



UNESCO

Country Programming Document

BOTSWANA

2013 – 2015

Administrative map of Botswana

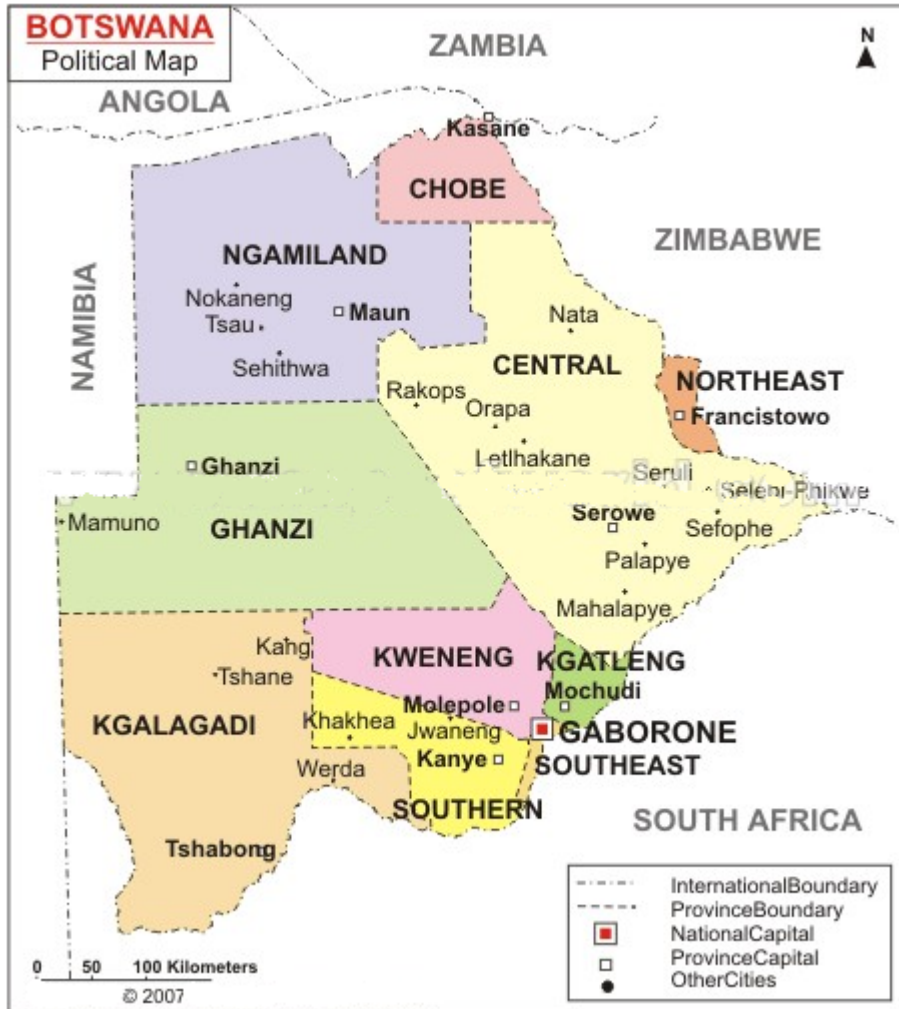


Table 1: Key Social and Economic Indicators

Indicator	Female	Male	Total
Area (in square kilometers)			582,000
Population (2011 census) ¹			2,038,228
Annual population growth rate between 2001 and 2011 ¹			1.9
Percentage of population living in urban areas (2011) ²			62%
Percentage of population under 15 years (2011) ²			32%
GDP per capita (2011, in US\$) ²			8,533
Population below national poverty line			21%
Life expectancy at birth in years (2011)	52	54	53
Infant mortality rate (per 1,000 live births) (2010) ³			36
Maternal mortality ratio - deaths per 100,000 live births (2010) ⁴			163
HIV/AIDS prevalence rate aged >18 months (2010) ⁵	20.4%	14.2%	17.6%
Net enrolment ratio (NER): Primary (2010) ⁶	88%	87%	87%
Net enrolment ratio (NER): Secondary (2010) ⁶	65%	57%	61%
Literacy rate 15-24 year old (2010) ⁶	97%	94%	95%

Sources:

¹ UNECA website, 2011 Botswana Population and Housing Census

<http://ecastats.uneca.org/aicmd/Portals/0/Census%202011%20Preliminary%20Brief%20Sept%2029%202011.pdf>

² Worldbank, <http://data.worldbank.org>

³ UNICEF State of the world's children 2012 (http://www.unicef.org/infobycountry/botswana_1902.html)

⁴ UNICEF Botswana Annual report 2011 - http://www.unicef.org/botswana/BCO__Annual_Report_2011.pdf

⁵ Botswana 2012 Global AIDS response report <http://www.unaids.org/en/Regionscountries/Countries/Botswana/>

⁶ UNESCO Institute for Statistics database (UIS, 2012)

ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
Bota	Botswana Training Authority
CHA	Controlled Hunting Area
DaO	Delivering as One
DQAF	Data Quality Assessment Framework
EMIS	Education Management Information System
GDP	Gross Domestic Product
GOB	Government of Botswana
HIV	Human Immunodeficiency Virus
ICTP	International Centre for Theoretical Physics
IGCP	International Geoscience Programme
IHE	Institute of Water Education
IHP	Intergovernmental Hydrological Programme
IICBA	International Institute for Capacity building in Africa
IIEP	International Institute for Educational Planning
MAB	Man and Biosphere
MAR	Managed Aquifer Recharge
MEWT	Ministry of Environment, Wildlife and Tourism;
MIST	Ministry of Infrastructure, Science and Technology;
MLHA	Ministry of Labour and Home Affairs
MMEWR	Ministry of Minerals, Energy and Water Resources;
MOESD	Ministry of Education and Skills Development
MTI	Ministry of Trade and Industry
NACA	National AIDS Coordinating Agency
NEPAD	New Partnership for Africa's Development
NGO	Non-governmental Organizations
NSA	National Statistical Agency
ORI	Okavango Research Institute
SADC	Southern Africa Development Community
SIMDAS	Sustainable Integrated Management of Arid/semi-arid Countries in Southern Africa
STIP	Science, Technology and Innovation Policy
TVET	Technical and Vocational Education and Training
UB	University of Botswana
UIL	UNESCO Institute for Literacy
UIS	UNESCO Institute of Statistics
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNEP	United Nations Environmental Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WEGSA	Women Engineers and Girl Scientists
WMA	Wildlife Management Area

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PART 1: SITUATION ANALYSIS

Country Overview

1. Botswana is a semi-arid landlocked country that has emerged from being one of the poorest countries in Africa at independence from Britain in 1966, with a GDP per capita of about \$70 to an upper middle-income country with a GDP per capita of \$6,108 in 2008. The 2010 Human Development Report ranks Botswana second in the world only to China in income improvement since 1970. The population density is 3.1 inhabitants per km²; very low in comparison to Malawi (125 per km²); Zambia (17 per km²) and Zimbabwe (32 per km²) which are the other countries covered by the UNESCO Harare Cluster Office.
2. Botswana's economy is highly dependent on extraction and export of minerals (diamonds, copper, nickel, salt, soda ash, potash, coal, iron ore, silver); as a result of which the global financial crisis had a severe impact, causing negative growth between 2007 and 2009. Economic diversification is a major objective of the key policy documents, Vision 2016 and NDP10 (National Development Plan).
3. Vision 2016 lists the following broad national goals from which the objectives of each of the 5-year National Development Plans (currently NDP10: 2009-2016) are derived through a Results-Based Management planning process:
 - Pillar 1: An Educated and Informed Nation
 - Pillar 2: A Prosperous, Productive and Innovative Nation
 - Pillar 3: A Compassionate, Just and Caring Nation
 - Pillar 4: A Safe and Secure Nation
 - Pillar 6: A Moral and Tolerant Nation
 - Pillar 7: A United and Proud Nation
4. Despite the exceptional economic success, poverty remains a major challenge, with about 30 percent of the population still living below the national poverty line. This combination of high overall Gross Domestic Product per capita and high poverty marks a significant income inequality, indicated by a GINI coefficient of 0.61 that ranks as the 3rd highest in the world. Botswana has seen a dramatic decline in Human Development Index between 1988 and 2005 as a result of a 31-year drop in life expectancy (from 65 to 54) caused by the HIV/AIDS pandemic. In 2005 Botswana was ranked only 13th African country in terms of Human Development Index (HDI), while it was 5th in terms of GDP per capita. In 2010, life expectancy had risen again to 55.5 and Botswana was ranked 6th in terms of Human Development Index among African countries and 4th in terms of GDP per capita.
5. Botswana is regarded as one of the most mature democracies in Sub-Saharan Africa. Since independence in 1966, the country and its Presidents have been internationally lauded for the political stability and good governance. The President is elected indirectly, i.e. nominated by the party that has the majority in the National Assembly. The current President is the fourth in the history of Botswana. All Presidents have completed their maximum term in office before stepping down.
6. In terms of "development pluralism", Botswana faces a considerable imbalance in the three traditional pillars of development, with a very large public sector, that has led to recommendations for reduction in size (World Bank), a weak civil society, and a small private sector, certainly when one considers that the largest 'private' company, Debswana, is in fact 50% state-owned.
7. In the 2009 Worldwide Governance Indicator report, produced by the World Bank, based on 6 indicators, Botswana was ranked second African country in terms of corruption control, third in terms of government effectiveness, and fifth in terms of accountability. For the past 15 years, Botswana has consistently been ranked the country with the lowest corruption perception in Africa by Transparency International.
8. Progress towards the MDGs in Botswana is generally better than in other African countries. Nonetheless, the 2010 MDG report concludes that targets for people living in poverty (MDG 1), universal access to education (MDG 2), under-five mortality (MDG 4) and maternal mortality (MDG 5) are unlikely to be met.
9. Poverty dropped from 47 percent in 1993/94 to just over 30 percent in 2003/04. The percentage of children under 5 that are underweight has gone from 14.6 percent in 1993 to 4.3 percent in 2008. Between 2001 and 2009, HIV prevalence dropped from 24.7 percent to 13 percent for 15-19 year old pregnant women and from 38.7 percent to

24.3 percent for 20-24 year old pregnant women. Around 97 percent of the population has access to safe drinking water and 79 percent to safe sanitation. However, under-5 mortality rate and infant mortality have not improved since 2001. Maternal mortality dropped from 326 per 100,000 births in 1991 to 198 in 2008.

10. The 2004 MDG report indicated that universal primary education had been achieved, but in the 2010 report a net enrolment rate of 85 percent and a dropout rate of 6 percent are given for 2009. Gender parity has been achieved in primary and secondary education. Higher progression rates for girls result in more girls enrolled in secondary education than boys. Women occupied 45 percent of senior management posts in the public service in 2009, compared to 37 percent in 2005.
11. Botswana has set aside 45 percent of its land area as protected areas. This includes national parks, game reserves, private wildlife and nature reserves, Wildlife Management Areas (WMAs), Controlled Hunting Areas (CHAs), forest reserves and national monuments, and also shares (with South Africa) the first formally declared transboundary park in Africa, the Kgalagadi Transfrontier Park. In terms of biodiversity, habitat destruction and barriers to movement are the main threats.
12. The country is highly dependent on groundwater (more than 65%) although urban areas are mostly dependent on surface water (dams). Groundwater resources are currently being used much faster than recharge rates, with reserves estimated at only a few decades.

Pertinent Development Issues

13. Botswana's remarkable socio-economic development faces the challenge of sustainability. The severe impact of the recent financial crisis has shown the vulnerability of an economy solely based on export of raw minerals. In addition, current forecasts are that the existing diamond mines will run out of deposits before 2040.
14. Science and Technology (S&T) has a major role to play in the economic diversification. Botswana has made significant commitments to S&T, such as the creation of the Botswana Technology Centre and the Botswana Innovation Hub. The S&T policy has remained in draft since 1998, although it was eventually submitted to Cabinet in 2011, and will be resubmitted with requested clarifications.
15. In the area of Education, the major challenge is to increase the quality of education. This includes weaknesses observed in basic arithmetic and life sciences at primary school level; mathematics and sciences at secondary level (particularly gaps in practical work); and the need to strengthen higher education to produce graduates who can supply the drive towards diversification of the economy and ensure higher levels of efficiency and innovation. An area that requires specific attention is the pre-service and in-service preparation of teachers at all levels so that they have the knowledge and competencies required to meet an education system that is undergoing transformation in the face of increasingly complex environment and changing demands of individuals and society.
16. Botswana still has one of the highest HIV infection rates in the SADC region (nearly 24%), and the negative impacts of this epidemic continue to affect all sectors of national life. This has been a big drain on Botswana's developmental potential, and placed a huge burden on caregivers at different levels. While commendable efforts have been made to raise awareness among the population, and to ensure universal access to antiretroviral drugs, there are serious concerns over the interventions' limited success in confronting the socio-cultural values that shape sexual relationships and behaviour. Interventions targeting the education sector have not ensured the presence of a sufficiently robust response by the sector, leaving a large proportion of young people still very much at risk of getting infected.
17. Botswana comprises more than 30 different ethnic groups speaking around 25 languages. Eight of these are considered to be the principal groups in Botswana. UNESCO has notably expressed concerns about the loss of language and culture.
18. The Basarwa community of Botswana, around 50,000 people belonging to the Bushman or Khoi-San tribes of Southern Africa, has been the subject of international concern. The UN Human Rights Commissioner and international NGOs have expressed concerns regarding rights to traditional life and particularly the use of ancestral land and groundwater. The issue is sensitive because Botswana has ratified the UN Declaration on Indigenous People but the position of Government is that all Botswana are indigenous.
19. Botswana has a rich cultural and natural heritage which it takes pride in promoting. Participation in international mechanisms for the protection and promotion of such heritage is however low. Within the context of the 1972

Convention, Botswana has one cultural heritage site listed on the World Heritage List, Tsodilo Hills. And yet Botswana has many sites with potential for listing. To this effect, a Tentative List was updated which has eight sites on it, including the well known Okavango Delta, one of the major inland river deltas in the world. A nomination dossier of the Okavango Delta as a natural site has been submitted in 2012 for consideration by the World Heritage Committee in 2013.

20. In the area of intangible heritage, Botswana has strongly embraced the 2003 Convention, ratifying it in 2010 and is actively implementing activities aimed at safeguarding the country's intangible cultural heritage through participation in mechanisms for international cooperation and assistance. Botswana has successfully undertaken community mobilizations on the importance of safeguarding the intangible cultural heritage. It has done two pilots in community inventorying, and is currently elaborating some nomination files for elements to be submitted to the two Lists of the Convention.
21. Botswana has a strong and unique creative sector. Most of the arts and crafts products are marketed in neighbouring South Africa. However, such efforts could best be coordinated within the context of the 2005 Convention on the Diversity of Cultural Expressions which Botswana has not yet ratified. Along the same lines because of its dependencies on marketing its cultural products in neighbouring South Africa, issues of copyright and intellectual property are very critical.
22. As a semi-arid country, Botswana is highly dependent on groundwater resources. As such, it is vulnerable to climate change and desertification. Adaptation strategies are therefore a key issue for sustainable development. This includes developing know-how and technology for sustainable energy generation.

Development Challenges and Opportunities for UNESCO

23. UNESCO has in-house technical expertise in the fields of education, natural sciences, culture, communication and information. Such expertise can be reinforced through support from UNESCO's institutes such as UIS, UIL, IIEP, IICBA, IHE, ICTP and others. This is an asset, given the fact that Botswana faces challenges in the area of human resources. Furthermore, while the country has achieved its remarkable success in relative isolation, UNESCO can use its networks of institutions to allow Botswana to contribute to and tap into global experiences.
24. As a technical partner rather than a donor, UNESCO has the comparative advantage to have expertise present in several fields of competency, with access to flexible regular programme funds, part of which can be used as seed funding for larger initiatives or for demonstration or pilot projects. This can allow the Botswana Government to make informed choices regarding own investments or partnerships with UNESCO. This cooperation is supported by the National Commission for UNESCO, which facilitates contacts and interaction with the government. UNESCO also has the internal expertise to prepare technical documents and negotiate tripartite partnerships with international financial institutions for programmes and projects in its area of action.
25. Because UNESCO Harare's Cluster office is located in Harare, it does not have a permanent physical presence in Botswana. This presents several challenges with regard to the effectiveness of UNESCO's participation in One Fund/UNDAF activities, particularly given the fact that Botswana is a voluntary adopter of the Delivering as One (DaO) approach. While the Botswana National Commission for UNESCO is prepared to represent UNESCO in relevant thematic meetings, the level and nature of its participation in UNDAF meetings is somewhat limited. Furthermore, while the National Commission facilitates UNESCO Harare's interaction with the Government of Botswana, it cannot be the substitute for UNESCO itself. Like other UN agencies, UNESCO has to ensure continued relevance in Botswana by choosing the nature of its supports to Botswana, a country that is now a lower middle income country.
26. Within the UN system, UNESCO has several niches that place it in a particularly advantageous position to support Botswana towards sustaining its successful development. In particular, it is one of the few UN agencies who have supported higher and tertiary education, the protection and promotion of the tangible and intangible heritage, and management of groundwater.
27. The combination of these areas in a single organization also provides additional value, e.g. in areas such as Science Education, capacity building in priority areas such as HIV/AIDS or Climate Change through Education, Science and Media training, education, training and awareness-raising in science and culture through specific communication tools such as community radios and multipurpose community telecentres, and addressing cultural barriers in education such as those related to health, environment and gender.

28. As a cluster office that is also representative to the SADC Regional Economic Community, UNESCO Harare is in a privileged position to promote Botswana's role in regional initiatives in Education, Science and Technology, Environment, Heritage, Culture and Communication.

PART 2: PAST AND PRESENT COOPERATION AND LESSONS LEARNT

Key results achieved

29. In the 2010-2011 biennium, the Education Sector's support focused on four areas. In 2011, UIS in collaboration with UNESCO Harare Cluster Office conducted a diagnosis of the existing Education Management Information System (EMIS) using the Data Quality Assessment Framework (DQAF) tools, and a report was generated. This report will be reviewed by the Ministry of Education and Skills Development (MOESD) and its stakeholders and once feedback has been provided the report will be finalized and endorsed by MOESD. This report will serve as the basis for an action plan whose goal is to ensure that weaknesses observed are systematically addressed so that Botswana's EMIS meets international standards. UNESCO has also focused on strengthening and revitalizing Botswana's Technical and Vocational Education and Training (TVET) system by conducting a needs assessment that led to capacity building workshops, with initial focus on one pilot subsector that has potential for growth. In the area of teachers, UNESCO used the Associated Schools Project Network (ASPnet) to support capacity building workshops so that teachers were better able to integrate values such as peace building, tolerance and responsibility and to promote awareness of global issues such as Education to Sustainable Development (ESD) and climate change, in Botswana's education system. An exchange of experiences with Namibia was initiated through this activity.
30. UNESCO views education as an essential tool for preventing HIV infection among young people, especially girls. It is therefore important to protect the core functions of the education system from the worst effects of the epidemic. UNESCO has initiatives that promote comprehensive education sector responses to HIV and AIDS, with a focus on HIV prevention, through EDUCAIDS, a Global Initiative on Education and HIV and AIDS in which it has been designated the lead organization. Through EDUCAIDS, UNESCO has advocated for the recognition of the critical role played by education in HIV and AIDS prevention. UNESCO has also promoted the design, adoption and implementation of HIV and AIDS-related interventions that are more comprehensive, age-appropriate and culturally sensitive to Botswana's realities.
31. In the area of natural resources, UNESCO's Science sector operates through its major Scientific networks, notably the Intergovernmental Hydrological Programme (IHP); Man and Biosphere Programme (MAB) and International Geoscience Programme (IGCP).
32. Botswana has participated in the regional IHP meetings in Cape Town (2008) and Cotonou (2010) and received support for training and higher education in hydrology. Following participation of Botswana experts in a training on Managed Aquifer Recharge (MAR), facilitated by the UNESCO geohydrology Chair of the University of the Western Cape in 2009, Botswana is being supported to develop a programme for MAR, a particularly effective climate change adaptation technique for arid countries. In addition, transboundary aquifers (TBAs) are a particular area of focus for UNESCO. UNESCO Harare and Windhoek have supported a study of SADC transboundary aquifers (TBA) and have provided advice and guidance to Namibia, South Africa and Botswana to develop a proposal to be submitted to the Global Environment Facility in order to obtain funding for the management of the TBAs of the three countries.
33. Under Botswana's initiative, the UNESCO General Conference approved the flagship Sustainable Integrated Management of Arid/semi-arid countries in Southern Africa (SIMDAS) project in 2003. Three PhD students have been supported to study at the Okavango Research Institute (ORI), under the ORI's Head Stream Project. The first has graduated in 2011. The programme has not been able to attract the expected support from development partners and member states, and will be critically evaluated after completion of the three doctoral theses.
34. Botswana has no Man and Biosphere committee or registered Biosphere Reserve yet, but following an initiative of the National Commission, a meeting organized in 2011 led to the creation of an interim committee. Recommendations for potential sites were also discussed. In a related development, in 2011 a training workshop on environmental mainstreaming was organized for national development planners in partnership with the UNEP/UNDP Poverty-Environment Initiative (PEI) and IIED (UK), in 2011. UNESCO also brought in participants and resource persons from the sub-region.

35. Within its role as the lead Agency supporting the NEPAD Africa's Science & Technology Consolidated Plan of Action, in 2010 and 2011, UNESCO assisted in reviewing the Science, Technology and Innovation policy and in developing an implementation strategy through an international consultant and support for the organization of a national consultative workshop.
36. UNESCO has also encouraged other initiatives. The Forum for Women Engineers and Girl Scientists (WEGSA), for example, received support in 2010/11 for its advocacy activities in Botswana and other pilot countries through the UNESCO Regional Science Office in Nairobi. In 2010, the Geology Club of the University of Botswana has received support to promote careers in geology, an important economic sector suffering from lack of awareness among Botswana youth. Discussions have been held to develop a sustainable programme, including exploring potential partnerships with the mining sector and the possibility of a UNESCO Chair in Geology at UB.
37. In 2010, a workshop of the Media Institute of Botswana and the Department of Environmental Affairs was organized with UNESCO's assistance to assess the needs for media training in climate change and related issues. This was followed by training for journalists in 2011, in partnership with the UNDP-UNEP Poverty Environment Initiative, for which UNESCO provided technical expertise. UNESCO also participated in the 2011 IST Africa Conference hosted by Botswana and facilitated sessions on its Brain Gain Initiative. Botswana is expected to be strongly involved in this initiative.
38. In Culture, UNESCO's interventions have been on creating awareness about UNESCO's core Conventions on Safeguarding Cultural Heritage in general and in particular focused on promoting the 1970 and the 2003 Conventions and supporting the implementation of the 1972 Convention. The activities that were undertaken were aimed at building capacity for the effective implementation of the Convention across all stakeholders. An expert from Botswana is a member of the Scientific Committee for the Pedagogic Use of the General History of Africa which raises great interest in the country.
39. Within the context of the 1970 Convention, with support from UNESCO, Botswana National Museum led the mobilization of other museum institutions and professionals in Southern Africa for the resuscitation of the Southern African Association of Museum and Monuments (SADCAMM). Two workshops were organized to this effect and the association has been re-established and renamed Southern African Community Development of Heritage Associations (SADC-HA). This Association will spearhead the fight against illicit traffic of cultural goods in Southern Africa, and the protection and promotion of cultural heritage in museum collections. UNESCO Headquarters and the Field Offices in Harare and Windhoek organised a training workshop in September 2011 on the prevention of and fight against illicit traffic of cultural property in the Southern African region and Botswana participated in the workshop. The workshop which took place in Windhoek, Namibia, focussed on the importance of ratifying and implementing the 1954, 1970 and 1995 Conventions. Botswana is yet to ratify the 1970 Convention.
40. With regard to the 2003 Convention, Botswana also benefitted from a pilot project on community-based inventorying of intangible cultural heritage funded through UNESCO by the Flanders government. Within the framework of another UNESCO/Flanders funded project, several workshops aimed at strengthening national capacities for safeguarding intangible cultural heritage, which Botswana attended, and participated in, were organized. This stimulated interest in intangible heritage within the country and several follow-up projects are being planned.
41. At all the meetings and workshops efforts were also made to promote dialogue on the 1972 Convention as well as the 2005 Convention. In terms of the 1972 Convention, Botswana has actively pursued the preparation of the Okavango Delta nomination dossier for the World Heritage List submitted in 2012 for consideration by the World Heritage Committee in 2013. Efforts are also being made to create awareness about the 2005 Convention so that it can also be ratified.
42. In the area of Communication and Information, UNESCO has supported initiatives aimed at promoting freedom of expression and information as well as building capacities for universal access to information and knowledge. Efforts have been made to raise awareness on the importance of press freedom mainly through commemorating World Press Freedom Day. Partners such as the Media Institute of Southern Africa (MISA) have been supported in enhancing press freedom and promoting access to information for all. In partnership with UNDP-PEI and as

part of the 2011 UNDAF work plan, a training workshop for journalists on environmental issues and education for sustainable development was conducted in July 2011.

Lessons learnt

43. UNESCO is a non resident agency in Botswana, and this makes it difficult to exhibit a continuous presence, as the high travelling costs and broad mandate limit its participation in meetings and national events that are relevant to its programmes. In some cases, UNESCO has not been able to participate in cluster planning meetings that facilitated the synchronization or alignment of its programme activities with those of other UN agencies, particularly under the framework of UNDAF. This drove home the importance of working closely with other UN agencies and partners who are active in Botswana.
44. UNESCO has been able to achieve some particularly good results through its collaboration with the Botswana National Commission for UNESCO, but has realised that the National Commission's capacity has to be strengthened if it is to meet the demands of this role. In a middle-income country such as Botswana, a strengthened National Commission could play a major role in implementing UNESCO's programmes. UNESCO can also play a leading role in strengthening the pluralistic base for development, by involving NGOs and private sector stakeholders in its international programmes and thereby building their generally weak capacity.
45. UNESCO is currently included in all components of the UNDAF, including some actions that are not directly part of its core mandate. It would be beneficial to limit action to key areas of comparative advantage and high national need, such as the monitoring of the quality of education, TVET, natural and cultural heritage, water management, capacity building for sustainable development and capacity building of the media.
46. As a country that has been successfully self-reliant in the past 40 years, with limited involvement in international initiatives, Botswana tends to be selective in joining international programmes, as can be seen from its only recent ratification of the world heritage convention and listing of its first world heritage site and the absence of Biosphere Reserves despite the long national tradition of cultural and environmental protection. Exposure to international programmes and networks therefore remains an important step before advocating actual participation. This exposure will also contribute towards the national priority to innovate.
47. Lessons should be learned from past successes and setbacks to guide new initiatives, such as the fate of the flagship SIMDAS project, which was launched in Botswana in 2002/3 with major expectations that, however, have largely remained unachieved.
48. Botswana has the capacity to be a contributing country to strengthen activities in the sub-region in several areas within UNESCO's mandate, and should be further assisted to develop this role, particularly through SADC.

PART 3: PROPOSED COOPERATION FRAMEWORK, 2013-2015

49. The choice of interventions UNESCO will support as well as strategies used will be guided by international conventions and normative instruments that are relevant to its mandate. UNESCO will also work within the framework of Botswana's UNDAF for 2010 – 2016 which takes into account national priorities and targets set within the framework of Botswana's National Development Plan 10 (NDP 10).
50. In the Education Sector, UNESCO will continue to support the EMIS, TVET, Teacher policy development and HIV/AIDS. However, there are other cross-cutting or emerging issues that require attention, among them Education for Sustainable Development (ESD), climate change, inclusion and human rights and gender mainstreaming, particularly with reference to females' access to and participation in TVET. These will be, to the extent possible, be addressed within the context of the four main activity areas highlighted above.
51. Having experienced a rapid growth of the economy propelled largely by primary products such as diamonds and beef, Botswana is aware of the vulnerability of a factor-based economy, and seeks to ensure sustainable growth of the economy through greater diversification. Through its support to TVET, UNESCO will support Botswana in the identification of key growth sectors and the broadening of the country's skills base with a focus on areas of future growth. Such support will be aligned with Botswana's overall strategy for a transition to an efficiency-

driven economy, in line with the goals set in its Human Resource Development Strategy 2009 – 2022.¹ UNESCO will capitalize on its norms and standards-setting role to provide upstream policy support, its convening power to galvanize and strengthen partnerships, and its technical expertise to enhance capacity for monitoring progress towards goals set.

52. Once the MOESD has endorsed the DQAF report produced by UNESCO and UIS, UNESCO will further support MOESD in developing an action plan. The issues raised and recommendations made in the DQAF report will shape the nature of UNESCO's future support to EMIS, with a focus on strategic activities that will ensure that Botswana's EMIS progressively meets international norms and standards. UNESCO also acknowledges the central role that teachers play in the provision of education of a good quality, and will support the review of existing teacher policies to ensure that they support teachers' continuous professional development, create conducive and motivating working conditions, and enhance the status of the teaching profession.
53. HIV/AIDS interventions will use the EDUCAIDS framework to achieve three overall objectives, namely, (a) use of *strategic information and advocacy*, including evidence-based information generated by research and monitoring and evaluation, for comprehensive education responses to HIV and AIDS; (b) *Capacity-building* for government and key stakeholders to advocate for and implement comprehensive and scaled up education responses to HIV and AIDS; and (c) *Mobilisation of resources and strategic partnerships* for comprehensive education responses to HIV and AIDS at global, regional and country levels. UNESCO will also support Botswana's national HIV and AIDS priorities, both at the national level and education sector level. It will, in particular, focus on age-appropriate and culturally-sensitive responses that encompass the promotion of relevant knowledge, attitudes and life skills among learners, with a deliberate focus on girls.
54. In the area of natural sciences, support will be provided to build capacity for water management, particularly through education, training and exposure, studies of transboundary aquifers and capacity building for managed aquifer recharge as an adaptation strategy. The development of a Man and Biosphere programme will also be supported through strategic planning; feasibility studies for potential Biosphere Reserves and exposure to the work of AfriMAB and other Biosphere Reserves. Meanwhile, further technical support will be provided to implement the Science, Technology and Innovation Policy (STIP). Botswana will also be invited to send participants to the SADC training on Science Technology and Innovation Policy.
55. In the area of Social and Human Sciences, and in line with the UNESCO Strategy on African Youth, and with the view of promoting youth development and civic engagement in Africa, UNESCO will provide assistance, where possible and necessary, for the implementation of any aspects of the Strategy, through its three Global Objectives, namely: (GO I) Strengthen knowledge building and management and promote research on youth issues; (GO II) Foster the development of youth-related policies and frameworks to address youth issues; and (GO III) Promote youth participation in decision-making, youth civic engagement and social inclusion. In bioethics, countries face challenges when advancements in science and technology confront the diversity of moral values of communities. It is significant that a national body on bioethics as a whole comes to exist when no or few ethics bodies exist. UNESCO will continue to provide assistance to countries wishing to establish National Bioethics Committees through its programme "Assisting Bioethics Committees", especially in Africa. The 3 trainings over 3 years offered to countries participating in the ABC training project aim to address the needs of each new NBC.
56. In the area of Culture, UNESCO's support to Botswana will largely be guided by the 1972, 2003 and 2005 Conventions. Some of the work that began in the last biennium under the various instruments will continue and be strengthened. For example, under the 1972 Convention, efforts will be intensified to ensure that the Okavango Delta application is completed and submitted to the World Heritage Committee for consideration. Furthermore, considering that there are seven other sites on the tentative list, it will be important to encourage and provide support for the preparation of a nomination dossier for another site. In addition, Botswana has participated in the Second Periodic Report Exercise in Africa which has led to the establishment of an Action Plan 2012-2017 for the improved implementation of the World Heritage Convention in the Africa region focusing on identified priority needs and capacity building. Similarly, support to strengthen the newly established SADC-HA will continue so that the association can play in its meaningful role in the protection of cultural property in the SADC region. Botswana is expected to continue playing an active role in leading this process.
57. Based on the results of the workshop held in Windhoek in 2011 and the provisions of the 1970 and 1995 Conventions, another training workshop has been held in 2012 in Gaborone. It focused on enforcing museum

¹ National Human Resource Development Strategy, 2009-2022: Realising Our Potential

security and inventories, the use of the Object-ID standard, reinforcing cooperation between cultural institutions and the agencies that apply cultural legislation; and promoting the 1970 and 1995 Conventions with a view to securing the ratification of the six countries not yet party to them. Support will be provided for Botswana to ratify the 1970 Convention. Efforts will also be made for Botswana to ratify the 1995 UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects and the 2001 Convention on the Protection of Underwater Cultural Heritage.

58. With increasing awareness as has been attained, it is expected that interest in the 2003 Convention will be heightened and so will activities related to the safeguarding of intangible cultural heritage. Therefore it will be necessary to increase technical and financial support to strengthen relevant stakeholders' implementation capacity.
59. The 2005 Convention is very important for Botswana as it is bedrock for the development of the creative sector in the country. Efforts will be aimed at increasing awareness on the importance of cultural diversity and promoting the benefits for its ratification. A capacity-building programme in Africa will be launched by the Secretariat of the 2005 Convention so that a pool of African specialists in the field of cultural policies and cultural/creative industries will be created, who will be able to advise the country on the development of cultural industry strategies. A knowledge management platform will be launched in the website of the 2005 Convention which will help Botswana to learn about effective measures that Parties to the 2005 Convention have put in place to develop their cultural industries. The 2005 Convention secretariat will also work to disseminate information through existing network of NGOs working in the field of cultural industries to inform Botswana civil society of the principles and objectives of the 2005 Convention.
60. Botswana is party to the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict. Efforts will also be made at increasing awareness on the importance of becoming party to the First and Second Protocols to this Convention and promoting the benefits for their ratification.
61. The Communication and Information Sector will continue to promote freedom of expression, journalistic safety and self-regulation as well as universal access to information, for both on- and offline media platforms. It will enhance its support towards the development of free, independent and pluralistic media and communication for sustainable development. Support will also be provided to community media, particularly community radio stations as they can play an important role in enhancing sustainable development. The independence and sustainability of media institutions will be supported, particularly through the International Programme for the Development of Communication (IPDC) projects that are innovative, policy-relevant and knowledge-enhancing, and through capacity-building for journalists and journalism schools. Botswana will be supported in building inclusive knowledge societies through accessible, multilingual ICTs and Open Solutions, as well as through the preservation of documentary heritage using the Memory of the World Programme and locally digitized library content.

PART 4: PARTNERSHIPS

62. UNESCO's Education sector will work in collaboration with the following partners: Ministry of Education and Skills Development (MOESD), Ministry of Labour and Home Affairs (MLHA), Ministry of Trade and Industry (MTI), Botswana Training Authority (Bota), National Statistical Agency, and National AIDS Coordinating Agency (NACA).
63. In Natural Sciences, UNESCO will work with the Ministry of Infrastructure, Science and Technology, Ministry of Environment, Wildlife and Tourism, Ministry of Minerals, Energy and Water Resources, National Man and Biosphere Committee, The National IHP Committee, Botswana Technology Centre, University of Botswana, Okavango Research Institute, Environmental NGOs and UNEP/UNDP Poverty Environment Initiative.
64. The Culture sector will work with the various bodies established to promote culture and the relevant committees. Among them are the Division of Archaeology and Monuments (particularly the Salvage Unit); the International Centre for the Study of the Preservation and Restoration of Cultural Property; the Ministry of Youth, Sport and Culture, the Ministry of Education and Skills Development (MOESD), the Ministry of Environment, Wildlife and Tourism, the Department of Arts and Culture, the Okavango Research Institute, the Botswana National Museum, the Botswana Society for the Arts, the Botswana Tourism Board and the University of Botswana.

65. The CI sector will work closely with the Media Institute of Southern Africa, UNDP-PEI, Ministry of Education and Skills Development (MOESD), Journalists' Association, the University of Botswana (Communication Department, Computer Department and Library Services), Botswana National Library Service (BNLS), Botswana National Archives and Records Services and media institutions.
66. All programmes will be managed by programme officers who work closely with their counterparts in government and national counterparts in partner organisations. Within UNESCO, progress on activities planned and implemented is monitored in the strategic planning system. Most programmes are integrated in the UNDAF Annual Workplans and monitored by UNDAF thematic groups that have been integrated in the national NDP thematic workgroups. The Botswana National Commission for UNESCO supports the Harare Office in reporting back to these thematic groups.

PART 5: RESULTS AND RESOURCES MATRICES

PART 5A: Results and resources directly linked to UNDAF outcomes

Education: Priority 2 - A diversified economy whose growth is rapid, inclusive, sustainable and generates decent employment opportunities by 2016				
CP Outcome	Outputs	Indicators of performance	Existing Resources (\$)	Mobilisation target (\$)
2.3 The institutional and regulatory environment for inclusive trade and private sector development is strengthened	2.3.3 TVET Development is integrated into secondary & tertiary school curricula and programmes for out of school youth and women	<ul style="list-style-type: none"> • Availability of reformed TVET curriculum • No. of out-of-school youth reached by TVET programmes • % of TVET students by sex & training area • Transition rate from secondary to TVET (including horizontal transition) (F/M) • Transition rate from Senior Secondary to TVET (F/M) • Transition rate from primary to TVET (where applicable) (F/M) 	200,000	500,000
HIV/AIDS: Priority 3 – Country capacity to address health and HIV and AIDS challenges towards achieving universal access to quality services is strengthened by 2016				
3.1: By 2016 institutions at all levels capacitated to effectively respond to HIV and AIDS and deliver preventative and curative health services	3.1.1 Strengthened structures, systems, staff, policies & plans for coordinated health, nutrition & HIV/AIDS service delivery	<ul style="list-style-type: none"> • No. of planning, coordination and review meetings held • Availability of updated organigrams, policies and plans 		
3.3: By 2016 access to and utilization of quality services for SRH, HIV/AIDS and TB enhanced	3.3.4 Adolescents and young people have comprehensive knowledge and skills for SRH and HIV prevention	<ul style="list-style-type: none"> • Knowledge levels on SRH, HIV & AIDS • No. and range of SHR and HIV/AIDS materials produced and disseminated 		
Science: Priority 4 – By 2016, the rural poor, especially women, enjoy greater benefits from the environment and natural ecosystems.				
4.1: Inclusive policy and institutional environment for sustainable natural resources management.	4.1.3 Environment and conservation mainstreamed into national development and poverty reduction framework.	<ul style="list-style-type: none"> • No. of stakeholders (m/f) trained • N° of BRs established as model areas of sustainable development • % of BR with women groups actively involved in management • Quality of BR management plans 	50,000	100,000
4.3 Enhanced national capacity for climate change adaptation and mitigation	4.3.2 Multisectoral adaptation and mitigation response to climate change developed	<ul style="list-style-type: none"> • N° of water experts (m/f) trained in MAR • MAR projects • Adaptation micro-projects in BR 	40,000	100,000

Culture: Priority 1: - Effective and Efficient delivery of services for fulfilment of human rights				
1.1 Strengthened, accountable and responsive governing institutions to deliver towards the attainment of Vision 2016 & NDP10 goals, MDGs, Millennium Decl. & other international agreements & obligations	1.1.3 Effective coordination of ratification, domestication, monitoring and reporting of international treaties and conventions	<ul style="list-style-type: none"> No. and type of cultural conventions ratified No. of elements/sites listed 	20,000	50,000

PART 5B: Results and resources not directly linked to UNDAF outcomes

Priority 6: Education: Achieve universal primary education and expanded opportunities for post-primary education				
Outcome	Outputs	Indicators of performance	Existing Resources (\$)	Mobilisation Target (\$)
2.1: Strengthened Education Management Information System (EMIS)	2.1.1: EMIS system that meets international norms and standards informs policy development, planning, monitoring and evaluation processes	<ul style="list-style-type: none"> No of dimensions of quality where international rating is 70%+. Evidence of utilization of EMIS data for policy development, planning, M&E Primary school completion rate (F/M) Secondary school completion rate (F/M) Adult Literacy rate (F/M) Transition rate from primary to secondary (F/M) 	80,000	200,000
2.2: An institutional and policy environment that is more supportive and motivating for teachers in Botswana's education sector	2.2.1: Research study on teacher-related issues that affect teacher motivation and performance	<ul style="list-style-type: none"> Availability of a research report on teachers 	120,000	250,000
	2.2.2: Teacher policies reviewed	<ul style="list-style-type: none"> Availability of review/study report 	30,000	0
	6.2.3: Reformed teacher policies	<ul style="list-style-type: none"> Availability of revised policy documents 	50,000	20,000
Priority 6: Science Technology and Innovation				
7.1 Strengthen capacity of Science, technology and Innovation as a driver for development	7.1.1. STI Policy Implementation Strategy is approved and broadly disseminated and owned	<ul style="list-style-type: none"> IS approved by Government Commitment of stakeholder resources to implementation of IS actions Positive evaluation of progress towards IS 	20,000	80,000
Culture: Promotion of cultural heritage for national development				
1.1 Relevant cultural conventions and instruments that provide an environment where Botswana's	8.1.1: Nomination files finalized and submitted to the World Heritage List for consideration.	<ul style="list-style-type: none"> No. of dossiers prepared for new nominations 	20,000	80,000

tangible and intangible cultural heritage is safeguarded and contributes to national development	8.1.2: The capacity of SADC–HA strengthened	<ul style="list-style-type: none"> No of staff trained in protection of cultural property in the SADC region 	40,000	100,000
	8.1.3: New enterprises in the creative sector developed or strengthened	<ul style="list-style-type: none"> 2005 Convention ratified by Botswana 	20,000	40,000
Priority 9: Communication and information				
Outcome 9.1: An environment that upholds freedom of expression and promotes universal access to information and communication for sustainable development	9.1.1: Freedom of expression and universal access to information enhanced	<ul style="list-style-type: none"> No. of partners participating in commemoration of World Press Freedom Day 	4,800	10,000
	9.1.2: Free, independent and pluralistic media and communication for sustainable development	<ul style="list-style-type: none"> No. of media personnel and partners trained on sustainable development No. of newspapers in circulation 	40,000	100,000
	9.1.3: Community media established and operational	<ul style="list-style-type: none"> No. of community radio stations operating 	30,000	50,000
	9.1.4. Formulation of policy frameworks on universal access to information using ICTs and Open Solutions	<ul style="list-style-type: none"> Information and ICT accessibility policies formulated and adopted 	10,000	50,000
	9.1.4. Preservation of documentary heritage	<ul style="list-style-type: none"> No. of librarians and archivists trained in building digital repositories 	15,000	30,000