



Windhoek Office Newsletter

UNESCO Windhoek Office Newsletter

Issue 5, 2015



Editorial

In this Issue, we wish to start by welcoming the new United Nations Resident Coordinator and UNDP Representative to Namibia, Ms. Kiki Gbeho who officially presented her credentials to the Deputy Prime

Minister and Minister International Relations and Cooperation, Honourable Netumbo Nandi-Ndaitwah on 5 August 2015. We wish her well and pledge our full support as she drives the UN agenda in Namibia. We are very delighted to have her as our Invitee of the Month in this Issue.

Our Office implemented several activities during the month of August 2015. In collaboration with the Namibia National Commission for UNESCO, we officially commenced celebrating our Organisation's 70th Anniversary with an introductory event at the National Theatre of Namibia. We are taking these celebrations as an opportunity to reflect on our work in Namibia with various stakeholders and map the way forward in the context of Sustainable Development Goals.

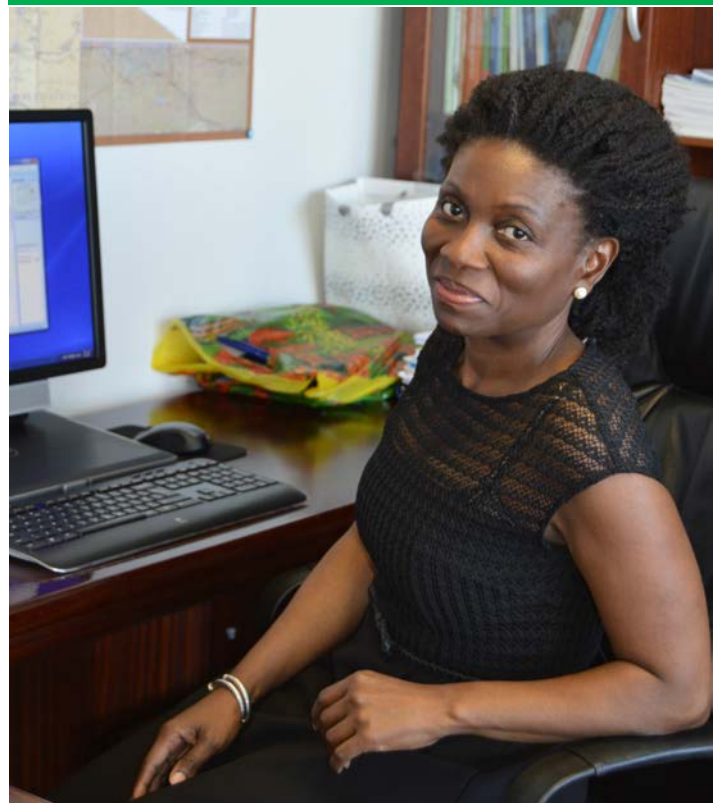
This Issue covers the Southern African Regional Conference on Teachers, which was held in Maputo, Mozambique from 26-28 August 2015 under the theme: Improving Quality of Education through Quality Teachers; Sharing effective practices towards the Post 2015 Agenda".

Other articles include the launch of the Adult Learners' Week; as well as Strengthening of community engagement in children and young people's access to Comprehensive Sexuality Education (CSE) and Sexual and Reproductive Health (SRH) services. Training of community reporters on investigative journalism and the 11th World Assembly of the World Association of Community Radio Broadcasters and AMARC Africa 5th Pan- African conferences are also covered in this Issue.

Enjoy reading!

Dr. Jean-Pierre Ilboudo
Head of Office & UNESCO Representative to Namibia

New UN Resident Coordinator for Namibia



Ms. Kiki Gbeho, new Resident Coordinator of the United Nations in Namibia.

Ms Anita Kiki Gbeho has been appointed the new United Nations Resident Coordinator and UNDP Representative in Namibia replacing Ambassador Musinga T. Bandora. Ms. Gbeho officially presented her credentials to the Deputy Prime Minister and Minister International Relations and Cooperation, Honourable Netumbo Nandi-Ndaitwah on 5 August 2015.

Prior to this assignment, Ms. Gbeho served the United Nations for over 20 years in various complex environments including in Cambodia, Angola, Iraq, Sudan and Somalia.

For more information, refer to our Invitee of the Month section on Page 13

UNESCO's 70th Anniversary celebrations begin in Namibia

UNESCO Windhoek Office in collaboration with the Namibia National Commission for UNESCO commenced UNESCO's 70th Anniversary celebrations with an introductory event at the National Theatre of Namibia on 10 August 2015.

The event marked the beginning of celebrations in Namibia that will include a main event on 22 September 2015 as well as a public lecture on 25 November 2015.

Speaking at the introductory event on behalf of the Minister of Higher Education, Training and Innovation, Honourable Dr. Itah Kandjii-Murangi, Deputy Minister Honourable Dr. Becky Ndjoze-Ojo lauded the cooperation between UNESCO and the Government of Namibia. She said this cooperation has seen Namibia making massive achievements in the areas of education (particularly education for all); HIV and Health Education; protection and promotions of cultural heritage as well as media development and promotion of freedom of expression.

Speaking at the same occasion, the Deputy Minister of Information and Communication Technology and



Part of UNESCO Windhoek Staff at the Introductory Event

member of the UNESCO Executive Board, Honourable Stanley Simaata urged Namibians to fully utilise the opportunities offered by UNESCO.

In a speech read on his behalf by UNAIDS Country Director, Dr. Tharcisse Barihuta, UNESCO Windhoek Head of Office, Dr. Jean-Pierre Ilboudo said as a national Office for Namibia, UNESCO Windhoek was primarily supporting the government of the Republic of Namibia to achieve its own development programmes and strategies consistent with international agreements, declarations and conventions.

“The Office drives UNESCO's mission to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, and communication and information”, he said.

The 70th Anniversary celebrations are offering UNESCO and Namibia, as a Member State of the Organisation since 2 November 1978, a unique opportunity to reflect on past achievements, revisit and rethink UNESCO's orientations and programmes for the future, with particular focus on Sustainable Development Goals (SDGs).

Among the key achievements is UNESCO's support to Namibia in the implementation of the Millennium Development Goals, most of which were met.

Two of Namibia's heritage sites are inscribed on the World Heritage List while three community radios were established with UNESCO's support among many other interventions.



Deputy Minister of Higher Education, Training and Innovation, Honourable Dr. Becky Ndjoze-Ojo presenting remarks on behalf her minister, Honourable Dr. Itah Kandjii-Murangi

Minister of Education, Arts and Culture launches Adult Learners' Week

Adult Learners' Week, the most important celebration of lifelong learning in Namibia, was officially launched by the Minister of Education, Arts and Culture, Honourable Katrina Hanse-Himarwa on 28th August 2015. Adult Learners' Week will be celebrated together with the International Literacy Day in September 2015. Multiple celebratory activities will be undertaken in the regions aimed at advocacy and sensitization; to mobilise the masses for enrolment in literacy programmes.



Minister of Education, Arts and Culture, Honourable Katrina Hanse-Himarwa officially launching Adult Learners' Week

The national theme for 2015 is "Literacy, the Foundation for Sustainable Societies". The theme is informed by the International theme: "Literacy and Sustainable Societies", which is annually proposed by UNESCO, to emphasise on the links between literacy and sustainable development.

Honourable Hanse-Himarwa said since 1965, when International Literacy Day was proclaimed, UNESCO has played a critical role by reminding the international community that "literacy is a human right and the foundation for all learning".

Adult Learners' Week which started 23 years ago, has contributed to inspire adult learners across the country. This contribution can be identified in the current literacy rate of 94% and above in nine of the 14 regions of Namibia, which are: //Karas, Hardap, Khomas, Omusati, Oshana, Ohangwena, Zambezi, Erongo and Oshikoto. Furthermore, Namibia received the UNESCO Confucius Prize in 2013 for its National Adult Learning Programmes.

The Hon. Minister reflected on the achievements of the country towards the promotion of literacy. The National Literacy Programme has benefited over 500,000 Namibian men and women over the past 23 years.

"Adult Education is part of the Government's commitment to national development and education for all which is enshrined in Vision 2030 and NDP4", she said. She described literacy as "a basic human right to knowledge" and as "the foundation of all skills and pre-requisite for economic development and

poverty eradication".

She highlighted the latter by stating that "illiteracy is internal poverty" and that "the chain of poverty can only be broken through education".

She acknowledged UNESCO, diverse private and governmental agencies, individuals and other organisations for "their efforts and financial contributions in the fight against illiteracy", adding that "literacy should be our dream, our practice and our way of life".

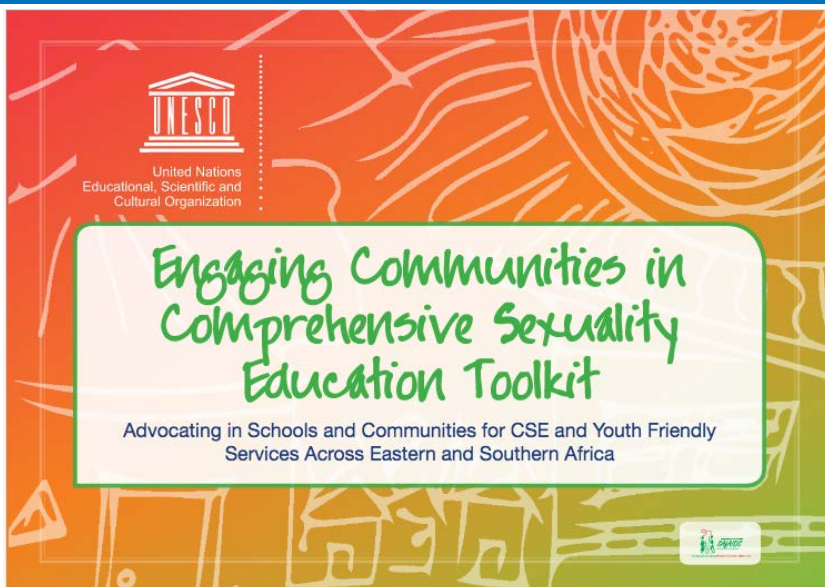
The event was also an opportunity to make visible the importance of literacy in the country and a call to join hands to work together to "raise awareness and gather necessary grass roots participation in our efforts to improve the way we care for our planet and manage its resources", as the UNESCO Director General, Ms. Irina Bokova noted in her international message also cited by the Hon. Katrina Hanse-Himarwa.

Deputy Permanent Secretary for Lifelong Learning, Ms. Claudia Tjikua, Director of Adult Education, Mr. Beans Ngatjizeko and UNESCO Windhoek Head of Office, Dr. Jean Pierre Ilboudo attended the launch alongside other stakeholders such as civil society organizations and journalists.

Community engagement in children and young people's access to CSE and SRH services strengthened

An initiative to promote community engagement in adolescents and young people's access to Comprehensive Sexuality Education (CSE) and Sexual and Reproductive Health (SRH) services has been initiated by UNESCO Windhoek Office in partnership with the Namibia Education Coalition for Civil Society Organizations (NECCSO).

The project that is starting in September 2015 will among other interventions, utilise the recently developed CSE Community Engagement Toolkit. 28 National Trainers drawn from all the 14 regions of the country will be trained on the utilisation of the CSE Community Engagement Toolkit during the upcoming workshop scheduled to take place in Otjiwarongo in September 2015. The National Trainers will be utilised as Community Dialogue facilitators with different community groups in their respective regions.



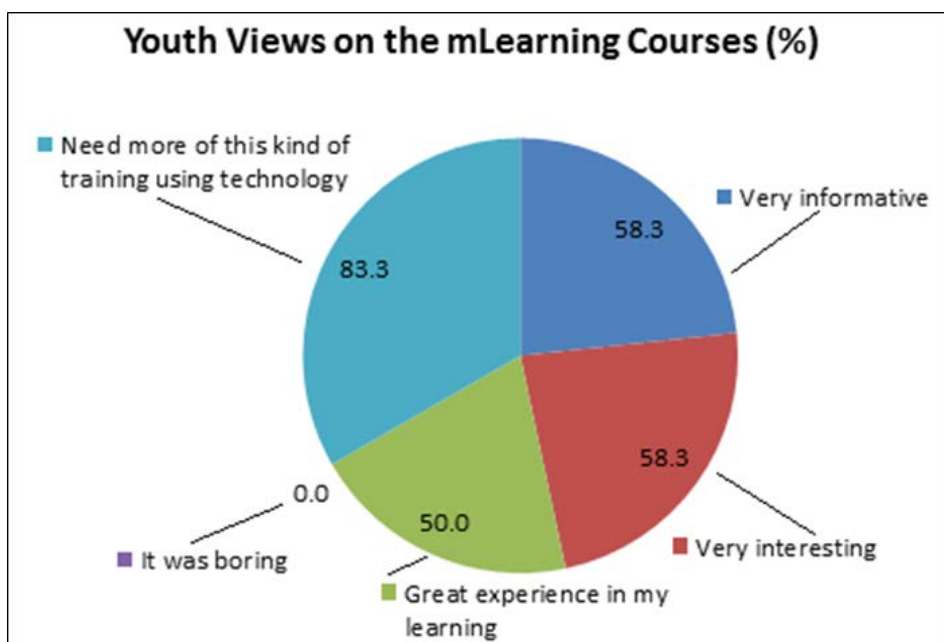
UNESCO recognises the importance of involving parents and community members when addressing a complex issue such as sexuality education. The involvement of parent associations, community and religious leaders in the planning process can increase understanding and support for the programmes as parents and guardians and community gatekeepers understand the benefits of sexuality education for children and young people.

EDUCATION

Beneficiaries of the Mobile Learning project in ESD call for more

The youth who participated in the Mobile Learning project in Education for Sustainable Development (ESD) for Out-of-School Youth in Omusati Region said they would want to see similar projects continue in their region and across Namibia. They said this in a survey during the concluding workshop held from 12 to 15 August at Sakeus Iihuhwa Primary School near Outapi.

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Beneficiaries of the Mobile Learning project in ESD call for more

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Responding to survey questions that were administered using the mLearning system in order to evaluate the project, one of the participants wrote “There is need to provide more tablets so the youth can learn more about technology. We cannot develop our country if we don't have technology. The youth without technology is useless”

Most of the youth felt that the project needs to be implemented in all the regions so that many out-of-school youth can be reached and be empowered with the knowledge of ESD and skills needed for sustainable development.

Another participant wrote “The authorities need to improve this kind of training by providing enough tools for practical and help the youth that have participated in such a course when they want to come up with something like projects”. In the survey, all the participants (100%) said this type of training using technology was useful and it improved their situation as out-of-school youth and they provided their overall views on the courses.

The 3rd and final workshop of the project focused on the finalisation of the practical part of the Micro-Gardening (horticulture) course and the participants prepared the soil, created beds and planted two types of vegetables; tomatoes and spinach together with some school learners from Sakeus Iihuhwa Primary School.

The youth were taught how to practise sustainable agriculture and employ strategies of using less water in vegetable production. The new skills on sustainable agriculture for the youth could prove to be crucial considering the difficult time farmers are experiencing due to the drought Namibia is currently facing.

The theme of this workshop was “Empowering and Mobilizing the Youth”, which is the fourth priority action area of the United Nations Educational, Scientific and Cultural Organization (UNESCO)’s Global Action Programme (GAP) on ESD. The mobilising aspect of the GAP was on the agenda of the workshop.

The youth were also encouraged to engage with their communities using the new skills they gained and create community

projects to combat poverty and actively promote food security in their region. All participants who completed the courses were awarded certificates of achievement.

Speaking on the final day of the project, the Acting Principal of Sakeus Iihuhwa Primary School, Ms Loide Kalumbu thanked Mr Maurice Nkusi, the systems developer; officials from the MSYNS and UNESCO for their “selfless” contributions to the education of youth in Omusati and learners at the school.

Sakeus Iihuhwa Primary School, which hosted the youth and the mLearning system and provided space for micro-gardening, maintained ownership of the server which is equipped with a digital library and the tablets that are used to access information from the server using an offline hotspot system that does not require internet connectivity. Learners at the school will have access to quality reading materials packaged into the digital library to enhance their literacy and numeracy.

The mLearning project was launched in June this year and concluded at end of August 2015. The project was the product of a partnership between the Ministry of Sport, Youth and National Service, UNESCO and Technology Academy Trust that saw 20 out-of-school youth in Omusati develop valuable skills for sustainability and responsible citizenship using cutting-edge ICTs.



Out of school youth showing off their certificates after the mLearning Project

Improving Quality of Education through Quality Teachers: Sharing of Effective Practices towards the Post 2015 agenda

A Southern African Regional Conference on Teachers was held in Maputo, Mozambique from 26-28 August 2015.

The Southern African Regional Conference on Teachers was organised by UNESCO Maputo Office in collaboration with the UNESCO Regional Office for Southern Africa, the Section on Learning and Teachers and the International Institute for Capacity Building in Africa, and in partnership with the government of Mozambique and in cooperation with the Southern Africa Development Community (SADC).

In his keynote speech at the conference, the Director of the UNESCO Regional Office for Southern Africa Professor Hubert Gijzen said post-2015 development agenda must address the big questions of our time, saying – “questions about eradicating poverty, enhancing food security, promoting sustainable energy, managing water and environmental resources, controlling disease, mitigating natural and man-induced disasters, and fostering sustainable cities”. He further emphasised that, “moving forward on these complex and



Dr. John Nyambe (left) addressing the conference on strategies to improve teachers' professionalism

inter-related challenges requires that we put education at the core of the post 2015 agenda. It requires that we educate for a sustainable future”.

Officially opening the conference, Mozambique's Minister of Education and Human Development, Mr. Jorge Ferrão, expressed his gratitude to UNESCO who, through the Secretariat of the International Teacher Task Force, supported a holistic diagnosis on teachers' issues in Mozambique to identify, map and analyze all issues related to teachers and formulate policy recommendations. Looking ahead to the outcome of the conference he expressed sentiments for further collaboration saying “the conclusions and the final report will constitute key contributions to the already planned technical mission from UNESCO to initiate the review and evidence-based policy dialogue for a renewed education system in Mozambique focusing on relevance, quality, access and equity”.

He added that the results of the Conference would renew and strengthen quality education system in Mozambique.

The Conference which was held under the theme, “Sharing effective practices towards the Post 2015 Agenda”, provided a platform for governments, researchers and civil society organisations to discuss issues, challenges and priorities concerning teachers in the

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UNESCO Regional Office for Southern Africa Director, Professor Hubert Gijzen presenting a key note address at the Southern Africa Regional Conference for Teachers

Improving Quality of Education through Quality Teachers: Sharing of Effective Practices towards the Post 2015 agenda

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post-2015. The Conference also drew on recommendations of the international framework for action for education for post-2015 to be discussed at the World Education Forum in Incheon, Republic of Korea, in order to develop national and regional strategies which will be articulated in a regional plan of action.

The meeting was organised around individual country experiences, plenary sessions, and breakout thematic groups around the following sub-themes: (i) Development of teacher policies and practices (cases of Mozambique, Lesotho and Namibia); (ii) Capacity Development for Teachers (Teacher training experiences in Inclusive Education, ESD and ICT); (iii) Development of indicators to implement and monitor national teacher policies (sharing relevant knowledge, experiences and tools), (iv) Improving the professional status of teachers (recruitment-deployment- absenteeism and retention).

Some interesting key outcomes of the conference were issues related to: (i) a shared understanding of the critical issues related to the quality of teachers; (ii) a dossier of effective policies, good practices and robust data that could be disseminated and scaled up (including tools on how teacher targets and indicators could be developed to implement and monitor national teacher policies; (iii) a commitment from country representatives for actions to be pursued at country and regional levels with regard to teacher professional status; (iv) Data that could be used to develop a regional strategy towards the improvement of quality of teachers and (v) Recommendations on potential partnerships towards the attainment of a regional strategy.

When asked what they *would do with their organisations/governments to ensure teacher quality*, participants committed to carrying out various activities of which Namibia's priority action points was to report back to respective authorities/colleagues/stakeholders and use priority actions agreed upon at the conference, to engage government in ensuring teacher quality.

The priority action points agreed upon by all participants are:

- ◆ Standards for recruitment, training and support: Review/develop a comprehensive teacher policy covering recruitment, salary structure, teacher training which is guided by a holistic vision
- ◆ Career paths and professionalization: Ensure representation and voice of teachers in all stages of policy making and program implementation
- ◆ Training for ECD teachers: Exchange of good practices on ECD training.

Providing education opportunities to all children, youth and adults is a basic human right and a lever of national and global development. Teachers play a central role in this provision. The Kigali Statement on education - Post 2015, acknowledges the need for comprehensive teacher policies and call for concerted action to increase investments for the recruitment, training, deployment, management, evaluation and continued professional development and improved welfare of teachers across all levels of education, both formal and non-formal.

International Conference on Education Policies for 2030

The International Conference on Education Policies for 2030 will take place in Paris, France, from 18-20 January 2016.

The 2030 education agenda places a strong emphasis on quality, hand in hand with inclusiveness and equity. The suggested goals will require governments to maximize the use of existing policy levers for change. Over the past two years, UNESCO has been closely monitoring three of such levers; namely, School Leadership, Education Governance, and Monitoring and Evaluation.

The conference organized by UNESCO Section of Education Policy will compare policies and strategies

practised in different countries to clarify questions and illuminate best practices related to governance, leadership and monitoring and evaluation systems in education.

Presentations, panels and debates will be informed by three UNESCO reports featuring the main findings and lessons of the comparative analysis of public policies in these domains carried out over the past biennium and due to be launched at the conference.

For more information, visit: <http://www.unesco.org/new/en/education/themes/planning-and-managing-education/policy-and-planning/events/>

Preparations for the 10th Session of IGC for the Safeguarding of the Intangible Cultural Heritage gathers momentum

Namibia's preparedness to host the 10th Session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage (ICH) has advanced. The National Organising Committee and the Secretariat sub-committee met in August 2015 to fine-tune the preparations. The Secretariat sub-committee meeting was held on the 24th August 2015, followed by the National Organizing Committee (NOC) meeting on the 31st August 2015.

The main highlights from the meetings include:

- ◆ The final Agreement between the Government of the Republic of Namibia and UNESCO was sent to the UNESCO Secretariat for the 2003 Convention for signature.
- ◆ Delegates have started registering for the 10th Session and by 28 August 2015 about 40 delegates had already registered.
- ◆ Preparations for the Official Launch of the 10th Session has commenced. The launch will take place on 22 September 2015 at the National Theatre of Namibia from 10am.

- ◆ General Information Document was finalized and sent to UNESCO Secretariat for the 2003 Convention for translation and uploading. The Document has since uploaded on the UNESCO website.
- ◆ An Accommodation portal was created (unesco-10com-accommodation.com) for delegates to book for their accommodation directly. The portal is live. The establishments loaded on the portal include:
 - ⇒ Windhoek Country Club (147 rooms)
 - ⇒ Safari Court Hotel (100 rooms)
 - ⇒ Hotel Safari (140 rooms)
 - ⇒ Avani Hotel & Casino (100 rooms)
 - ⇒ Hilton Windhoek (50 rooms, but we could access more if and when needed)
 - ⇒ Protea Furstenhof (15 rooms)
 - ⇒ Protea Thuringerhof (20 rooms)

The 10th Session is will take place from 30 November 2015 to 4 December 2015 at the Country Club and Resort in Windhoek.

CULTURE



The 10th Session of the Intergovernmental Committee is set to raise awareness on the need to safeguard Namibia's intangible cultural heritage © MDG-F

Widening local development pathways: Creative and Cultural Industries Prospects in Namibia

The cultural industries, which include publishing, music, cinema, crafts and design, continue to grow steadily apace and have a determinant role to play in the future of culture.

The international dimension of creative and cultural industries gives them a determining role for the future in terms of freedom of expression, cultural diversity and economic development. As a way of reducing economic inequalities in Namibia, globalization of exchange and new technologies opens up exciting new prospects for this sector to flourish in Namibia.

The world map of these industries reveals a yawning gap between North and South. This can only be counteracted by strengthening local capacities and facilitating access to global markets at national level by way of new partnerships, know-how, control of piracy and increased international solidarity of every kind.

A creative economy is based on people's use of their creative imagination to increase an idea's value. John Howkins developed the concept in 2001 to describe economic systems where value is based on novel imaginative qualities rather than the traditional resources of land, labour and capital.^[1] Compared to creative industries, which are limited to specific sectors, the term is used to describe creativity throughout a whole economy.

Definitions of a modern creative economy continue to evolve. When John Howkins popularized the term "creative economy" in 2001, he applied the term to the arts, cultural goods and services, toys and games, and research and development. The most common models of the creative economy share many elements. Howkins' creativity-based model includes all kinds of creativity, whether expressed in art or innovation. The narrower culture-based models concentrate on arts, design and media and are normally restricted to nominated industries. The term increasingly refers to all economic activity that depends on a person's individual creativity for its economic value whether the result has a cultural element or not. In this usage, the creative economy occurs wherever individual creativity is the main source of value and the main cause of a transaction.

In Namibia, although relatively new and not maximised, the creative economy as one of the most rapidly growing sectors of the country's economy and a highly

transformative one in terms of income generation, job creation and export earnings. But this is not all there is to it. For unlocking the potential of the creative economy also means promoting the overall creativity of societies, affirming the distinctive identity of the places where it flourishes and clusters, improving the quality of life there, enhancing local image and prestige and strengthening the resources for the imagining of diverse new futures.

The roots of today's creative economy go back to two main themes on the nature of work and especially the relationship between the individual and their work. The first started with the industrial revolution and focussed on urbanisation, information and knowledge, and was developed by economists and management writers. The second theme, and perhaps most significant to the Namibian context, was the arts and culture. Nations began to recognise culture's economic elements and to develop the concepts of cultural industries and creative industries in the 1990s. These prioritised culture, design and media.

There are several ways to measure a creative economy. It is possible to use the same indicators as in other economies, such as producer outputs, consumer expenditure, employment and trade. Businesses also use valuation, value chains, price and transactional data. There are additional indicators of intellectual property. However, measuring intangibles such as ideas, design, brands and style presents a challenge. Therefore, for example it would be difficult to quantify the value of the rich intangible cultural heritage of Namibia. In this light, one focus area could be identifying models and approaches that could be used in demonstrating the role and contribution of culture to the economy and the Gross Domestic Product of Namibia.

Available evidence demonstrates that the cultural and creative industries are at the core of local creative economies in contemporary global development and how they forge "new development pathways that encourage creativity

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Widening local development pathways: Creative and Cultural Industries Prospects in Namibia

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and innovation in the pursuit of inclusive, equitable and sustainable growth and development” that the UN System Task Team on the Post-2015 UN Development Agenda exhorts the international community to take.

In Namibia, there is a lot of untapped potential in the cultural and creative industries to create growth and jobs. To do so, the country must identify and invest in new sources of smart, sustainable and inclusive growth drivers to take up the void. Much of Namibia’s future prosperity will depend on how the country uses its resources, knowledge and creative talent to spur innovation. Building on her rich and diverse cultures, Namibia must pioneer new ways of creating value-added, but also of living together, sharing resources and enjoying diversity.

Namibia’s cultural and creative industries offer a real potential to respond to these challenges thereby contributing to Vision 2030 and some of its flagship initiatives. Globally, many recent studies have shown that the cultural and creative industries represent a highly innovative sector with a great economic potential and are one of the world’s most dynamic sectors. Furthermore, cultural contents play a crucial role in the deployment of the information society, fueling investments in broadband infrastructures and services, in digital technologies, as well as in new consumer electronics and telecommunication devices.

The creative economy is an underappreciated bright spot of the global economy. The sector continued to expand even during the recent economic crisis and could grow significantly more as technology advances and incomes increase in emerging countries. Such a development could help reduce youth unemployment and poverty, as creative services generate financial returns with minimal production and distribution costs, thereby lowering the barriers to entry into the global economy. Furthermore, creative services could act as an engine of understanding, cooperation and trust between cultures, in much the

same way as tourism and trade have historically improved cross-cultural relations. Governments, companies and communities have to find effective ways to ensure that the creative economy’s growth realizes its full potential so as to increase the resulting economic opportunities and social cohesion.

Namibia’s cultural and creative industries can contribute millions of Namibia Dollars to the economy; all it needs is a little ‘push in the right direction. In this context, it is therefore imperative that key actions are centered around the international debates on the post-2015 UN development agenda and the role of culture in sustainable development. These actions should speak to decision-makers, demonstrating some of the key factors that make creative economy initiatives successful on the ground.



A Namibian artist with one of her drawings (in the background) © travelnewsnamibia.com

Community reporters trained in investigative journalism

Journalists and news correspondents from four community radios were trained in investigative journalism in two separate but parallel workshops that took place from 31 August 2015 to 4 September 2015.

In Lesotho, 14 journalists and correspondents from Mafateng and Moeling Community Radios participated in the training workshop that took place in Maseru. 12 media professionals from Jozi FM and Radio Riverside also participated in a similar capacity building workshop that was held in Uppington (Northern Cape Province, South Africa).

The training workshops equipped journalists and correspondents with an understanding of investigative journalism and how it differs to and complements conventional news reporting. They also introduced participants to basic skills, knowledge and attitude required in doing investigative journalism. Participants also explored different methods and tools that they can use in investigative journalism.

Media ethics and laws that impact on investigative journalism were also discussed. Importantly, it was

emphasised that journalists should always strive to seek the truth and report it knowing that their loyalty is always to the citizens. Journalists were encouraged to act independently, transparently, minimising harm and being accountable in the discharge of their duties.

Participants expressed satisfaction with the training describing it as an eye opener. Mafateng Community Radio journalist, Ms. Mafusi Motlomelo said the workshop had made them aware of their key roles as watchdogs and the fourth estate in society.

“We will expose the scandals and concealed information in our society,” she said. “This is something that we have not been doing as most of our reporting was events driven or derived from press releases,” added Motlomelo.

The workshops were organised within the framework of the UNESCO/SIDA project, “Empowering local radios with ICTs. Two more training workshops are set for September including one for community radios in Namibia that will take place from 22-26 September 2015 in Swakopmund.



Left: Radio Riverside Station Manager, Mr. Thabang Pusoyabone handing over a certificate to one of the participants. Above: Journalists from Mafeteng and Moeling community radios in Lesotho pose for a photo during the training workshop.

Accra hosts the 11th World Assembly of the World Association of Community Radio Broadcasters and AMARC Africa 5th Pan- African conference

Reframing and Reconciling a World of Dualities in Community radios was identified as the befitting theme for the 11th world assembly of community broadcasters AMARC 11 held from 10-14 August 2015 in Accra, Ghana.

The 5-day event brought together 260 participants from 50 countries worldwide who mapped out ways to increase international solidarity and cooperation needed to bridge the regulatory and other gaps that prevent community radios to play their role in development.

In a key note address read on his behalf by the Deputy Minister of Communication Ato Forson, the President of Ghana, His Excellency John Dramani Mahama challenged community radios to promote various elements of sustainable development.

"I challenge AMARC to promote harmony, diversity and contribute to an inclusive, cohesive and culturally diverse community as well as pursue the principle of democracy; access and equity especially for people and issues that are not adequately represented in the main stream media," said President Mahama.

He urged community broadcasters to seek partnerships with governments to educate the people along national development frameworks. He further cautioned community radio platforms not to be used to instigate violence but to focus on social inclusion.

Representing UNESCO which is an associate member of AMARC at the conference, UNESCO Windhoek Head of Office, Dr. Jean-Pierre Ilboudo underlined the importance of protection and promotion of the diversity of cultural expressions through community radios.

"Every culture provides a key to understanding the world. Community radio is an important infrastructure to implement Sustainable Development Goals (SDGs)," he said.

Dr. Ilboudo regretted the fact that some community radios were shying away from their mandate of promoting local cultures and languages on radio. He called upon community radios to double their efforts in communicating the value of diversity and cultural expressions and give a



UNESCO Windhoek Head of Office, Dr. Jeane-Pierre Ilboudo (right) addressing delegates at the AMARC Conference

particular attention to communities they represent.

The AMARC 11 conference saw the organization renew its Board of Directors. Mr. Emmanuel Boutterin was elected as the new president and he pledged to transform AMARC into a "great organization of the 21st century, stronger, meaningful and able to carry the voices of youth, women, indigenous peoples and indigenous cultures through community radio stations worldwide."

Prior to the AMARC 11 conference, AMARC Africa held its 5th Pan- African conference on 9th August 2015. During the one day conference the new AMARC Africa board of directors was elected. The new elected board agreed to come up with innovative ways to increase the social impact of community radio in Africa.

AMARC is an international non-governmental organization that serves the community radio movement. It has about 4 000 members and associates in 150 countries. Its goal is to support and contribute to the development of community and participatory radio along with the principles of solidarity and international cooperation.



Invitee of the month: Ms. Kiki Gbeho

INVITEE OF THE MONTH



*Ms. Kiki Gbeho (left), meeting Deputy Prime Minister and Minister International Relations and Cooperation, Honourable Netumbo Nandi-Ndaitwah to present her credentials
© Ministry of International Relations and Cooperation*

Our invitee of the month is the new UN Resident Coordinator and UNDP Representative in Namibia, Ms. Kiki Gbeho. UNESCO Windhoek Newsletter team (UW) interviewed Ms. Kiki Gbeho (KG) and here are some extracts of the conversation.

UW: Thank you for agreeing to be our Invitee of the month, tell us about your professional career and how did you get to Namibia?

KG: My career started a long time ago. I started off as a tour guide in New York. My very first professional experience was actually here in Namibia as an electoral officer in Swakopmund. We registered people for elections and then we went back to monitor the actual voting. That is what gave me the idea to become an officer in the United Nations. I did a number of peace keeping operations. I was in Cambodia; I did Iraq and finally ended up joining World Food Program (WFP) and that's when I really started understanding programming and working directly with beneficiaries.

With WFP, one of the positions I held was as a Refugee Feeding Officer. I worked very closely with UNHCR in Sudan. Sudan had quite a number of Ethiopian

and Eritrean refugees. Somebody saw my working relationship with UNHCR which was very smooth. At that time the Head of OCHA kept saying to me I have to join OCHA. I finally joined them and stayed with them for over 10 years. I served in South Sudan and I also did a temporary stint in Sudan with UNDP for 2 years and then I went back to OCHA in New York and then I am here. It is quite a bit that I have done but no complaints.

UW: What is your vision for the UN Family in Namibia?

KG: We have a plan, we have the UNPAF which is closely aligned to the National Development Plan (NDP). We are going to pick some of the highest priority areas where it makes sense for us to come together and deliver that for the Government. Certain things are very clear. For example, we are definitely going to do something on poverty. How do we efficiently support His Excellency Geingob's war on poverty? The Sustainable Development Goals are coming out and the good thing is I'm told that the SDGs were taken into account when UNPAF was designed. There are certain things that I believe are important but are not on the international agenda. For example, how do we tell the good stories of Namibia?

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Invitee of the month: Ms. Kiki Gbeho

INVITEE OF THE MONTH



Ms. Gbeho - ready to lead the UN in supporting the Government of Namibia' fight against poverty

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We should tell the good stories . Now my question is how do we tell the world what Namibia did and did right? How do we learn and use these lessons plus lessons from other parts of the world to create more positive stories? My hope, my vision is that during my tenure the UN supports the government to create more positive stories.

UW: The President has also said in many of his speeches that his motto is “No Namibian should feel left out” especially in this fight against poverty. How can the UN family in Namibia help the government to ensure that no Namibian feels left out?

KG: It is a difficult task but not impossible. Namibia has an advantage. The country made a substantial difference. When you look at the leadership here and the political will, it is there. In some countries you don't even have political will. There is a National Development Plan and there is a vision. Each ministry has its plan. Each minister has his/her plan with the people. So the starting point is good. The areas that we have agreed within the UNPAF that we will support the government include health, education and environment.

As the UN we have expertise and knowledge that we can put at the disposal of the Government to move forward. I sat on the panel with President for the launch of the national dialogue on poverty and reduction of inequality. I feel Namibia has experience, how do we learn from this experience and look at implementation at subnational levels? We have a good foundation. The next step is the implementation. We can help the Government to move with the implementation phase. What we need is a multi-sectoral approach. We are clear that it is not only one ministry; we need a way to bring everybody together. I suggest we establish a Poverty Council, a place that we can come together not just to talk about what we are doing but to find solutions. The President advised that I meet his Monitoring and Evaluation Advisor, Ms Penny Akwenye because she successfully managed the Millennium Challenge Account. We will meet and discuss the way forward and make sure no Namibian is left out.

UW: You are not only the Resident Coordinator but also the UNDP Representative . How are the 2 roles different from each other?

KG: As UNDP Representative, I represent UNDP to Namibia. I am similar to a Country Director of any other UN specialised agency. As a Resident Coordinator, I have a coordination function. I am expected to work closely with resident and non-resident agencies to see where we can align ourselves and our objectives in support of Government. They say the sum of the parts is greater than the individual parts themselves. If we come together our support to the government will be even greater.

UW: In the spirit of Delivering as One, what will be your strategy for different UN agencies to make this a reality?

KG: I come from a Coordination background. If coordination has a value, it is in the interest of the agencies to participate. We have a common plan, a coercive UNCT that has been working together. In addition to that we have new elements like the President's war on Poverty and the SDGs. We have to incorporate these new elements into our planning and agree on priorities and jointly work together. As long as we have a common agenda,

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coordination becomes a necessity but not a burden.

Being open, transparent and ensuring that there is a dialogue and support coordination mechanisms is what move things forward. I am lucky I come to a place where everything is set. It is just to add icing on the cake.

UW: *Namibia is classified as an upper middle income country, donor agencies are scaling down their operations. What role can the private sector play in supporting the Government in the eradication of poverty?*

KG: On the Upper Middle Income status, it came up a lot in my discussions with our partners. Some people are even questioning it because of the inequality gap. Namibia should embrace it as one of its positive stories. It is a badge of honor. However, we should strongly argue that maybe Namibia needs a grace period or a special status while solidifying the upper middle income status. The private sector has a role to play. So far I haven't had the opportunity to meet with them. At this moment, I cannot advise properly until I meet and understand them.

UW: *It is now over a month since you are here. How do you find Namibia? How are you settling in?*

KG: Namibia is great! A lot of my job has been in conflict areas. To come to a stable country, with a strong Government, with a clear vision for me it is exciting.

Every morning I turn up to this lovely building that the majority of the staff are Namibians who are motivated, well-educated and want to make a difference for their country is motivating. Given my past, there is nothing to complain about. I feel I was meant to be here.

UW: *A few people here know about your personal life. Who is Kiki Gbeho? Are you a parent? If so how many children do you have?*

KG: Kiki has a 19 year old daughter. A lovely young lady in her second year of University. In fact, she is my reason for being. I believe passionately. If I feel something has to be done, I keep doing until it is right. I am like a dog with a bone. What moves me is the fact that I want to do good. It is not because I feel am this great person but I feel privileged. I feel I have to give something back. When I look at young people in poor areas, I always think that it could be me or my daughter. It is an accident of birth that I was born in the right family. It is not every day that I succeed; it is every day that I try.

INVITEE OF THE MONTH



Ms. Gbeho (right) at the National Youth Council of Namibia offices to familiarise herself with the operations and programmes of the Youth Council and how the UN can assist © NYC of Namibia

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