



United Nations
Educational, Scientific and
Cultural Organization

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

**UNESCO COUNTRY
PROGRAMMING
DOCUMENT
For NAMIBIA
2014-2018**

Windhoek, May 2013

List of acronyms

CI	Communication and Information
ECD	Early Childhood Development
ED	Education
EDUCAIDS	Education for HIV and AIDS
EFA	Education For All
EMIS	Education Management Information System
ESD	Education Sector Development
ETSIP	Education Training Sector Improvement Programme
HDI	Human development Index
HRBA	Human Rights Based Approach
ICH	Intangible Cultural Heritage
IGCP	International Geosciences Programme
IWRM	Integrated Water Resource Management
LED	Local Economic Development
MAC	Monitoring and Evaluation Advisory Committee
NDP	National Development Plan
OER	Open Educational Resources
OPM	Office of the Prime Minister
PCPD	Post Conflict and Post Disaster
PDNA	Post-Disaster Needs Assessment
RBM	Result Based Management
RCE	Regional Centre of Expertise
SC	Science
SHS	Social and Human Sciences Sector
SIDA	Swedish International Development Agency
STI	Science Technology and Innovation
TVET	Technical Vocational Education System
UBRAF	Unified Budget, Results and Accountability Framework
UCPD	UNESCO Country Programme Document
UIS	UNESCO Institute for Statistics
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNPAF	United Nations Partnership Agreement Framework
UNUIAS	Institute of Advanced Studies of the United Nations University

INTRODUCTION

UNESCO is rolling out a new strategic programming country-based approach: the UNESCO Country Programming Document (UCPD) to be prepared at country level in consultation with in-country partners. For Namibia, this is the UCPD-Namibia covering the period 2014-2018. The launch of the UCPDs is in response to rising requests from Member States. It is within the framework of the UN reform aimed at achieving greater coherence, efficiency and effectiveness at country level. It also aims at avoiding fragmentation, duplication and competition among UN Sister-agencies. Hence this UCPD-Namibia sets the framework for the Organization's multisectoral cooperation strategy with Namibia, in coherence and alignment with the country's priorities, and will feed into the new Namibia United Nations Partnership Framework (UNPAF) for the period 2014-2018.

The present UCPD-Namibia was prepared based on the analysis of the country's national priorities and strategies as spelled out in the fourth National Development Plan (NDP4) for the period 2013-2017. It draws heavily on the recently completed country analysis document that was completed in preparation for the start of the development of the UNPAF.

The presentation is in four chapters. Chapter 1 covers the situation analysis of the developmental issues in Namibia. Chapter 2 presents an overview of key results achieved in the last two years. Chapter 3 highlights proposed UNESCO's programmatic contributions to the envisaged UNPAF in addressing the national priorities given in NDP4. The contributions are given in terms of a results matrix in which entry points have been identified for all five sectors, namely education, science, social and human science, culture and communication and information. Chapter 4 identifies both existing and potential partnerships for UNESCO. In particular it is expected that some nine new partnerships will be entered into before the end of 2014.

CHAPTER 1: Situation analysis



1.1: Introduction: The situation analysis is looked at in terms of the country context, challenges, and priorities, in addition to the basic enablers and drivers of the Fourth National Development Plan, 2013-2017 (NDP4), published in July 2012. Further, the NDP4 outcomes provided the overall priority areas within which the UN in Namibia has agreed to orient the development of the next Namibia – UN Partnership Framework (UNPAF) to cover the period 2014-2018. The UNPAF will replace the traditional United Nations Development Assistance Framework (UNDAF) as the UN's engagement in Namibia is more of a cooperation partnership with a middle income country, rather than an assistance framework to a low income country.

The UNPAF, of course, draws on the comparative advantage of the UN as a whole, and thus **provides** an overall framework for the engagement of UNESCO in Namibia. This is a very favorable situation for the development of the UNESCO – Namibia UCPD in that the country's priorities have just been explicitly elaborated via an updated country analysis, a new national development plan, and the on-going development of the new UNPAF.

1.2: Country context: Namibia, with a total land area of approximately 824,000 sq. kilometres, is located in south-western Africa, bordering Angola and Zambia to the north, Botswana to the east, and South Africa to the south. Namibia is one of the least densely populated countries in the world with a population of 2.13 million (August 2011 population census), giving only about three Namibians on average occupying each square kilometer of land surface area. Roughly two-thirds of the population live in rural areas.

Namibia achieved its independence on March 21, 1990, following more than a century of colonial rule; first under Germany, beginning in 1884, and then under South Africa, from 1915. The implementation of United Nations Resolution 435, adopted by the Security Council in 1978, calling for Namibia's decolonization took more than a decade of armed struggle and political negotiations to be realized.

The country's official language is English, although in addition there are 10 recognized languages of African origin and two other languages of European origin, Afrikaans and German. Many Namibians are multilingual, particularly in urban areas. (See Box 1)

Box 1: Namibia salient statistics

- Geographical size 824,000 square kilometers
- Population approximately 2.13 million
- Population density 3 per square kilometer
- Two third of population lives in rural areas
- GDP proportion (Mining 8%, 50% foreign exchange, Subsistence agriculture, commercial fisheries and industries 40%, tourism 2%).
- 50 percent import of cereal requirements.
- 96% of the population is reached through radio and 66% for TV coverage
- Network Readiness Index for Namibia is 78 out of 115 countries
- 2009 to 2011 some 2800 schools, 13 000 teachers and 159 000 learners benefited from UBRAF partnership programme
- HDI index is 0.625 below world average of 0.68

1.3: Current Situation (challenges): Even though the country has made recognized progress in different areas, it continues to face prominent developmental issues. Among others the country has a high unemployment rate of 51%, and income inequality continues to be high with a GINI coefficient of 0.58. The majority are faced with challenges such as limited access to potable clean water as well as sanitation; lower levels of infrastructure; skills shortages; lower agricultural production and productivity, poor quality public health services; and high levels of poverty. The economy is based primarily on the export of raw materials.

1.4: National Priorities: With NDP4¹, the country has set up three national priorities as follows:

- Employment creation;
- Increase income equality; and
- High and sustained economic growth.

These priorities have been identified from the most pressing challenges facing the country. Overall, the strategies, policies and actions contained in NDP4 have been designed to address these three national priorities. NDP4 clearly identifies the necessary drivers or enablers for addressing the priorities. These include: the institutional environment; education and skills development; improved health services; reduction of extreme poverty; and the development of public infrastructure. In addition several sectors of the economy have been explicitly highlighted as deserving particular attention if the goals of NDP4 are to be achieved. These are: Education; Health; Logistics; Tourism; Employment creation; and Management.

¹ See Figure 1 in Annex 1 showing a one-page synthesis of NDP4 in the form of a Results-Based Management (RBM) Logical ScoreCard depicting the expected performance profile for the implementation of the plan.

Box 2: Overall Performance Targets for NDP4		
Sector	Baseline	Desired improvement
Education	Learners achieving 30 points (both male and female) in grade 10 (17.9 %)	25%
	Learners receiving 25 points in grade 12 (29.5%)	45%
Health	Life expectancy 57 years	59 Years
Poverty (extreme poverty)	15.8 %	Below 10%
Income inequality	GINI coefficient 0.58	0.47
Unemployment	51 %	90 000 new jobs
Public Infrastructure	Rail Transport (zero baseline)	70% railways complying to SADC axle load of 18.5 tonnes
	Energy (400 megawatts)	750 mega watts
	Water (No accessing 90%)	100 %
	Housing (access to Modern housing 41%)	60%
	ICT (Technology score 5.5)	6.0
Logistics	Volume unknown	Double
Tourism	Current ranking in Africa 3.8 out of 7	4.40
Manufacturing	2010 national account figure	50% increase
Agriculture	Unknown	4% growth in Agriculture and forestry production

1.5: UNPAF, UN comparative advantage and positioning: The United Nations Country Team (UNCT) in Namibia has reached agreement with the Namibian Government that the conventional United Nations Development Assistance Framework (UNDAF) be replaced by a United Nations Partnership Framework (UNPAF). There is one main reason for this. As an upper medium income country, Namibia's pressing needs are found more in the areas of policy advice and cooperation at a strategic level and not in the delivery of projects and activities at the micro level as with low income countries. Hence the UN – Namibia situation is one of 'partnership' as opposed to one of 'assistance', and thus the use of UNPAF, and not UNDAF.



Celebration of World AIDS Day 2012

Overall, the UN has proven technical expertise and global presence. It has the ability to provide cutting edge and objective policy advice and programme planning and implementation support in selected priority areas of NDP4. This is done through capacity development, institutional strengthening, knowledge generation, strategic partnership and advocacy. The ‘mapping’ of these areas onto the NDP4 ScoreCard presented in Annex 1 is quite vivid, namely the UN can advantageously partner up with Namibia in the following:

- Providing appropriate knowledge and skills (inputs / resources);
- Policy advice (Activity group 2); capacity building, including education (Activity group 3); and management; particularly the development of an appropriate M&E system (Activity group 4);
- Policy formulation (output group 2); Knowledge and skills (output group 3); and Management (output group 4); and understandably
- Education and skills, health, agriculture, and management (at the outcome level).

Given the above country context and comparative advantage of the UN, it is not surprising that agreement has been reached for the UN in Namibia to concentrate its efforts in the UNPAF along four main sectoral pillars, namely:

- Education and Skills;
- Health;
- Poverty issues, including agriculture; and
- Institutional environment, including M&E and reporting on international conventions.

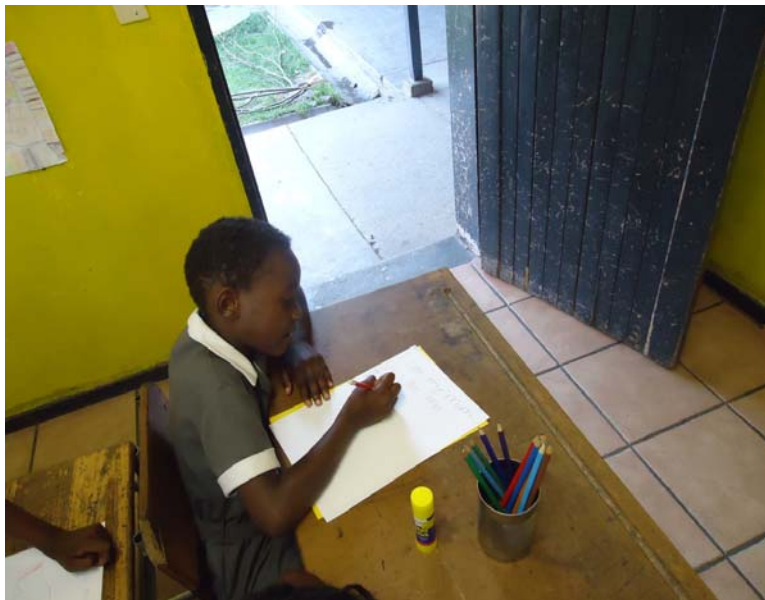
UNESCO thus appropriately cooperate with Namibia and UN partners in the areas of education and skills (ED); mobilization of science and technology (SC), and culture and development (CLT) for poverty alleviation; policy advice and advocacy on issues such as Youth and Gender (SHS); and the building of knowledge societies and promoting Information for All (CI). In addition UNESCO also cooperates in the development of an appropriate M&E system explicitly identified as a major priority area in the country.

CHAPTER 2: Overview of key results achieved in the past biennium

This chapter provides some highlights on UNESCO's key results achieved mainly in the 2010-2011 biennium.

2.1: Education (ED): UNESCO's contribution to the **Education** sector is grounded in the National Development Plans and Vision 2030 goals as well as in the strategic objectives of the ongoing Education and Training Sector Improvement Programme (ETSIP 2005-2020) and the education sectoral strategic plan.

In recent years, UNESCO has taken the lead role among partners in supporting the sub-sector of Adult Education and Literacy, and promoting the development of a vision of Lifelong Learning, for which a policy has been developed and currently awaiting approval and adoption/implementation. A Data Quality Assessment Framework has been conducted and validated by the Ministry of Education, and the related Action Plan, under preparation and based on the assessment recommendations, will guide the UNESCO's continuous support to capacity building for the monitoring of EFA and Sectoral goals/targets; a study on costing of Free Primary Education has spring boarded the introduction of FPE projected from 2013. The National Education Conference Recommendations were approved by Cabinet, heralding a first step in a major education reform more geared to addressing the country's developmental needs. The midterm review of ETSIP was completed with UNESCO contributing particularly to the Higher Education and the Lifelong Learning components.



Free Primary Education (FPE) is now a reality

The Namibia ESD Strategy for the Education sector 2009 - 2014 was validated by the national DESD Task Force, and subsequently published and disseminated. A national EE/ESD Policy and Action Plan was equally developed by the Namibia Environmental Education Network (NEEN), with UNESCO and UNDP support. A Regional Centre of Expertise (RCE) in ESD for the Khomas/Erongo region was acknowledged by the Institute of Advanced Studies of the United Nations University (UNUIAS). The application process was supported technically and financially by UNESCO.

Under the EDUCAIDS Programme, learning and teaching support materials on HIV and AIDS were produced and adopted by the Ministry of Education. Care and support systems were strengthened to cater for the psychosocial needs of teachers and learners affected by HIV and AIDS, and a National Taskforce on School Health was established reinvigorating the national School Health Programme. Support for the review of a new life skills curriculum for grade 5-12 is on-going. Leadership and skills training for sustainable livelihoods for underprivileged groups of youth, particularly from the San communities has been provided. Minimum standards and

operational guidelines for ECD Centers were developed, translated into local languages and widely disseminated.

Teacher educators were trained, on a pilot basis, in instructional leadership and in guided practice on how to incorporate learner performance data into their instructional program in English, Mathematics and Science education. The conceptualization of the training design so far has been instrumental in the continuation of remedial activities (based on SATs results) for other educators, and on other subjects. UNESCO assisted with a Post-Disaster Needs Assessment (PDNA) of the six flood-affected regions. The World Bank, supported by UNESCO and UNICEF, led the education sector contribution to the PDNA and proposed responsive projects within the Namibia Revised Flash Appeal and the Early Recovery Plan.

2.2: Science (SC): UNESCO's contribution to the science sector has largely been through the completion, and official adoption of a national strategy for Integrated Water Resources Management (IWRM) by the Namibian Department of Water Affairs. Furthermore, the Namibian Government hosted the process of screening and the adoption of indicators for Science and Technology Innovation for developing countries, with technical support from the Windhoek Office and the UNESCO Institute of Statistics (UIS).

In the aftermath of the devastating floods in 2011 in Namibia, UNESCO supported the Namibian Authorities to identify the overall types of collaborative UNESCO programmes to enhance Namibia's capacity to forecast, manage, and mitigate flood disasters. A scoping workshop held in May 2012, in Windhoek led to the preparation of a comprehensive capacity building programme on floods at all levels including at national, regional and local entities. The workshop was also used to develop a roadmap to restore Namibia's capacity on flood management. The roadmap includes three elements dedicated to (1) Education and Capacity Building; (2) Knowledge Platform (data, GIS, Mapping, Flood modeling), and (3) Integrated Disaster Risk Management.

Namibia is involved in seven International Geosciences Programme (IGCP) projects including two projects which are supported by the Swedish development agency SIDA on the impact of mining on the environment in Africa and addressing environmental and health impacts of major and abandoned mines in Sub-Saharan Africa.

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

UNESCO delivered its part in the MDG-F joint programme in Gender Equality; including review of various policies with respect to their gender-specific contents, and proposals for revisions and updates. Vulnerable youths were also trained in livelihood and various skills for income generation. A particular successful aspect of UNESCO's contribution in the MDG-F Gender Equality joint programme is that several of the participants in the livelihood and skills training proceeded to launch their own income generation activities, making use of both the training they had received and a collection of starter kits provided through the programme.

2.4: Culture (CLT): UNESCO's role in **Culture** revolved around the application of the provisions of the International standard setting instruments that Namibia ratified as well as of those not

ratified yet but valid in the national processes of cultural resources conservation and management.

Particularly important results were achieved in the development of the concept of safeguarding and promotion of intangible cultural heritage (ICH 2003 Convention) where the national expertise has been significantly increased through the training workshops and field work on community based ICH identification and inventoring. For instance, some 200 persons were trained to the different degree of capacity to work in the framework of ICH safeguarding process and some 40 ICH elements have been successfully inventoried using the formats prescribed by the ICH 2003 Convention. This is complemented by the process of reviewing the heritage related legislation as well as restructuring of heritage related institutions.

In respect to the 2005 Convention, UNESCO Windhoek Office, with assistance from the Secretariat of the Convention, helped build national capacities through training workshops in preparing the quadrennial periodic report on the implementation of the 2005 Convention. As a result, Namibia was among the 3 sub-Saharan African countries that submitted their first reports in 2012.

Other achievements include support for successfully completing the exercise of the second World Heritage Periodic Reporting Cycle important as the part of national capacity development, World Heritage sites management and compliance with the 1972 World Heritage Convention. In the framework of the MDG-F joint programme in cultural tourism, in which UNESCO is the lead agency, the country also successfully commenced the project roll-out at ten pilot sites selected by stakeholders in the country. For example, one of the pilot sites (the cultural industry - Dune Tannery in Duineveld) has successfully completed construction of the new Tannery while other pilot sites infrastructure development is on-going. The World Heritage site of Twyfelfontein or /Ui-//aes is also an important tourist destination and could become a motor for regional development.

It is expected that tangible impacts in terms of employment creation and better livelihoods for rural communities will result from this programme. In this regards, community members from the different pilot sites have been trained on how to 'Start Your Own Cultural Business (SYCB)' and 'Leadership and Governance Training', for which training handbooks have been developed and translated into seven local languages. Moreover, for promoting economic development, Local Economic Development (LED) strategies have been introduced in two pilot sites and implementation has commenced.

2.5: Communication and Information (CI): The work of the CI sector contributed to community media with the production of radio programmes on health education for women. UNESCO also supported the reinforcement of the Namibian Community Radio Network and the capacity building of community radios in the country. This support has also included development of effective community media policies and structures. UNESCO's advocacy and promotion of multi-media community centres received very positives responses when government and the private sector joined forces to reinforce and expand on multi-media community centres to provide improved access to information in the Oshikoto region. The use of user generated content in the Kunene region contributed to improved Information literacy level among girls and boys.

Open Access strategies were developed and adopted in tertiary institutions using the UNESCO/Commonwealth of Learning Open Educational Resources (OER) Policy Guidelines. Both the University of Namibia and the Polytechnic of Namibia continued to adapt and use the UNESCO model curriculum for journalism education for their own journalism education courses.

Through AFRICA-UK: Journalism Education Exchange Network programme, the Polytechnic of Namibia has continued to benefit as one of UNESCO's potential centre of excellence to offer high quality journalism education to aspiring and working journalists, particularly with regard to the fields of Gender in the Media, and Journalism and Communication Technology.

2.6: Multi-Sectoral Engagement: UNESCO Windhoek was called upon to send a representative to sit on the newly formed Monitoring and Evaluation Advisory Committee (MAC) of the Ministry of Education. The TOR of the MAC is primarily to advise the Ministry and partners on matters of M&E including the development and use of an appropriate M&E system. UNESCO has been instrumental in the development of the system so far; including the completion of the appropriate RBM Logical ScoreCard for the MAC. The development of the first version of the M&E Framework is on-going.

2.7: Major lessons learned: The following lessons have been learned during the delivery of UNESCO's programmes in Namibia:

- To best ensure sustainable progress towards the achievement of EFA goals, UNESCO anchored the early institutionalization of its interventions in ETSIP strategies and other sectoral planning processes. However, the transition from short-term sub-sectoral planning to a coherent, sector-wide and evidence-based planning cycle constitutes a major challenge for the Education sector. Namibia continues to require special attention in the area of Mathematics, Science and Technology education in order to develop a critical mass of skilled and productive people.
- Women participation in science continues to be low and special efforts are necessary to attract (and retain) women in scientific fields.
- A whole series of successful UNESCO programmes have confirmed that the most effective and sustainable way of implementing programmes is to work closely in support of government driven initiatives, from the conceptualization and planning stage providing high quality and consistent technical support and aligning wherever possible with government systems.
- Increased attention to HRBA and Results Based Management (RBM) Programming through UN supported processes has enhanced capacity to demonstrate results, while working at multiple levels of the systems can allow UN programming to respond to the government led efforts to decentralise authority to the local levels.
- Working directly at local levels, with community members, can be challenging due to internal issues among community members. This normally causes delays in the implementation of projects.

Overall UNESCO has established trusted relationships with the Government counterparts and with local actors; it is often called upon for advisory role and perceived as 'neutral' convenor. UNESCO's legal instruments, guidelines and standards, as well as publications in its fields of competence are often cited as benchmarking reference by Government and non-government actors.

2.7.1 Lessons Learned from partnerships: Partnerships play an important part in the work of UNESCO Windhoek. Some examples have been given above. The office will continue to strengthen existing partnerships and develop new ones with the potential partners identified. Overall, an analysis of the relationships between the partners (and potential partners) with regards to objective #2, namely the interaction between the said partners and UNESCO points to the following lessons learned:

With regards to improved understanding of the identified partners, the following are valid:

- Seek better balance in terms of national and non-national partners. Currently the partners are almost exclusively Namibian. While in itself such a picture should be considered as desirable in terms of ownership and benefits, it does influence the effect of capacity building and standards setting.
- Improve the balance between the governmental and non-governmental/civil society organisations partners aiming at strengthening the ownership and the benefits (economic and social) of the community as the final recipient/user of major part of the activities implemented in Namibia, and
- Use UNESCO's comparative advantage in stimulating/catalysing the development of private-public partnerships currently identified as a gap in UNESCO's work in Namibia.

In respect to defining the salient issues requiring UNESCO specific programmatic approach as a specialised agency as well as a member of the UN Country Team:

- Reinforce the knowledge management aspect of Windhoek Office work and use the outputs in advocacy, information sharing and constant update of the cooperation aspects of existing partners as well as the identification of new partnerships;
- Maintain or strengthen relationships through building coalitions and joint programming exercises. This may refer to the cooperation with either national counterparts or other UN agencies, or indeed both of them jointly. This recommendation is particularly valid for the group of the key/primary partners.



Brandberg national heritage site

CHAPTER 3: UCPD proposed cooperation framework

3.1: UNESCO Windhoek Overall: The office takes every opportunity to function via multi-sectoral initiatives in implementing the Medium Term Strategy (C/4) and the biennial Programme and Budget (C/5). For instance, advocacy work by each unit is undertaken with guidance from the CI unit; content from the EDUCAIDS programme are disseminated via Community multimedia centres, etc. The performance profile of the office for the cluster as a whole is shown in Figure 2, presenting the RBM Logical ScoreCard. Figure 2 provides an effective tool that allows robust aggregation across sectors and across cluster countries. Further, it presents the various components necessary and sufficient for the attainment of the expected results in a synergetic manner. It thus constitutes a framework for cross-checking the logic and feasibility of given initiatives. At the same time it forms the basis for monitoring and evaluation of the performance of the office as a whole.

Figure 2: The RBM Logical ScoreCard (2013-2018)

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

	LOGIC CHAIN	DESCRIPTION	PERFORMANCE INDICATORS AND/OR SOURCES OF VERIFICATION
5		<p>Impacts (Peace in the minds of men and women...) Our vision is to SEE the Member States in the cluster increasingly achieving their own visions of Dignity, Peace and Prosperity in line with international agreements, declarations and conventions.</p>	<p>At least ONE MS per biennium achieved at least ONE major goal of their own vision and acknowledges the contributions made by UNESCO towards this.</p>
4		<p>Outcomes <u>Mission Statement of UNESCO</u>: As a specialized agency of the UN, UNESCO contributes to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information. <u>Implementing this in the cluster</u>, we have: stakeholders in the cluster use the products, services and programmes of UNESCO in Education, the Sciences, Culture, Communication and Information in their own efforts at achieving national and internationally agreed-upon goals, including the MDGs.</p>	<p>At least 3 occurrences of improvements resulting from the use of UNESCO delivered/facilitated products, services and programmes (Publications, TA and training, tools and guidelines) and UNESCO's contributions acknowledged.</p> <ul style="list-style-type: none"> • 3 Adoption of relevant conventions, standards, policies, strategies, etc.; • 3 Improved implementation of initiatives based on the said conventions, standards, policies, strategies, etc.; • 3 Timely and improved reporting: E.g. to UIS, WHC, MDG-reporting, etc.
3		<p>Outputs Facilities: Appropriate equipment, materials, publications, etc are made available (or their delivery facilitated) for Education, the Sciences, Culture, Communication and Information, and the adaptation / adoption and use of these actively promoted [Hardware].</p> <p>*Guidelines, policies, procedures and methods, frameworks (= tools) are produced / updated (or their production/updated facilitated), and their adaptation / adoption and use actively promoted [Software].</p> <p>Knowledgeable and skilled persons from stakeholders in the cluster, capable of correctly interpreting and/or using appropriate *study/research findings, guidelines, etc. are 'produced', and appropriately supported (TA) to apply their improved knowledge and skills [Human-ware].</p> <p>Programme delivery from UNESCO Windhoek is efficiently and effectively managed [Management].</p>	<p>At least: (In the biennium) 10 * (facilities): equipment, materials, publications (Study/research/review reports, policy briefs, training materials, etc.) with numbers given for the different types, as necessary meeting UNESCO's standards are made available (or their delivery facilitated), and disseminated.</p> <p>At least: (In the biennium) 4 *Guidelines, policies, procedures and methods, frameworks, etc. (with numbers given for the different types, as necessary) are produced and/or their production facilitated, and disseminated.</p> <p>At least: (In the biennium) 1000 Stakeholders (with numbers given for different categories) trained to agreed-upon standards and appropriately supported (TA) to apply their improved knowledge and skills in their own initiatives</p> <p>At least 90% of programmes are delivered within budgets and plans on an annual basis.</p>
1		<p>Activities ACT-1: Design, plan and build (or procure / facilitate procurement) of equipment, materials, publications (<u>clearing house</u>), etc. (facilities); and operate and maintain these as necessary [Hardware].</p> <p>ACT-2: Review, develop, adopt and operate appropriate policies, rules, and regulations for the various sectors (<u>standard setting, laboratory of ideas, catalyst of international cooperation</u>, etc.) [Software].</p> <p>ACT-3: Review, design, plan, adopt and operate appropriate education, awareness and training programmes for the various sectors (<u>capacity building</u>,) [Human ware].</p> <p>ACT-4: Undertake planning, HRM, PR, mobilization of funding, implementation of programmes, and projects; and monitor and evaluate (M&E) implementation of UNESCO's programme delivery. [Management].</p> <p>Inputs</p> <ul style="list-style-type: none"> • Knowledge and skills of UNESCO Windhoek staff and partners; • Funding, facilities; • Operating procedures, relevant documentation, etc. 	<p>At least 10 activities directed at ensuring facilities/materials are in place are undertaken</p> <ul style="list-style-type: none"> • 3 Advocacy initiatives / activities on use of standard setting instruments; • At least 2 R&D initiatives / activities; • 5 Cooperation, networking activities; <p>At least 20 training/ TA initiatives undertaken per annum</p> <p>UNESCO Windhoek is managed within budget and plans.</p> <ul style="list-style-type: none"> • Staff members, consultants, partners, etc. • Regular Programme and, Extra budgetary funds • Guidelines, ...

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

In addition to the above, it is important to note that, a new Medium-Strategy 2014-2021 and a quadrennial programme and budget (2014-2017) are being prepared and approved by the end of 2013. These would represent the strategic framework within which UNESCO's proposed cooperation/partnership strategy with Namibia is developed here, outlining main points of entry in UNESCO's fields of competence and in response to Namibia's priorities.



Twyfelfontein World Heritage Site

3.2: Partnerships: Partnerships' analysis has the aim of mapping the main partners in planning and implementation of UNESCO's strategy in Namibia. The analysis was based on the priorities defined in key strategy documents such as Vision 2030, NDP4 (2013 -2017), the strategic documents of the Namibian counterparts as well as UNPAF as discussed in chapters 1 and 2. The objectives of this segment (Chapter 4: Partnerships) are twofold:

1. to map and develop a better understanding of the requirements of the identified stakeholders in the Namibian context; and
2. to define the salient issues requiring UNESCO specific programmatic approach as a specialised agency as well as a member of the UN Country Team.

With reference to the above objectives, a UCPD results matrix below clearly shows in particular UNESCO engagement in Namibia within the context of Namibia's UNPAF and hence to the priorities that are explicit in NDP4. In addition examples of partnerships and a list of partners are provided under Annexes 2 and 3 respectively.

3.3: UCPD Results Matrix:

UCPD Namibia: Results Matrix 2014-18: Sheet 1 / 5			
NDP4 Priority 1: “Put in place basic economic development enablers, and thus create an enabling environment, improve education and skills management, and establish a quality health system. These enablers will assist in addressing extreme poverty, and will upgrade the public infrastructure we need for our industries to perform at the required level of output to reach Vision 2030”.			
Expected Results and UNESCO Activity	Performance Indicators and Benchmarks	Available Resources in US\$	Mobilization Targets in US\$
EDUCATION			
Leadership and management skills of leaders in teacher education institutions are strengthened and improved	At least 40 leaders of the teacher education campuses have strengthened and improved their leadership and management skills	35,000	35,000
Enhanced capacity of mathematics and sciences teachers / educators for improving teaching of mathematics and sciences	At least 30 mathematics and sciences teachers educators have enhanced capacity to utilize strategies for the improved teaching of mathematics and sciences	35,000	35,000
Training institutions regularly use ICT in teacher training	At least 02 teachers training institutions regularly use ICT in teacher training	15,000	100,000
The HIV and AIDS response is effectively mainstreamed at all levels of the Education sector, with strengthened M&E system as well as policy and strategic orientation supporting the integration and delivery of comprehensive sexuality education programmes	By 2013 it is expected that Namibia will have integrated relevant HIV indicators in national EMIS	20,000	100,000
	At least Namibia will have reviewed the national guidelines for the school health programme	10,000	30,000
Strengthened capacity in schools and among teachers to deliver comprehensive sexuality education programmes	At least a training programme for LSE teachers will have been developed and implemented	10,000	30,000
	At least the new curriculum framework for the LSE (grade 4-12) subject will have been reviewed	5,000	50,000
Education Sector workplace programmes on HIV and AIDS established/reviewed/strengthened	At least the EDSEC WP / Wellness policy would have been revised to reach at least 10% of educational institutions	10,000	20,000
TVET: Programme delivery in MQC&R sector is based on updated curricular that respond to the requirements of national and international standards and their attractiveness for trainees	Unit standards for at least 2 trades are developed	250,000	0.0
Revised national programmes, TTIs curricular to integrate ESD, CC and DRR	At least one tool developed to support TVET		

		15,000	15,000
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UCPD Namibia: Results Matrix 2013-18: Sheet 2 / 5			
NDP4 Priority 1: “Put in place basic economic development enablers, and thus create an enabling environment, improve education and skills management, and establish a quality health system. These enablers will assist in addressing extreme poverty, and will upgrade the public infrastructure we need for our industries to perform at the required level of output to reach Vision 2030”. <i>(Continued from sheet 1)</i>			
Expected Results and UNESCO Activity	Performance Indicators and Benchmarks	Available Resources in US\$	Mobilization Targets in US\$
EMIS: DQAF recommendations reviewed and capacity development action plan developed	At least 2 capacity development modules available	15,000	70,000
Teachers: Evidence based teacher policy and strategy developed	Teacher policy developed; Teacher MIS developed	25,000	40,000
ECCE policies developed/reviewed and ECCE parameters defined	Advocacy tools/ materials developed/ campaigns organized	20,000	30,000
Underprivileged groups and youth are trained in leadership and vocational skills	At least 30 underprivileged groups and youth are trained in leadership and vocational skills	24,000	80,000
Pedagogies reviews that support inclusive equitable and sustainable learning outcomes are promoted	At least 2 research on MTE practices implemented and programme scaled up	10,000	50,000
SCIENCE Technical staff are capacitated to run an appropriate hydrological model	At least 5 technical staff are capacitated to run a hydrological model	125,000	0.0
A hydrological model is built for a pilot (region)	At least one hydrological model is built for a pilot (region)	0.0	125,000
Development policies and programmes in Namibia successfully incorporating human rights issues the case of water and sanitation are implemented	The implementation of at least one revised/updated policy scaled-up at pilot site or other location	0.0	680,000
Education for global citizenship, with emphasis on universal values based on peace, mutual understanding and respect for human dignity integrated into policies, plans and programmes	Human rights, values, tolerance promoted through media in particular community media with the aid of radios, TVS and others to address racism, discrimination and xenophobia.	6,000	0.0
CULTURE	At least 5 new experts in the national cultural		

Training modalities for cultural resources management developed and human resources strengthened in implementing of the normative framework related to the cultural resources conservation and management and promotion of the diversity of cultural expressions	institutions trained and employed in reinforcing the normative framework related to the safeguarding and promotion of cultural heritage and promotion of the diversity of cultural expressions.	10,000	30,000
COMMUNICATION AND INFORMATION A platform is created for democratic discourse	At least one platform for democratic discourse is created	341,080	0.0
Awareness campaigns of freedom of access to information are implemented	At least 2 awareness campaigns of freedom of access to information are delivered	0.0	10,000
Multipurpose community centers are strengthened in increasing awareness of protecting the right of woman and girls	At least 2 Multipurpose community centers /year in 2 regions are strengthened in increasing awareness of protecting the right of woman and girls	0.0	20,000
Policy is planned, reviewed and adopted for ICT education and training to meet new requirements	At least one policy is planned, reviewed and adopted for ICT education and training to meet the new requirements	0.0	10,000
Toolkit (IEC materials) for media institutions is developed	At least one toolkit (IEC materials) for media institutions is developed	0.0	10,000
Community media communication strategy is produced and implemented	At least one community media communication strategy is produced and implemented	0.0	20,000

UCPD Namibia: Results Matrix 2014-18: Sheet 4 / 5

NDP4 Priority 2 defines economic approach under NDP4. There is a strong focus on services and manufacturing, as required by Vision 2030 and Namibia's recently adopted Industrial Policy, as well as a continued focus on agriculture.

Expected Results and UNESCO Activity	Performance Indicators and Benchmarks	Available Resources in US\$	Mobilization Targets in US\$
Stakeholders are sensitized on the benefit of a BR [SC]	At least 1 workshop to sensitize the stakeholders on the benefit of a BR	0.0	10,000
A BR nomination request is formulated [SC]	At least 1BR nomination request is formulated	0.0	10,000
Policy and regulations are reviewed developed, adopted to improve the quality of living conditions in rural areas and informal settlements in urban areas (housing and sanitation) [SC]	At least one policy and related regulations are reviewed developed, adopted to improve the quality of living conditions in rural areas and informal settlements in urban areas (housing and sanitation)	0.0	40,000
A community is benefiting of a BR products [SC]	At Least one community is benefiting of a BR products	0.0	80,000
Key messages in Bioethics provided to global and national audiences.[SHS]	Key messages in Bioethics provided through a teacher training in Ethics	5,500	0.0
Cooperatives are formed / developed to add value to the product and create synergies to appeal to a wider market. [CLT]	At least two cooperatives are formed / developed to add value to the product and create synergies to appeal to a wider market	0.0	20,000
Cultural resources identified locally and modalities (i.e. cultural tourism concept) developed for their use by and for the benefit of the local population. [CLT]	Developed cultural tourism concept expanded in all regions (activities aimed at consolidating linkages of cultural resources, sustainable development and poverty reduction)	0.0	20,000
ICT policy is reviewed, planed, adopted to develop the ICT infrastructure of public services, development of technological standard, development of skills in R&D [CI]	At least one ICT policy is reviewed, planed, adopted to develop the ICT infrastructure of public services, development of technological standard, development of skills in R&D	0.0	20,000

UCPD Namibia: Results Matrix 2014-18: Sheet 5 / 5

NDP4 Priority 3 is the execution strategy with related monitoring and evaluation; namely: Execution, monitoring & evaluation, and progress reporting

Expected Results and UNESCO Activity	Performance Indicators and Benchmarks	Available Resources in US\$	Mobilization Targets in US\$
A funding mechanism for Research, Science and Technology, STI indicators and Monitoring and evaluation system is put in place [SC]	At least one funding mechanism for Research, Science and Technology, STI indicators and Monitoring and evaluation system is put in place	50,000	50,000
Culture sector institutional framework reinforced [CLT]	Strategic plan on restructuring/reinforcing the decentralized network of cultural institutions and sections	5,000	20,000
Statistical tool for collection of cultural related data is strengthened [CLT]	At least one statistical tool for collection of cultural related data is strengthened to demonstrate the share of cultural resources / creative industries in the National economy (CDIS)	5,000	10,000

Annex 1

Figure 1: The RBM Logical ScoreCard- NAMIBIA: Achieving the NDP-4 Results

	RESULTS CHAIN - DESCRIPTION	PERFORMANCE INDICATORS AND/OR SOURCES OF VERIFICATION
5	<p>Impacts (=Vision) <i>A prosperous and industrialized Namibia, developed by her human resources, enjoying peace, harmony and political stability (Vision 2030 page 38).</i> (Meaning) Increasing numbers of Namibian are enjoying Dignity, Peace, and Prosperity by 2030.</p>	<ul style="list-style-type: none"> GDP per capita increased from N\$26,445 (2012/13) to around N\$31,212 (2016/17); {Economic Growth} Gini coefficient decreased from 0.58 (2012/13) to 0.47 (2016/17); {Increased Income equality} Severely poor decreased from 15.8% (2009/10) to below 10% (2017). {Poverty}
4	<p>Outcomes (= Mission) Namibians at all levels are successfully implementing interventions (including relevant policies: s/w) addressing economic and social inequalities thus contributing to dignity, peace, prosperity, and full realization of human rights; i.e. Namibians....</p> <ul style="list-style-type: none"> Are using knowledge and skills that meet current and future demands for innovation {Education: hu/w}; Are accessing a quality health system in terms of prevention, cure and rehabilitation {Health: hu/w}; And partners are engaged in expanding (viable) Logistics; Tourism; Manufacturing; Agriculture; and other areas {Economic infrastructure: h/w}; and Are managing their initiatives: programmes, projects, policies; including using effective Monitoring and Evaluation - M&E {Management}. 	<ul style="list-style-type: none"> Education: Namibians have improved learning outcomes and demands for skills and innovation are satisfied; Health: HALE improves from 57 (2011) to 59 (2017); Logistics: Volume of cargo doubled between 2012 and 2017; Tourism: Grow (out of 7) from 3.84 (2011/12) to at least 4.40 (2017); Manufacturing: 50% increase in constant N\$ terms by 2017 over the BL figure of the 2010 National Account; Agriculture: Average real growth of 4% over the NDP4 period; Employment: Increased by 90,000 by 2016/2017; and Management: implementers of NDP4 are successfully managing their initiatives and practicing effective M&E, including timely reporting on their activities and results.
3	<p>Outputs OUT-1: Appropriate infrastructure and, or facilities for Education and skills development; Health system; Transportation; Energy; Water for human use and industry; Affordable Housing; ICT; Cargo to and from the Port of Walvis Bay; Tourism; Manufacturing; Agriculture; and other areas in place, operational, well maintained, and their correct use actively promoted [Hardware]</p> <p>OUT-2: Enabling laws, regulations, policies and systems for Education and skills development; Health system; Transportation; Energy; Water for human use and industry; Affordable Housing; ICT; Cargo to and from the Port of Walvis Bay; Tourism; Manufacturing; and Agriculture; and other areas in place, operational, well maintained, and their correct use actively promoted [Software]</p> <p>OUT-3: Namibians have increased awareness, skills and knowledge in Education and skills development; Health system; Transportation; Energy; Water for human use and industry; Affordable Housing; ICT; Cargo handling; Tourism; Manufacturing; Agriculture; Human Rights and other areas [Human ware]</p> <p>OUT-4: The NDP4 implementation processes are efficiently and effectively managed [Management]</p>	<p>Infrastructure improved for.....From...to by 2012: Education: at least 10%; Health: at least 10%; Transportation: at least 10%; Energy: 400 to 750 mega watts; Water: 85.5 to 100% of population; Housing: 41% to 60% in modern houses; ICT: 5.5 to 6.0 in latest technology score; Cargo to/from Walvis: Doubled; Tourism: From ; Manufacturing: at least 10%; Agriculture: at least 4%4% increase</p> <p>Policies: The enabling laws, regulations and policies for institutional environment, education and skills, health, extreme poverty, public infrastructure, logistics, tourism, manufacturing, agriculture, M&E, and other areas are in place and being promoted over the NDP4 period;</p> <p>Knowledge and Skills: The numbers of Namibians with increased awareness, knowledge and skills in different areas of development increase by at least <u>10%</u> per annum from year 2013 (Baseline year is 2012).</p> <p>Management: NDP4 is managed within budget and plans.</p>
2	<p>Activities ACT-1: Design, plan and build new infrastructures / facilities and/or expand / renew existing ones; and operate and maintain these as necessary [Hardware].</p> <p>ACT-2: Review, develop, adopt and operate appropriate policies, rules, and regulations, supportive of development [Software].</p> <p>ACT-3: Review, design, plan, adopt and operate appropriate education and training programmes [Human ware].</p> <p>ACT-4: Undertake planning, HRM, PR, mobilization of funding, implementation of programmes, and projects; and monitor and evaluate (M&E) implementation. [Management].</p>	
1	<p>Inputs / Resources</p> <ul style="list-style-type: none"> Facilities and materials; Funding from national and international sources; and procedures and methods; Appropriate knowledge and skills. 	

Annex 2: Some Examples of Partnerships

BOX 3: Example of a partnership in Education

Title of Activity:

Sub-regional Conference “Indigenous Education in a Changing World”

Partners:

Working Group of Indigenous Minorities in Southern Africa (WIMSA)
Open Society Initiative of Southern Africa (OSISA)
The University of Namibia (UNAM)
Ministry of Education, Namibia (MoE)

Co-funded by: MoE, OSISA, UNESCO, WIMSA

Brief Description: Problems addressed, objectives:

Building of previous conference including most recently the 2009 Southern African San Education Forum (SASEF) Conference, in June 2012 UNESCO convened this sub-regional conference, with the purpose of reviewing the achievements in formal education for the San communities as well as of identifying alternative learning option that could help San learners meet their educational aspirations. The overarching goal of the conference was to facilitate the creation of an environment in which San and other marginalized communities can access education that is relevant to their cultural, social and economic aspirations. The composition of the participants ensured the representation of expertise on the diversity of issues at stake, and ensured a balanced, meaningful and realistic set of recommendations.

Results achieved:

A common understanding was achieved of some of the patterns that San and other marginalized communities experience with education, the ways these problems link with other sectors like health, livelihood, political participation, and the limitations of current efforts to address these issues.

A set of recommendations for the development of a policy framework were agreed upon with the following elements:

1. policy framework
2. coordination and partnerships
3. Learning outcomes
4. Resources

The main suggested actions focus on strategies for creating a safe learning environments, strengthening and expanding school feeding, promoting San cultures in the curriculum, involving and informing the parents, being open to alternatives ways of learning and teaching, establishing a San mentoring mechanism.

The achievement of the set of recommendations for the policy framework is noteworthy since they were developed in consultation with and on the consensus of all relevant stakeholders, making them actionable and responsible parties accountable.

The Recommendations will be submitted to the relevant authorities.



Primary school children who participated in the UNESCO's reading activities during the Youth Book Fair



Thank you drawing to UNESCO for the reading activities

BOX 4: Example of a partnership in Science

Title of Programme/Project:

Support to countries in a Post-conflict and post-disaster (PCPD) situations: An integrated approach to disaster risk reduction to avoid and/or reduce the negative effects of future disaster situations, particularly flooding.

Brief Description: Problems addressed, objectives:

In 2011, the Government of Namibia declared a national emergency to respond, to large-scale flooding in seven northern regions. The 2011 flood is the fourth such event in five years. Flood waters surged to near record levels, damaging roads and washing away local routes. Overall, the entire economy in the area was disrupted for almost three months and trade routes were severely interrupted.

The floods affected a particularly vulnerable portion of the population covering all sectors. Three hundred twenty five schools were affected, with 92 completely closed, thus disrupting teaching and learning for approximately 65,767 children who were forced to stay at home.

UNESCO responded to the call of the President of the Republic of Namibia for assistance and collaboration in addressing flood management issues by sending a team of hydrologists on an exploratory mission to determine areas in which UNESCO can further collaborate with Namibia in addressing flood management. The team including the Windhoek UNESCO Office Programme specialist visited Namibia in the period 24-29 July 2011, and presented its initial findings to the Prime Minister on 29 July 2011.

Partners:

Office of the Prime Minister/(DDRM), Ministry of Agriculture, Water & Forestry, University of Namibia, Polytechnic of Namibia,

Funding:

UNESCO Post-Conflict and Post-Disaster Responses Intersectoral Platform – 125 000USD

Results achieved:

The final mission report was submitted to the OPM on the 21/11/2011 and the outline of the report on the Mandate study By UNESCO on May 2012 and captures the current situation with regards to flood management in the country.

An immediate follow-up to the 2011 UNESCO Flood Mission and the mandate study has been a 2nd UNESCO mission which concentrated on (i) Basic hydrological modeling and flood forecasting techniques for technical personnel in the country (07-11 May 2012) plus (ii) drawing up a roadmap for capacity development in integrated flood management. The second mission actually confirmed the urgent need for capacity building and collaboration in addressing flood management issues.

On the basis of the above, UNESCO Office Windhoek Cluster is implementing this project into two phases.

The first phase is supported by the PCPD Intersectoral Platform allocated budget when the second phase would be implemented only if either additional funds from the Emergency Fund allocations would be received or some ongoing EXB mobilization succeeded.

BOX 5: Example of a partnership in Social and Human Sciences

Title of Programme/Project:

Coalition of African Cities against Racism and Discrimination

Brief Description: Problems addressed, objectives.

The Programme objective is to encourage member cities in particular in Southern Africa to develop or review existing policies and programmes with the aim of incorporating the ten-point plan of action. The plan outlines several actions that the cities can undertake in mainstreaming measures that will help to address issues relating to Xenophobia, Racism and Discrimination.

Partners:

This mainly includes all member cities and organizations of the African Coalition of Cities against Racism and Discrimination. The following are the Cities where practical work has been done in partnership.

City of Windhoek

Ethekewini/ City of Durban

City Maseru

Ezulwini Town Board

City of Mbabane

City of Johannesburg

Funding:

The programme activities were funded from both regular and extra budget (through an inter-sectoral platform between CI, SHS and ED sector with monetary and in-kind support from some member cities of the Coalition of African Cities against racism and Discrimination.

Results achieved:

1. Good practices were documented from which other Cities can draw from.
2. The adoption of the internal statutes of the Coalition.

Several policy actions undertaken by some member cities (Windhoek, Mbabane and Durban) to address equal access to services following the recommendations of the studies undertaken under the programme.

BOX 6: Example of a partnership in Culture

Title of Programme/Project:

Culture and Development Indicator Suite (CDIS)

Brief Description Problems addressed, objectives.:

A good number of culture sector projects are not able to indicate clearly their position and the importance of their outputs in a developmental context. For instance, in the cases of the MDGF Programme “Sustainable Cultural Tourism in Namibia” as well as the implementation of the 2005 Convention on the Diversity of cultural expressions, description of the achieved results rely on narratives which, for instance do not relate to the normal criteria used in the economic and financial sectors. CDIS brings in a structure which permits the collection of a variety of culture related information on the Namibian cultural resources, originating in a variety of sectors; and translating these into statistical categories and formats relevant and understandable to the developmental planning, impact and measurement.

Partners:

Principal partners: University of Namibia – Statistics Department, National Planning Commission – Bureau of Statistics, Ministry of Youth, National Service, Sports and Culture, Ministry of Education.

Funding:

AECID (through HQ)

Results achieved:

The concept of cultural statistics and capacity developed in Namibia involving sectors (traditionally) not related to the cultural sector in Namibia involved in the process (output). In addition the CDIS matrix for seven categories* constructed for Namibia – data collected, inserted in the matrix, analyzed, interpreted and presented to the public; namely: (i) Economy; (ii) Communication; (iii) Gender Equality; (iv) Governance; (v) Social participation; (vi) Education; and (vii) Heritage.



Community members acting as guides at the World Heritage Site of Twyfelfontein in Central Namibia

BOX 7: Example of a partnership in Communication and information

Title of Programme/Project:

Empowering local radio stations with ICTs (Namibia, Lesotho and Couth Africa)

Brief Description: Problems addressed, objectives.

The project addressed local radios' lack of quality programming, in particular scarcity of reporting on development issues and limited debate platforms for the poor. It has offered support on priority areas of public concern, and facilitates active participation of the poor in the public debate –thus, in their own development. The activities also fostered ICTs as a support for broadcasting.

Partners:

The Swedish International Development Cooperation Agency (SIDA), plus 10 Community Radio Stations in Namibia, plus the Ministry of Information, and Communication Technology (MICT)

Funding:

Lesotho US\$ 239,188; Namibia US\$ 535,097; South Africa US\$ 574,165.

Results achieved:

10 Radio Station empowered with ICTs through human and technical capacity building



Volunteers at Ohangwena Community Radio (OCR) Studio

ANNEX 3

Mapping list of Partners

Existing partners:

21 national Government Institutions were identified under the category of existing partners:

1. Ministry of Youth, National Service, Sports and Culture (MYNSSC)
2. Ministry of Education (MOE)
3. Ministry of Gender Equality and Child Welfare (MGECW)
4. Ministry of Environment and Tourism (MET)
5. Office of the Prime Minister (OPM)
6. National Planning Commission (NPC)

7. Ministry of Information Technologies Communication (MITC)
8. Namibian National Commission for UNESCO
9. National Institute for Educational Development (NIED)
10. Namibia Qualification Authority (NQA)
11. National Training Authority (NTA)
12. Namibia Environmental Education Network (NEEN)

3 regional Government Institutions

26 NGOs/CSOs identified as existing partners, of which 20 are national:

1. Namib Desert Environment Education Trust (NaDEET)

2. Museum Association of Namibia (MAN)
3. Desert Research Foundation of Namibia (DRFN)

And 6 NGO/CSOs as sub-regional:

4. Open Society Initiative for Southern Africa (OSISA)

6 Academic/Research Institutions, all of them national:

1. University of Namibia (UNAM)
2. Namibian College of Open Learning (NAMCOL)
3. Polytechnic of Namibia (PON)
4. Gobabeb Training and Research Centre (TRC)
5. Habitat Research and Development Centre (HRDC)
6. Namibia Animal Rehabilitation, Research and Education Centre (NARREC)

10 UN Agencies/bodies:

1. ORC Namibia
2. UNICEF
3. UNFPA
4. WHO
5. UNEP
6. UNU
7. UNAIDS-
8. ILO
9. UNDP
10. WFP
11. UN Habitat

12 State Owned Enterprises (SOEs):

1. National AIDS Council
2. National Council on Higher Education (NCHE)
3. National Heritage Council
4. National Archives of Namibia
5. National Theatre of Namibia (NTN)
6. Regional Centre of Expertise (RCE) - Khomas and Erongo regions

5 Development Partners (DPs)

1. AECID (Spanish Cooperation)
2. Delegation of European Commission to Namibia

Potential partners

1. Ministry of Mines and Energy (MME)
2. Ministry of Trade and Industry (MTI)
3. Ministry of Agriculture, Water and Forestry (MAWF)
4. Ministry of Fisheries and Marine Resources (MFMR)
5. Ministry of Regional Government, Housing and Rural Development (MRGHRD)
6. Ministry of Health and Social Services (MOHSS)
7. Ministry of Veteran Affairs (MVA)
8. City of Windhoek
9. Municipality of Swakopmund (MoSw)
10. SADC Secretariat
11. SADC Parliamentary Forum
12. African Union
13. TONATA PLHIV Network (Namibia)
14. Positive Vibes Trust (Namibia)
15. Ombetja Yehinga Organization – OYO
16. Teacher Union NANTU
17. Teacher Union TUN
18. Cheetah Conservation Fund (CCF)
19. Namibia Association of Community Based Natural Resource Management (NACSO)
20. Namibia Community Based Tourism Association (NACOBTA)
21. Namibian Rights Reproduction Organisation (NAMRRO)
22. OvaHerero Genocide Committee (OGC)
23. Legal Assistance Centre (LAC)
24. OMBA Trust
25. NANGOF (Namibia NGO Forum)
26. Namibia Education Coalition of CSOs (NECCSO)
27. Media for Environment, Agriculture and Development (MEAD)
28. Acacia Grassroots Development Network (AGDN)
29. Namibian Nature Foundation (NNF)
30. Media Institute of Southern Africa (MISA)
31. Wild Life and Environment Society of Southern Africa (WESSA)
32. Working Group on Indigenous Minorities in Southern Africa (WIMSA)
33. African Network Campaign on EFA (ANCEFA)
34. Geological Survey of Namibia
35. National Art Gallery of Namibia (NAGN)

36. Namibian Tourism Board (NTB)
37. Namibian Chamber of Commerce and Industry (NCCI)
38. Namibian Society of Composers and Authors of Music NASCAM
39. Namibian Broadcasting Corporation (NBC)
40. World Bank
41. Virginio Bruni Tedeschi Foundation
42. Namibian Coast Conservation and Management project (NACOMA)
43. International Council of African museums (AFRICOM)
44. The African World Heritage Fund (AWHF)
45. The Centre for Heritage Development in Africa (CHDA)

Nine out of the above potential partners were identified for possible joint work before the end of the 2012-2013 biennium; namely: 1 Government Institution: Ministry of Justice; 2 from private sector (Microsoft and NEDBANK); 1 Academic/Research Institution (IUM); 1 NGO/CSO (GLOBE); 1 SOE (NCCI) and 3 DP's (GIZ, JICA, Finnish Embassy).