



United Nations
Educational, Scientific and
Cultural Organization



Annual Report 2012

UNESCO Windhoek Office
UN House, 38 – 44 Stein Street
Klein Windhoek
P.O. Box 24519
Windhoek
Namibia
Tel: +264 61 291 7200
Fax: +264 61 291 7220
E-Mail: windhoek@unesco.org
<http://www.unesco.org/windhoek>

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

FOREWORD

The year 2012 was marked by two important challenges: The unprecedented financial squeeze and continued staff shortages. Against this background, the office scored some marked successes, including (i) the achievement of several tangible programmatic results; and (ii) mobilizing millions of dollars in new extra-budgetary funding.

Concerning results, UNESCO led an extensive analysis of costs and issues pertaining to Free Primary Education (FPE) as an input to the then on-going considerations by the Namibian Ministry of Education. Namibia introduced FPE beginning January 2013; a major move advocated for by UNESCO under Education For All (EFA).

The RBM Logical ScoreCard for the office called for “at least 3 adoption of relevant conventions...”. The Kingdom of Swaziland ratified three conventions

in the course of 2012. Angola ratified one, and the ratification process was at advanced stages for other conventions in Angola and Namibia. The cluster hosted the launch of the 2012 EFA Global Monitoring Report for the Africa Region, and the celebrations of the 40th anniversary of the World Heritage Convention. Both events took place in South Africa. New extra-budgetary projects were launched in various areas, including: Higher Education Planning and Management in Angola; Capacity building for accelerating the achievement of EFA goals in Lesotho and Swaziland in the cluster; Technical and Vocational Education and Training (TVET) and Teacher Training in Namibia; Training in Science, Technology and Innovation Policy for SADC in South Africa; and Parenting Manual incorporating cultural aspects in Swaziland.

This 2012 Annual Report takes the same format as the 2010 – 2011 Biennium Report. It emphasises outcomes and impacts achieved in/by the cluster countries as a result of joint initiatives with UNESCO and various other partners. The updated RBM Logical ScoreCard for the office is shown in Table 1. The rest of the report is presented in three main sections.

The first section covers results by sectors for each cluster country grouped under “Achievements” and “Challenges”. UNESCO’s involvement in the United Nations Country Teams (UNCT), common country programming, multi-sectoral initiatives and work emphasising the UNESCO global priority of Gender Equality are highlighted where appropriate. The second section is made up of several programmatic cases (one from each sector), emphasising the complete results-chains: from activities undertaken by UNESCO (and partners), through the outputs produced; to the outcomes and impact achieved. The third section covers day to day operations and processes: staffing, premises, IT, programming, monitoring and evaluation; and the overall outlook for the 2013.

Finally, very many thanks go to our various partners: Government departments and institutions, UNESCO National Commissions; development partners; educational institutions, our suppliers; and the UN sister agencies. Congratulations to the staff members of the Windhoek Office for a very successful year 2012.

Alaphia Wright
Windhoek
February 2013

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 in the minds of men and women...) Our vision is to SEE the Member States in the cluster increasingly achieving their own visions of Dignity, Peace and Prosperity 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	Mission Statement of UNESCO: As a specialised 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, we have:</u> 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. <ul style="list-style-type: none"> • 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	Appropriate (facilities) equipment*, materials, publications, etc. for/in Education, the Sciences, Culture, Communication and Information, etc. are produced/made available (or their delivery facilitated) and the adaptation / adoption and use of these actively promoted [Hardware].	At least: (In the biennium/2013) 10 * (facilities): equipment, materials, publications (Study/research/review reports, policy briefs, training materials, etc.) meeting UNESCO's standards are made available (or their production/delivery facilitated), and disseminated.
		*Guidelines, policies, procedures and methods, frameworks (= tools) are produced/updated (or their production/updating facilitated), and their adaptation and/or adoption actively promoted [Software].	At least: (In the biennium/2013) 4 *Guidelines, policies, procedures and methods, frameworks, etc. meeting UNESCO's standards are produced and/or their production facilitated.
		Knowledgeable and skilled persons from stakeholders in the cluster, capable of correctly interpreting and/or using appropriate *facilities, study/research findings, guidelines, etc. are 'produced', and appropriately supported (TA) to apply their improved knowledge and skills [Human-ware].	At least: (In the biennium/2013) 1000 Stakeholders trained to agreed-upon standards in various agreed-upon subjects, and appropriately supported (TA) to apply their improved knowledge and skills in their own initiatives
2	Activities	Programme delivery from UNESCO Windhoek is efficiently and effectively managed [Management].	At least 90% of programmes are delivered within budgets and plans on an annual basis.
		ACT-1: Design, plan and build (or procure/facilitate procurement) of equipment, materials, publications, etc. (facilities) and operate and maintain these as necessary [Hardware].	At least 10 facilities related activities including information dissemination activities undertaken.
		ACT-2: Review, facilitate development, and adoption of appropriate policies, rules and regulations for the various sectors (standard setting, laboratory of ideas, catalyst of international cooperation, etc.) [Software].	At least 3 Advocacy initiatives/activities on the use of standard setting instruments; At least 2 R&D initiatives; At least 5 cooperation, networking activities; etc.
		ACT-3: Review, design, plan, facilitate the adoption and operating of appropriate education, awareness and training programmes for the various sectors (capacity building), [Human-ware].	At least 20 training /TA initiatives undertaken per annum.
		ACT-4: Undertake planning, HRM, PR, mobilisation of funding, implementation of programmes and projects; and monitor and evaluate (M&E) the implementation of UNESCO's programme delivery [Management].	UNESCO Windhoek is managed within budgets and plans.
1	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"> • <u>Staff</u> members, consultants, partners, etc. • Regular Programme and, Extra budgetary funds • Guidelines, etc.

*(covering EFA, literacy, teacher training, early childhood care and education, education 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.)

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 emphasising the UNESCO global priority of Gender Equality.

ANGOLA

Angola continues to make significant progress in economic and political terms, with exceptionally



The S-G of the Angolan NatCom, Dr Manuel Teodoro Quarta, welcoming the Director-General of UNESCO, Madame Irina Bokova to Parliament Building in Luanda.

high rates of reconstruction. The country celebrated the tenth anniversary of the signing of the Peace Accord in April 2012 and went on to hold successful Presidential and Parliamentary elections in November. The country is keen to play a stronger role in matters of peace building in Africa, drawing from its own experience.

There is marked evidence that the country is aware of its developmental challenges and is addressing these in a focussed manner. Developments in this regard include the request for an enhanced cooperation programme between UNESCO and Angola, following an official visit by the UNESCO Director General in April 2012. The drafting of the said enhanced cooperation programme has been on-going in the second half of 2012 and is expected to be officially launched in 2013.

Achievements in Angola

Education (ED): Angola continues to implement the 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 continues to work with Angola guided by the said plan.

Results induced so far include: (i) Finalization of the Teachers National Qualification Framework for whose harmonization with Higher Education is going to be strengthened in 2013; (ii) Completion of the ESD needs assessment and commencement of the development of a national ESD strategy; and (iii) the INFQ implemented initiative on 'Girls in Science', aimed at showing how to overcome stereotypes and preconceptions that hamper girls' enrolment and interest in scientific studies.

The HIV, TB and Malaria Education Sector National Strategic Plan was reviewed and validated during the year. Eight modules of the Teachers Training Manual on Reproductive Health, Sexuality Education and Life Skills were developed, and their validation, dissemination and roll out are to take place during the first quarter of 2013.

Natural Sciences (SC): The year saw Angola's increased awareness of the regional perspective of the annual floods in Namibia. Agreement has been reached to address the flood issues in neighbours including Angola. Also, during the year Angola made public her intention in developing a Centre of Excellence for Science.

Culture (CLT): Groundwork for the ratification of the 1954, 2001, 2003 and 2005 Conventions have been on-going in 2012. The activities in this regard have already set the basis for successful implementation of the said Conventions. Angola is thus positioning itself to fully benefit from the safeguarding of intangible heritage as well as prevention and combating the illicit traffic of cultural objects. The preparation of the World Heritage nomination file for the site of M'banza Kongo has been on-going during the year with specific activities such as: a more comprehensive archaeological research as well as preparation of the site's cartographic documentation.

Communication and Information (CI): Continuing from work on Open Access that was on-going in 2011, Regional Information Society Action Plans have been adapted in 3 regions in Angola. These aimed at strengthening information policies and strategies, reinforce information access centres and improve access to diversified information and knowledge to empower rural communities. Support has also been provided on reinforcing rural school Libraries as they are important access points to resources in rural areas.

Multi-sectoral initiatives: Work is on-going within the context of the Capacity Development for Education for All (CapEFA) assessment. UNESCO is applying the ICT Competency Framework for Teachers, as a joint CI and ED undertaking to assist governmental institutions in related matters. These include: assessment of the current situation, raising awareness and building capacity with regards to defining national ICT competency standards.

UNCT and common country programming: The UN system's interventions under the current UNDAF (2009-2013), extended until 2014, focussed on capacity development and advocacy, the cornerstone of the UN programmes within the UNDAF. Angola is one of the 50 countries identified for undertaking national consultations on the post-2015 Agenda.

This is an inclusive national consultation process where all stakeholders' views are part of the post-2015 development agenda in Angola.

The good collaboration with UNICEF continues in Education, with joint support to important policy initiatives of the Government.



The Angolan delegation (left) led by the Minister of Education, Dr M'Pinda Simao in bilateral talks with the UNESCO Delegation (right) led by Director-General Irina Bokova.

The Education Steering Committee meetings were held regularly (10 meetings in 2012) as a means for coordinating interventions in the education sector, and sharing experiences between government and the UN.

Challenges in Angola

The office continues to experience challenges in engaging fully as a Non Resident Agency (NRA) in joint planning and programming processes, beyond UNDAF review and reporting. Due to the 2012 elections, availability of implementing partners and approval of several strategic documents by the Government was delayed.

A major initiative that will improve UNESCO's cooperation with Angola was launched at the end of an official visit of UNESCO's Director-General Madame Irina Bokova to Angola in April 2012. This was for the development of an enhanced programme for Angola. This will help to address several of the developmental issues facing the country in the areas of UNESCO's mandate and competence.

LESOTHO

The New National Strategic Development Plan (NSDP) covering the period 2012 – 2016 provided the framework via which the government addresses current challenges. 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 together with other UN agencies cooperated with the government in the development of the NSDP. A major milestone during 2012 was the free and fair parliamentary election, ushering in continued peace and stability. The challenges of unemployment and low human development are however still a reality in Lesotho.

Achievements in Lesotho

Education (ED): The year saw the first steps of curriculum reviews and a review of the teacher policy following the completion of an extensive comprehensive diagnostic study of the situation of teachers (reported on in the 184 EX/4 Addendum).

An ICT in Education Action Plan was developed for Lesotho College of Education (LCE). A strategy to guide the establishment of the ICT Hub in the new Library Building was developed as well as the design of a sustainable and stable hosting solution for a Learning Management System (Moodle). A Student Portal and a Digital Library Management System were launched. Implementation of a pilot project to develop e-learning courses for LCE and the National University of Lesotho Faculty of Education harnessing OER is in progress.

Identified staff members of LCE were enrolled in the Commonwealth Certificate for Teacher ICT Integration (CCFTI). The “Teacher Organisation Responding to HIV and AIDS in Lesotho” (TOREHA-Les) as well as the network of young people living with HIV, and Young Positive

Generation of Lesotho (YPGOL) continues to function well. The revision of Life Skills Education Curriculum to incorporate comprehensive sexuality education, development of Life Skills, sexual and reproductive health and HIV and AIDS education manual in the pre-service teacher training curriculum with LCE were undertaken guided by the Education Sector Policy on HIV and AIDS.

The Lesotho RCE in ESD was acknowledged by UNU-IAS, with the support of UNESCO and SADC-REEP, and it is housed at NUL. The Constitution of the Environment and Sustainability Education Network of Lesotho was endorsed, thereby providing an operational framework to the Lesotho DESD Task Team.



Basotho men performing to accordion music (Famo) during a wedding ceremony.

Natural Sciences (SC): In its effort in contributing to the global progress of Africa adopting open source software and making ICT accessible to all, UNESCO launched the Hydro Free and/or Open-source software Platform of Experts (HOPE). HOPE provides an alternative to commercial specialised engineering software in the field of hydrology (e.g. Water resources, rivers and groundwater; water modelling, wastewater treatment). Most software applications are not affordable for low and middle-income economies. Lesotho is actively participating in the development of this programme.

Culture (CLT): UNESCO extended support to Lesotho in assessing the current situation of the Department of Culture (DoC) in the Ministry of Tourism, Environment and Culture (MTEC) at the request of the Honourable Minister. Suggestions were made for improvement on specific issues related to programming, implementation and Monitoring and Evaluation (M&E). The process of reinforcing the application of the normative frameworks based on UNESCO Cultural Conventions continues. In 2012 it focused on the 1970 Convention dedicated to prevention and combating the illicit traffic of cultural goods. Representatives from the Lesotho MTEC and the law-enforcement agencies participated in the sub-regional coordination



Women in Lesotho are seen here performing the knee dance (mokhibo).

initiatives, aimed at reinforcing national system of prevention of the illicit trafficking of cultural goods.

Communication and Information (CI): Journalists who were trained in election reporting in 2011 performed well in their reporting during the 2012 parliamentary elections. The Mafeteng Community Radio Station was established in Mafeteng. This was through the International Programme for Communication Development (IPDC). This is a milestone as this is the first and only community radio station in the country. Within the framework of the Swedish International Development Agency (SIDA)

funded project, 28 volunteers were trained to provide quality radio programming at the Mafeteng Community Radio Station. The radio station undertook a needs assessment and also carried out a survey on the listeners' habits of the community in Mafeteng.

Multi-sectoral initiatives: With regard 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 network of higher education institutions in order to make scientific information available through the Open Access Repository.

UNCT and common country programming: 2012 marked the transition from the current (2008-2012) to the new UNDAF (2012-2016). UNESCO continues to contribute to the new UNDAF outcomes: (i) UNDAF 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 services for all (ED, CI); (iii) UNDAF Outcome 3: Increased employment, household security; and (iv) enhance national resources and environmental management (CLT, SC).

Challenges in Lesotho

There is a new team in place in Lesotho following the parliamentary elections. This presented UNESCO with the need for focusing on developing and strengthening the cooperation with the new leadership in UNESCO's areas of competence. The new leaders include new Ministers in the Ministries of Education and Culture; and also a new Secretary-General of the Lesotho National Commission. The transition is progressing smoothly.

NAMIBIA

Namibia continued to be politically stable and is addressing the ills brought about by the world-wide economic problems, including reduced revenues from SACU. The country is an upper middle income country. Notable country achievements in 2012 included the completion of a new National Development Plan (NDP-4) covering the years 2013 – 2017; reduction of the GINI coefficient from 0.74 to 0.54; and strengthening of government's commitments to providing free primary education; which was actually introduced in January 2013. Youth unemployment continues to be a major challenge facing the country.

Achievements in Namibia

Education (ED): The Education and Training Sector Improvement Programme (ETSIP 2005-2020), whose first phase will be ending in 2013, continues to be an overall framework for educational development in the country. 2012 saw the completion of the UIS led Data Quality Assessment Framework, officially validated by the Ministry of Education and whose recommendations will constitute the basis for the development of an action plan for data quality improvement. Moreover, the minimum standards for ECCE centres were developed, pilot tested and officially launched during the celebration of the EFA Global Action Week.

Learning and teaching support materials on HIV and AIDS (supported by the EDUCAIDS programme) was adopted; and ODL and ICT in Education policies were reviewed by the Ministry of Education supported by UNESCO in collaboration with the Commonwealth of Learning (COL). This was based on the MIL survey and with special focus on teachers' professional development. An Environmental Education (EE) course for out-of-school youth using mobile technology has been developed by the Polytechnic of Namibia (PoN) with UNESCO support; and a first intake of students has already benefited from the course. In addition, decisions to further resourced free primary education were

taken by the Ministry of Education, following a UNESCO supported study, which analysed the issue of free education.

Natural Sciences (SC): In the aftermath of the devastating floods in 2011, UNESCO supported the Namibian Authorities to identify the overall types of collaborative UNESCO programmes to enhance Namibia's capacity to forecast, manage, and mitigate flood disasters. A workshop held in Windhoek in May 2012 led to the preparation of a roadmap for flood management based on a comprehensive capacity building programme for all levels: national, regional and local. The Office of the Prime Minister has subsequently constituted a steering committee to guide the implementation of the roadmap. Implementation commenced in



These children know the answers! Youth Book Fair.

December 2012, and the official launch will be in the early part of 2013. Namibia is also progressing well with the establishment and functioning of the National Research Council. Agreement has been reached for UNESCO to accompany Namibia in the further development of the Council, following a mission from the Science Policy Division from UNESCO Paris in September 2012. Work in this regard will continue in 2013.

Social and Human Sciences (SHS): Major achievements in the SHS sector included the successful completion of the MDG-F joint programme in Gender Equality. UNESCO delivered its part in this joint programme.

Through the programme Namibia was able to review various policies with respect to their gender-specific contents, and revisions and updates adopted. Vulnerable youths were also trained in various skills for income generation. A particularly successful aspect of UNESCO's contribution in the MDG-F Gender Equality joint programme is that several of the participants in the livelihood and skills training proceeded to launch their own income generation activities.

Culture (CLT): Namibia achieved significant progress in the development of inventories of intangible cultural heritage (ICH). For instance, some 150 individuals from 9 different communities throughout Namibia participated in the ICH identification, inventorying and safeguarding related activities. The country also



Early Childhood Development; A class in action.

successfully completed and submitted a World Heritage (WH) nomination file for the Southern Namib Sand Sea. Implementation of the MDG-F joint programme in cultural tourism continued at the ten selected pilot sites with mixed progress. Similar to the Gender joint programme several tangible benefits have already occurred. The actual achievements of the programme will however be reported on after the end of programme evaluation scheduled for early 2013.

Communication and Information (CI): Namibia is consolidating the Namibian Community Radio Network within the IPDC framework. Effective Community Media structures and policies have been put in place. Through AFRICA-UK: Journalism Education Exchange Network programme, the Polytechnic of Namibia has continued to strengthen its position as one of UNESCO's potential centre of excellence offering high quality journalism education to aspiring and working journalists. There are particular emphasis with regard to the fields of Gender in the Media, and Journalism and Communication Technology in the country.

Priority Gender Equality: The Gender Theme Group of the UNCT continued to be very active. UNCT programming continues to make use of the 'Gender Score Card'. Mention has already been made of the MDG-F Gender joint programme which was completed in the course of 2012. The evaluation of this programme was also completed. The overall assessment was that the programme was successful in not only raising awareness of gender equality issues, but also instrumental in getting several gender policies revised and updated. The programme itself emphasized gender equality in its interventions; for instance there was complete gender balance among the participants in the skills training for income generation.

UNCT and common country programming:

The UNESCO Windhoek office continued its full engagement in the work of the Namibian UNCT. The Director of the UNESCO Windhoek Office completed the interim appointment as UN Resident Coordinator in Namibia in January 2012. UNESCO was also designated the convener for the Institutional Environment and Monitoring and Evaluation Pillar for the development of the new Namibia – United Nations Partnership Framework (UNPAF).

Challenges in Namibia

Shortage of staff continues to plague the office. For instance, the education sector was requested by HQ to coordinate programming in the Southern Africa Region in addition to work in the cluster. The culture sector was also requested to do the same. The CI Advisor was reassigned to Nairobi, with no replacement to Windhoek, while the Director was also appointed acting Director of UNESCO Bujumbura in addition to the five Windhoek cluster countries. The challenges with IT have somewhat been overcome with the installation of new equipment.



A learner in a drama performance for World AIDS Day.

SOUTH AFRICA

South Africa continued being the economic leader in the Southern Africa region, and in Africa as a whole. The country continued to host major international events, and 2012 saw the holding of the Africa launch of the Education for All (EFA) Global Monitoring Report in Soweto; and the African Celebrations of the 40th Anniversary of the World Heritage Convention in Johannesburg. The year was marked by the publication of the

Country's National Development Plan, designed to guide the implementation of development initiatives for the next five years. Major developments in the country include the launch of an extensive infrastructure development programme, which is expected to address the serious youth unemployment problem. Extensive opportunities for increased cooperation between South Africa and UNESCO continue to exist.



Group photo following the opening of the SADC STI Policy Training Course in Pretoria.

Achievements in South Africa

Education (ED): The Government, civil society, and the private sector continue to fully embrace the call for Education for All (EFA), and are spearheading initiatives in EFA. The African launch of the 2012 edition of the EFA Global Monitoring Report 'Youth and Skills – putting education to work' was hosted by the Department of Basic Education, in the presence of the Special Adviser to the UN Secretary General on Post - 2015; and with the participation of Government and civil society representatives from the whole region. The African Regional EFA Coordination Meeting was held back to back with the GMR Launch, with the support of important partners and had representation from Ministries of Education of Sub-Saharan countries and their key regional partners in the field of education.



Participants in a FETWATER Activity.

The meeting reviewed the current status of EFA in the region and the EFA coordination mechanisms for Sub-Saharan Africa and recommended ways for strengthening those; contributed to the elaboration of an EFA National, Regional, Global Acceleration Strategies and Frameworks 2013-2015; made recommendations for the Post 2015 Education Development Agenda. The application process for the RCE

establishment for the Gauteng node-South Africa was launched and led by the University of South Africa (UNISA) in partnership with UNESCO and SADC-REEP. Efforts have been initiated to address the importance of reporting the science of climate change in consultative fora organised in collaboration with the Tshwane University of Technology (TUT) and the Applied Centre for Climate and Earth Systems Science (ACCESS). The main objective is to appreciate key risks to Southern Africa, national and regional response strategies, and on how best to communicate the science and the national response to the general public.

UNESCO, in collaboration with its national implementation partner for the South Africa Climate Change Education for Sustainable Development (CCESD) programme, the South

African National Biodiversity Institute (SANBI), has initiated the adaptation of generic materials such as the in-service teacher training course, curriculum modules on CCESD to the contexts and needs of South Africa.

Natural Sciences (SC): The FETWATER programme continues to be a major cooperation initiative between South Africa and UNESCO. Phase III of the programme was approved during the year with the official launch scheduled for 2013. The capacity building initiative in Science, Technology and Innovation Policies for the SADC Region became a reality in 2012.

South Africa together with Australia funded the programme for training government officials from all SADC countries in STI policy analysis, formulation and implementation. The programme continues in 2013. Work is on-going for the establishment of either a UNESCO Category II Centre dealing with Natural Resources and Climate Change.

Social and Human Sciences (SHS): A direct consequence of the successful activities under the African Coalition of Cities against Racism and Discrimination has been the launch of a multi-sectoral initiative for a comprehensive advocacy strategy to address issues of social cohesion, tolerance, hate crimes, racism, discrimination and xenophobia. The strategies are tailor-made for specific audiences so as to maximise on the effectiveness of delivery of information and to allow for a large scale audience. The Strategy is for: Reorienting teacher education for the integration of values, citizenship and human rights.

Culture (CLT): South African experts participated in the sub-regional activities dedicated to the prevention and combating the illicit traffic of cultural goods by bringing the invaluable SA expertise and examples in cooperation between the national culture sector and law enforcement agencies. Strong and continuous cooperation with the African World Heritage Fund (AWHF) brought forward several initiatives on strengthening of human resources in the field of World heritage (WH) conservation and management. Training courses on WH nominations as well as conferences and workshops dedicated to the relationship between WH sites and the mining sector were organised as part of the activities dedicated to the 40th anniversary of the WH Convention.

Communication and Information (CI): Five radio stations, namely: Atlantis FM, Bush Radio, Jozi FM, Riverside Radio and Valley FM have been participating in the UNESCO-SIDA funded project on empowering local radios with ICT's, human and technical support. Two other community radio stations (Alex FM and Kasie FM) have commenced the production and airing programmes on peace building that address the immigration challenges. These programmes are intended to educate South African local communities to understand the reasons behind the presence of foreign nationals in the country and acknowledge that they can co-exist.

UNCT and common country programming: The work on re-defining and focusing the



cooperation between South Africa and the United Nations (as recommended by the 2009 UNEG report) was intensified in 2012 leading to the completion of the United Nations Strategic Cooperation Framework (UN-GoSA SCF).

The agreed-upon areas of cooperation are: (i) Inclusive growth and decent work; (ii) Sustainable development; (iii) Human capabilities; and (iv) Governance and participation. The strategic document has been signed in February 2013. The corresponding results matrices will be completed in the early part of 2013.

Challenges in South Africa

The major challenge faced by UNESCO in South Africa continue to be that of being a non-resident agency. UNESCO does not always participate in UNCT initiatives called at short notice. A substantive Secretary General of the South African National Commission has now been appointed; a move expected to further facilitate the work of the office with South Africa.

SWAZILAND

Swaziland continues to feel the reduction in revenues from the Southern African Custom Union (SACU) as a result of the worldwide financial crisis. There were strikes by teachers and nurses during the year. The efforts of the government at addressing the crisis were visibly yielding results by the end of 2012.



HRH Prince Hlangusemphi (left), Swaziland's Minister of Economic Planning and Development and Prof Alaphia Wright (right), UNESCO Representative at the signing ceremony for the Parental Manual Project.

In fact a positive demonstration was given during the Policy Forum of the International Teachers Task Force in Windhoek, Namibia (November 2012); when Swaziland pledged to financially support some aspects of the Task Force's work.

Achievements in Swaziland

Education (ED): Within the framework of UNESCO's support to EMIS capacity development in the SADC region, Swaziland conducted a Data Quality Assessment Framework whose recommendations were officially validated and will constitute the basis for the development of an action plan to strengthen EMIS and capacity in data collection and use.

The Education Sector policy is now in place. Curriculum review undertaken responds to the

Education Sector Policy. It allows the learner to complete primary education using the modular approach which is presented in five levels. After completing the modules or levels the learner can write a primary exit examination that will allow him or her to register with secondary education or can enrol with the vocational section of the Institution. A reorientation into the non-formal approach to teaching and learning is emphasised in the aligned curriculum. The non-formal primary education curriculum has five levels as opposed to the seven grades in formal primary school. The volunteer teachers will receive orientation in the approaches and levels in a two weeks training.

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 Counselling in the school curriculum. 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.

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 the Education.

Natural Sciences (SC): Following up from the comprehensive Swaziland's Science, Technology and Innovation Policy Review completed in 2011, the country proceeded in 2012 to launch work for the establishment of a Research Council.

Culture (CLT): In October 2012, Swaziland ratified 1970, 2003 and 2005 Conventions as a direct result of a successful process of consultations with the Swazi Parliament conducted by the Windhoek office. A Japanese Funds in Trust (JFIT) financed project for the development of a parental manual for promoting positive parenting and use of culture in addressing the HIV and AIDS pandemic was successfully initiated in February 2012.

Development Information Centre (SDIC) which are centres of education and learning.

Challenges in Swaziland

UNESCO faced challenges in participating efficiently as a non-resident agency in joint UN initiatives in the country. This is mitigated via strong cooperation with the National Commission of Swaziland as well as specific areas of cooperation with the UN Country Team.

Communication and Information (CI):

The Media Complaints Commission has been launched and progress is being made in its work. To improve access to information in the country, UNESCO supported the reinforcement of a network of libraries and information access centres. These include the National Library, University Library and Parliamentary Library and the Swaziland



Traditional dancers at the signing ceremony for the Parental Manual Project.

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

Managing for Results (RBM)

In this section we report on the efforts of the office in applying Results Based Management (RBM) in managing for results. Reference is made to the office's RBM Logical ScoreCard that is reproduced at the start of this report. Two aspects of outcomes are of importance: (i) the adoption (and domestication) of relevant conventions promoted by UNESCO, and (ii) the successful use of programmatic products and services delivered by, and through UNESCO in their own (cluster countries') initiatives. The achievements in/by cluster countries continue to grow.

This section therefore reports on examples (one from each sector) of such achievements in 2012. The accounts highlight complete results-chains consisting of: **inputs/resources**; **activities** undertaken with/by UNESCO and partners; the **outputs** produced; the **outcomes** achieved; and **impacts** realised.

Free Primary Education Introduced in Namibia

The **World Education Forum in Dakar**, Senegal, in April 2000, held ten years after the meeting in **Jomtien**, re-affirmed a broad and comprehensive view of basic education and its critical role in empowering people and transforming societies. It reconfirmed that all

children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to a complete, free and compulsory basic education of good quality. Countries have been free to define the duration of the primary/basic education that should be achieved by all.



Free Primary Education (FPE) is now a reality.

UNESCO works to make primary education accessible for all as well as to ensure full retention and completion. In the past years UNESCO has been at the forefront of advocacy (= **activities** and **outputs**) and collaboration (= **activities**) with the Namibian government for the implementation of the Education for All (EFA) goals, including Universal Primary Education (UPE). These as well as the Right to Education are parts of the international commitments towards EFA.

Namibia held a National Conference on Education in June 2011; UNESCO was a member of the Programme Committee (= **activities**). The main **output** of the conference included recommendations pertaining to Free Primary Education (FPE). The recommendations were subsequently approved by cabinet.

In 2012, UNESCO and the ministry launched an extensive study (= **activities**) on the modalities and implications, including costing, of FPE.

The study report (= **output**), containing several recommendations was then used by the ministry in finalising its submission on FPE (= **outcomes**) to cabinet. Following the necessary approvals, and provision of budget, FPE was officially introduced (= **outcomes**) in January 2013. Increased enrolment (= **outcomes**) has already been noted.

National Science, Technology and Innovation (STI) Policy – Kingdom of Swaziland

Science, Technology and Innovation (STI) policy have, over the years, been globally accepted as an important tool for promoting and sustaining socio-economic development. UNESCO promotes new and innovative thinking on STI policy development, enhance capacities for policy formulation, and international

cooperation and exchange of experience in this area.

Whilst sector specific policies have been developed in various areas such as: Agriculture, Education, Energy, Environment, Health, Information and Communications Technology (ICT) and Mining, in the Kingdom of Swaziland; they are not well coordinated to be able to participate on building up a transversal thematic as it is STI; hence the need for an all-embracing National STI Policy.

In 2008, the Swazi Ministry of Education, in collaboration with UNESCO, commissioned an inventory of the state of science, technology and innovation (STI) in the Kingdom. The Ministry of Education & Training prepared a report: “Towards the formulation of a national policy for science, technology and innovation for the Kingdom of Swaziland” (= **outputs**).

Subsequent to the above, a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis approach was employed to assess the status of STI matters in the Kingdom (= **activities**). Several STI issues were identified as critical; including: Public Understanding of S&T, S&T Education and Training, S&T Priorities and Policy Initiatives, S&T Management, Investment in S&T, R&D and Innovation, Coordination and Collaboration, S&T Culture, Industrial Development and Indigenous Know-



ICTs has priority in the development of the Swaziland.

ledge Systems. The SWOT analysis led to a number of recommendations (= **outputs**) which formed the basis of the National STI Policy development.

The final version of the national STI Policy was completed in the course of 2011 (= **output**) with technical support from UNESCO Windhoek Office. The STI Policy was finally endorsed by the government in April 2012 (= **output**). The objective of the National STI Policy is to identify opportunities and best options for Swaziland to increase value addition to products and services from a strategic S&T base, so as to direct local production, research and trade initiatives.

As a direct consequence, the Ministry is submitting a draft bill to the Parliament of the Kingdom of Swaziland to legally establish a Research Council, which had existed initially as part of the University of Swaziland. The establishment of the Research Council is in line with the National STI policy (= **outcome**). UNESCO will continue to provide technical support to Swaziland on STI matters, for instance through the Spanish Funds in Trust for the establishment of the research council. It is, of course, expected that with the proper implementation of the STI policy, the country will be in a position to achieve some meaningful **impacts**.

MDG-F Joint Programme (JP): Setting Things Right – Towards Gender Equality and Equity

The JP was designed to focus the collective efforts of the UN System in Namibia, through the UNDAF, to promote gender equality and empower women and girls in Namibia.

The JP was built on the gender programme of the Government of Namibia and was firmly rooted in the national development frameworks of the country, primarily the Vision 2030, and the National Development Plan 3 (NDP3) 2008-2012.

Partners in the JP included: The Ministry of Gender Equality and Child Welfare (MGECW), the Ministry of Youth, National Service and Culture (MYNSC), from the side of the Government; with five UN agencies: UNDP (as lead UN agency), UNICEF, UNFPA, FAO and UNESCO.

The programme was designed to deliver on three main expected outcomes. UNESCO participated in the delivery of outcomes #1: *Increased awareness and capacity for protecting the rights of women and girls*; and outcome #3: *Enhanced well-being of targeted women and girls through food security and livelihood improvement initiatives*.

The involvement of the office was clearly of a multi-sectoral nature with the Education (Ed), Social and Human Sciences (SHS), and Communications and Information (CI) sectors working jointly with sister agencies to deliver.

With respect to expected outcome #1, the following achievements, among others, were recorded:

(i): A curriculum on Gender Sensitivity and HIV and AIDS for the Media was developed for the Journalism courses at the University of Namibia (UNAM), and the Polytechnic of Namibia (= **outputs**); (ii): UNAM went on to mount a 15-weeks course on Mainstreaming Gender in Media Theories and Practice (= **outputs**); and (iii): a toolkit on media sensitive reporting of gender issues was developed (= **output**); The toolkit has been translated into radio programmes that are being aired in national and community radios (= **outcomes**).



Trainees in a tailoring class in the MDG-F Gender programme.

Concerning expected outcome #3, the following, among others, were achieved:

(i): Youth officers from the MYNSC in four regions were trained on how to conduct needs assessments (= **outputs**); they subsequently used their knowledge to identify the training needs for the San Youths in the four regions concerned (= **outcome**); (ii): 8 toolkits were developed for San

Women and Girls on Income generating activities as well as small and medium-sized enterprises (= **outputs**). The toolkits were developed in the following areas; tailoring, handcraft and jewelry making, building construction, literacy, work ethics and agriculture (= **outputs**); (iii): Training of trainers (TOT) who later trained community members on the basis of the toolkits was also undertaken (= **outputs**); and (iv): By the end of the programme in the course of the year, some targeted women and girls who were trained (= **outputs**) had since gone on to establish their own SMEs (= **outcomes**), found suitable employment (= **outcomes**).

The MDG-F Joint Programme (JP): Setting Things Right – Towards Gender Equality and Equity was already contributing to the well-being of selected women and girls (= **impacts**) by the end of the programme in 2012.



Female trainees in a building construction class in the MDG-F gender programme.

The Process of Strengthening the Prevention and Combating Illicit Traffic of Cultural Goods in Southern Africa

The *UNESCO 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property* and the *UNIDROIT 1995 Convention on Stolen or Illegally Exported Cultural Objects* constitutes the platform for the operational structure dedicated to the safeguarding of cultural goods against illicit trafficking.

A meeting organized in Botswana (= **activities**), brought together 10 Southern African countries¹. National representatives from their respective culture sectors were accompanied by museum experts and the national Interpol liaison officers. This conference was a climax of on-going work by UNESCO to increase awareness, develop a network, and build capacity (= **outputs**) for the prevention of illicit trafficking of cultural goods.

at least 50 more individuals in institutions such as local museums, cultural site managers, and police officers were made aware of illicit trafficking and the measures for prevention (= **outputs**). Also, both national mechanisms as well as and the sub-regional platform aimed at preventing the illicit trafficking of cultural goods have been strengthened (= **outcomes**). Cooperation between cultural institutions and law enforcement have also improved (= **out-**



The Director-General 'testing' a drum in the National Museum of Angola.

comes). Increased awareness have already contributed to an increase of ratifications of the relevant Conventions (= **outcomes**); e.g. Swaziland ratified the 1970 Convention in October 2012. Understandably, it is expected that the culture sector in southern African countries as a whole will in due course enjoy the benefits of marked reduction in the illicit trafficking of cultural goods (= **impacts**).

A further important dimension of such cooperation is the continuous revision and improvement of museum inventories making use of the Object ID format. This is, among other aspects, essential for INTERPOL's international databases on stolen cultural items. The process in 2012 directly involved some 40 experts from cultural institutions - central administration, museums, and archives; as well as law enforcement personnel - police, border control, customs and military (= **outputs**). In the cascade of information sharing,



Participants at the 2012 workshop on capacity building and awareness raising on the fight against illicit trafficking of cultural property in Southern Africa held in Gaborone from 5 to 7 November 2012.

¹ Angola, Botswana, Malawi, Mozambique, Namibia, Lesotho, South Africa, Swaziland, Zambia and Zimbabwe

Building the Capacity of Local Radio Stations

In February 2012, the Swedish International Development Cooperation Agency (SIDA), entered into an agreement with UNESCO to empower selected local radio stations in the Democratic Republic of Congo, Kenya, Lesotho, Namibia, South Africa, Tanzania and Zambia with ICTs. Ten radio stations in the UNESCO Windhoek Cluster have been benefiting from this initiative; namely five in South Africa, one in Lesotho, and four in Namibia.



Volunteers at the Ohangwena Community Radio, Namibia.

The project is designed to address several challenges facing local radio stations in various areas such as quality programming, in particular scarcity of reporting on development issues and limited debate platforms for the poor. It offers support on priority areas of public concern, and facilitates active participation of the poor in the public debate in their own development. The project also aims at fostering ICTs as a support for broadcasting.

The implementation of this project in SA, Lesotho and Namibia commenced in mid-2012 with the commissioning of the comprehensive needs assessment (= **activities**) to identify the radio needs, a baseline survey (= **activities**) to determine the quality of the radio programming

and a survey (= **activities**) to assess the listening habits of the audiences in the 10 participating community radio stations. A feasibility study on the choice of and incentives schemes for correspondents in the area of signal coverage was also concluded (= **outputs**).

Other initial achievements during 2012 include: 30 bench marks and progress indicators; 5 for each of the following- general programming quality, training opportunities for skills development, Integration of ICTs, human resource capacity and gender representation were

identified (= **outputs**). These are currently being used to monitor and evaluate stations' own performances. More importantly they will be used by the radio stations to monitor performance (= **outcomes**) after the end of the project.

Over 100 staff and volunteers have been trained (= **outputs**) in areas such as: editorial,

integration of ICTs in the programming process, production and airing of gender balanced programmes, community participation in programming and monitoring and evaluation of the radio programmes.

At least 3 local issues of public concern for each radio station have been identified (= **outputs**) and are being addressed by the participating radio station through inclusion in their radio programming (= **outcomes**).

With the progress made so far, it is expected that by the end of the project in 2014, local programme broadcasting would have contributed in making a positive difference (= **impacts**) in the lives of the poor.

SECTION 3: Day to Day Operations of the Office

This third section covers day to day operations of the office, including: office premises, staffing, visitors, IT, programming and M&E; and the overall outlook for 2013 and beyond.

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 in 2012 is shown in **Table 3**. The staff members

under the cluster office come from various countries including: Angola, Canada, Croatia, Ethiopia, Gambia, Germany, Italy, Japan, Kenya, Republic of Korea, Lesotho, Morocco, Mozambique, Namibia, Sierra Leone, South Africa, Spain, Swaziland, the USA, the UK, and Zimbabwe. A truly international team, which continues to deliver on UNESCO's mandates in the cluster countries and beyond.

As usual we said good byes to several staff members during the year. One left on transfer to another UNESCO office; one joined a sister UN agency, UNICEF, and several came to the end of



United Nations House in Windhoek, Namibia.

their assignments to the office. Staff members undertook various missions to the cluster countries and to Paris in the course of their duties. In addition there were numerous in-country missions in Namibia.

The Office welcomes the opportunity to host interns from all over the world.

Staff continued to work as a team, even in the face of staff shortages. Their efforts were supplemented by a dozen consultants from both within and outside Namibia, engaged for periods from several weeks to a few months at a time.

Staff took a day off during the Annual Planning and Team Building workshop to visit the Twyfelfontein World Heritage Site; the only UNESCO World Heritage Site in Namibia.

Possibly the best description of the staff is one which was given after a mission from the Ethics Office from Headquarters in Paris: *"This is an office where I would like to work"*.



Some staff members at the entrance to the Twyfelfontein World Heritage Site, Namibia.

Visitors to the Windhoek Cluster: The Office was very pleased to welcome the Director-General to the cluster when she had an official visit to Angola in April. The Deputy Director-General attended the Celebrations of the 40th Anniversary of the World heritage Convention in Johannesburg, South Africa in November 2012. The Director of Science Policy and Capacity Building headed a mission to Namibia in connection with UNESCO's support to Namibia in the area of Science, Technology and Innovation (STI) policies.



Some staff members listening attentively as a guide explains some points about the rock engravings during the visit to the Twyfelfontein World Heritage Site.

IT System: The IT system is up and running after it's renewal and upgrading in the previous biennium. We are grateful to the Division of Information Technology (DIT) in Paris, who continues to backstop us. Our "Resident Systems Advisor", Mr Damir Djakovic, continues to do a splendid job. We are however still looking for a full-time IT systems assistant, funding permitting. Of note is the migration to a local internet service provider; resulting in a doubling of our access speed plus savings of thousands of dollars.

Information, Strategies, Tasks, Evaluation and Reporting). The office instituted various cost savings initiatives resulting in reducing the running costs.

The office continues to use the RBM Logical ScoreCard (**Table 1**) as a tool reflecting the strategic performance of the office as a whole, and the Implementation Tracking Chart which is

Extract from the Implementation Tracking Chart in use in the Windhoek Office.

Programming and M&E: 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

regularly updated by Ms Emmarentia Irion for monitoring and evaluating progress. The practice of reporting and discussing details of expenditure rates and achievements of Results at the monthly management meetings continued.

Conferences, Workshops and Meetings: Staff members actively 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 fora, including: EFA Annual review meetings; the Annual General Meeting of the Namibian National Commission for UNESCO; and opening sessions of

National Commissions: A major activity in 2012 was that the Namibian National Commission for UNESCO in collaboration with the German National Commission for UNESCO hosted a Regional Seminar for SGs from National Commissions in Africa in November.

The year saw the departure of one NatCom Secretary General; Mrs Mapaseka Kolotsane (Lesotho), and was replaced by Mrs Palesa Montsi. South Africa now has a substantive



Deputy Minister of Information & Communication Technology, Hon Stanley Simataa, addressing the opening session of the NatCom Regional Seminar.



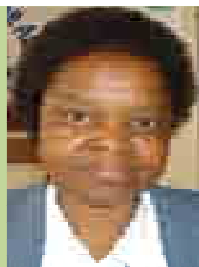
The Ambassador of Germany to Namibia, H.E. Mr Onno Hückmann, addressing the opening session of the NatCom Regional Seminar.

various workshops. Furthermore, several UNESCO and UN International Days were observed and celebrated during the year. These included: World Aids Day; World Press Freedom Day; World Teachers Day; International Literacy Day; and EFA Global Action Week.

NatCom Secretary General, Mr Carlton Muwevho. The office wishes the new SGs well in their new assignments. Best wishes and many thanks for a productive year also go to the continuing SGs: Dr Manuel Teodoro Quarta (Angola); Dr Marius Kudumo (Namibia) and Ms Hazel Zungu (Swaziland).



*S-G Angola
Dr Manuel Quarta*



*S-G Lesotho
Ms Palesa Montsi*



*G Namibia
Dr Marius Kudumo*



*S-G South Africa
Mr Carlton Mukwevho*



*G Swaziland
Ms Hazel Zungu*

Overall Outlook for 2013 and Beyond: The envisaged section for presenting cases of complete results-chains for given programmes, projects and activities on the office's website was not implemented in 2012. This was due mainly to staffing constraints; but the office is exploring ways to get the development done in 2013.

We will continue to pay particular attention to relevant international conventions and declarations; advocating for cluster countries to ratify and domesticate these as appropriate. In this regard it is pleasing to note that the year 2012 saw 5 new ratifications of relevant conventions by the cluster countries (see **Table 2**).



The Director-General of UNESCO, Mme Irina Bokova (3rd from right) in discussions with UNRC Ms Maria Do Valle Ribeiro (4th from right) and some members of the Angola UNCT in April 2012.

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. The emphasis on teachers will continue. The office is very pleased that Namibia is one of the countries to benefit from the new Chinese Funds in Trust project for teachers in Africa.

Finally, the active participation of the office in matters of United Nations Country Teams (UNCTs) in the five cluster countries will be stepped up. This will build on our past and current engagements such as chair of the UN Communications Group, Convener of the Institutional Environment and Monitoring and Evaluation Working Group, and participation in planning retreats and national consultations.



The UNESCO Director-General, Mme Irina Bokova and the Angolan Minister of Education Dr M'Pinda Simao after signing the communique at the end of her April 2012 visit.



The Deputy Minister, DIRCO, South Africa Mr Marius Fransman (2nd right) and the UN Resident Coordinator in South Africa, Dr Agostinho Zacarias (3rd right) signing the new South Africa - UN Strategic Cooperation Framework document.

Table 2: CONVENTIONS
Ratification status as of 15 February 2013

Convention	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	Angola	-
	Lesotho	-
	Namibia	-
	South Africa	18/03/2003 Accession
	Swaziland	-
Convention against Discrimination in Education. Paris 14 December 1960	Angola	-
	Lesotho	-
	Namibia	-
	South Africa	09/03/2000 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	09/03/2000 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	30/10/2012 Accession
Convention on Wetlands of International Importance as Waterfowl Habitat. Ramsar, 2 February 1971	Angola	07/02/2012 Accession
	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
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
Convention on Technical and Vocational Education. Paris, 10 November 1989	Angola	-
	Lesotho	-
	Namibia	-
	South Africa	-
	Swaziland	-

Table 2 (Continued): CONVENTIONS		
Ratification status on 15 February 2013		
Convention	Country	Status
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	30/10/2012 Ratified
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 the Protection and Promotion of the Diversity of Cultural Expressions Paris, 20 October 2005	Angola	07/02/2012 Ratified
	Lesotho	18/02/2010 Accession
	Namibia	29/11/2006 Ratified
	South Africa	21/12/2006 Ratified
	Swaziland	30/10/2012 Ratified

Table 3: Staffing in 2012	
Name	Position
Office of the Representative and Director	
Prof Alaphia Wright	Representative and Director (from June 2009)
Ms Emmarentia Irion	Director's Assistant (from April 2004)
Administration	
Ms Laurretta Sowe	Administrative Officer (from June 2011)
Mr Gerson Uiseb	Administrative Assistant (from December 2008)
Ms Lisbeth Kaumbi	Junior Administrative Assistant (from June 2012)
Ms Eva Hoveka	Receptionist (from March 2009)
Mr Matheus Gabriel	Driver (from January 1994)
Mr Owen Coetzee	Driver (from February 2011 up to October 2012)
Mr Daniel Basson	Driver (from February 2011)
Ms Tersia Mbango	Office Cleaner (from January 2012)
Education Sector	
Ms Cecilia Barbieri	Education Programme Specialist (from January 2011)
Ms Melanie Seto	Education Programme Specialist (from May 2009)
Mr Matthias Lansard	EDUCAIDS Cluster Coordinator (from March 2009 up to February 2012 and Regional HIV/AIDS Office up to November 2012)
Dr Cornelia Shaimemanya	Country Programme Officer to Namibia – seconded from UNAM (from January 2011 up to February 2012)

Table 3 (continued): Staffing in 2012

Education Sector (continued)	
Mr Samuel Fernandez-Diekert	ALD Education (from December 2011)
Ms Aina Heita	EDUCAIDS Country Programme Officer (from November 2011)
Ms Hanae Ota	Intern from Japan (from August 2011 up to February 2012)
Ms Kim Min	Intern from Korea (from November 2011 up to March 2012)
Ms Julia Lettie Kashimba	Consultant (from October 2012)
Ms Sarah Mofila	Education Assistant (from April 2006)
Ms Azelle Beytell	Education Assistant (from March 2009)
Natural Sciences	
Dr Youssef Filali-Meknassi	Programme Specialist for Science (from July 2011)
Ms Faviola Fernandez	Intern from Canada (from October 2011 to April 2012)
Social and Human Sciences	
Mr Obert Mutumba	Social & Human Science National Programme Officer (from March 2009)
Culture Sector	
Mr Damir Djakovic	Culture Programme Specialist (from July 2009)
Ms Helvi Elago	Culture Assistant (from September 2010 up to March 2012)
Ms Nampa Asino	Culture Assistant (from February 2012)
Communication and Information	
Mr Jaco Du Toit	Communication and Information Advisor (from March 2009 up to June 2012)
Ms Lydia Gachungi	Associate Project Officer (from October 2012)
Staff in Angola	
Mr Nicolau Bubuzi	National Programme Officer (from April 2007)
Mr Felix Jose	EDUCAIDS Country Programme Officer (from March 2010 to January 2012)
Mr Sebastiao Vemba	EDUCAIDS Country Programme Officer (from August 2012)
Ms Josina Delgado	Administrative Assistant (from November 2010 up to December 2012)
Mr Felicio Mendes	Driver (from November 2010)
Staff in Lesotho	
Mr Lethola Mafisa	EDUCAIDS Country Programme Officer (from March 2010)
Mr Minas Alemayehu	CapEFA Project Coordinator (from December 2010)
Staff in South Africa (Regional HIV/AIDS Office)	
Ms Patricia Machawira	Regional HIV and AIDS Advisor (from October 2009)
Ms Victoria Kisaakye	Regional Project Officer HIV and AIDS (from March 2013)
Ms Mary Anne Ombija	Regional Project Officer HIV and AIDS (from January 2013)
Ms Sandisile Tshuma	Programme Associate (from January 2013)
Staff in Swaziland	
Mr Edwin Simelane	EDUCAIDS Country Programme Officer (from June 2012)



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Cultural Organization

Windhoek Office

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