2010 to January 2012)
Mr Lethola Mafisa	EDUCAIDS Country Programme Officer/Lesotho (from March 2010)
Mr Tsini Makatswa	EDUCAIDS Country Programme Officer/Swaziland (from July 2008 to October 2011)
Natural Sciences	
Mr Ernesto Fernandez-Polcuch	Programme Specialist for Science (from August 2008 up to December 2010)
Dr Youssef Filali-Meknassi	Programme Specialist for Science (from July 2011)
Mr Martin Hoffmann	Intern from Germany (from August 2009 up to February 2010)
Ms Helena Shigwedha	Science Assistant (from November 2006 up to February 2010)
Ms Faviola Fernandez	Intern from Canada (from October 2011 to April 2012)
Social and Human Sciences	
Mr Obert Mutumba	National Programme Officer (from March 2009)
Culture Sector	
Mr Damir Dijakovic	Culture Programme Specialist (from July 2009)
Mr Boyson Ngondo	MDGF Culture Programme Manager (from October 2007)
Ms Helvi Elago	Culture Assistant (from September 2010)

Ms Annakie Muvangua	MDGF Culture Assistant (from February 2012)
Ms Nampa Asino	MDGF Culture Assistant (from February 2012)
Ms Molly Steinlage	Intern from USA (from September 2011 to December 2011)
Communication and Information	
Mr Jaco Du Toit	Communication and Information Advisor (from March 2009)
Ms Davina Gomez-Sanchez	Basque Volunteer (from November 2010 to December 2011)
Ms Elzita Siebritz	Communication and Information Assistant (from March 2009 up to May 2010)
Ms Demilzar Chauyabu Gumbo	Intern from UNAM (from July 2010 up to August 2010)
Ms Honorine Kaze	Intern from UNAM (from June 2010 up to July 2010)

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