



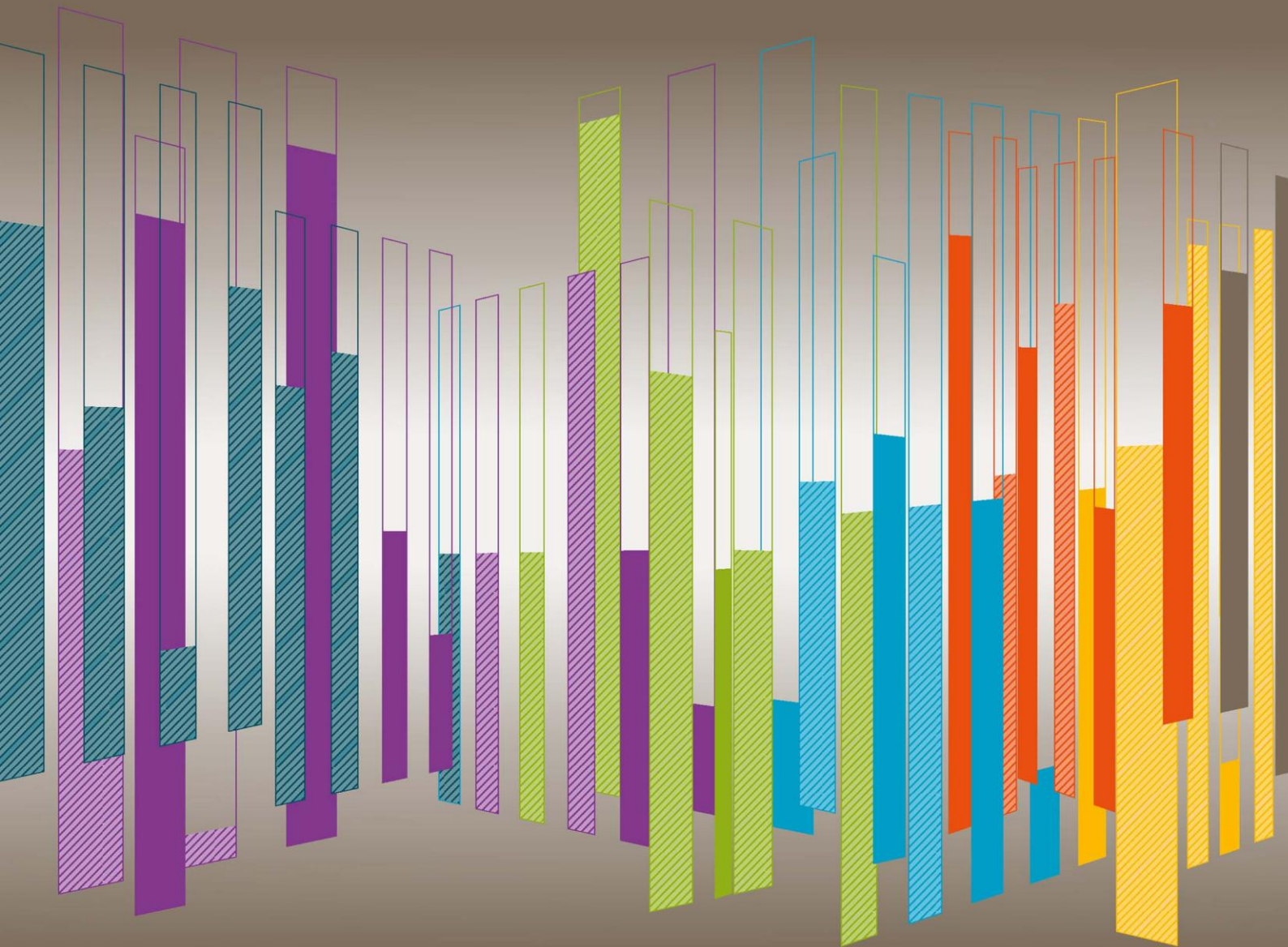
United Nations
Educational, Scientific and
Cultural Organization



Diversity of
Cultural Expressions

UNESCO CULTURE FOR DEVELOPMENT INDICATORS

Namibia's Technical Report



The UNESCO Culture for Development Indicators (CDIS) is an advocacy and policy tool developed within the framework of the Secretariat of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expression. Tested and implemented in 11 countries since 2009, the CDIS demonstrates, through quantitative and qualitative data, the enabling and driving role of culture in sustainable development. Its main objectives are to:

- Provide evidence-based justification for the inclusion of culture in national and international development strategies and plans;
- Gather new data for informed policies and monitoring systems for culture;
- Build capacities in data collection and analysis on culture and development;
- Promote awareness of culture's role in sustainable development through participative inter-institutional dialogue;
- Foster a comparable understanding at the international level ;

More information on the CDIS (www.unesco.org/creativity/cdis).

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United Nations
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Culture for Development Indicators



Technical Report

NAMIBIA



Second Test Phase: May 2011 – February 2012

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1. IMPLEMENTATION PROCESS AT THE NATIONAL LEVEL

1.1 General conditions and context

CDIS was launched in Namibia in November 2011, a great opportunity for Namibia to be a part of this exciting research. Like many other countries, Namibia is also faced with policies and programmes that are confronted with major challenges such as a lack of data and indicators, which are essential to improve the understanding of culture and developmental issues at the national level. This situation leads to a tendency for culture to be omitted from international and national development programmes, UNDAFs, PRSPs and other national strategies. With the implementation of CDIS in Namibia it has become evident that culture clearly contributes to the national development through:

- contributing to economic growth, social cohesion and resilience
- enlarging people's choices and
- helping individuals and communities to adapt to change

1.2 Main Institutions and Organisations

Prior to the data collection, the team identified potential stakeholders who have the relevant data and information related to the dimensions. The government line ministries and some NGOs have been actively involved in the process of data collection from the onset. Most importantly, the involvement of Namibia Statistics Agency (NSA) was crucial for the successful implementation of CDIS. The NSA is a central statistical authority and repository for all statistics produced in Namibia, which collects and disseminates statistics and spatial data, educates the public on the use of statistics, and designates statistics as official statistics.

For economy dimension, the Namibia Statistics Agency and the Ministry of labour were involved in the collection of segregated data. While the Ministry of Education, National Institute for Educational Development (NIED), University of Namibia, College of the Arts and Namibia Training Authority were all involved in the process of data collection for the Education dimension. The Ministry of Youth, National Service, Sport and Culture, together with some NGOs like the Namibia Film Commission, Namibia Society of Composers and Authors of music, National Heritage Council, to mention but a few were all consulted for the Governance dimension. The Ministry of Health and Social Services were consulted on the Gender Equality dimension, while the Namibian Broadcasting Corporation was involved in the communication dimension. As can be observed, a range of stakeholders were consulted and the collaboration strengthened the final result and impact of the CDIS.

1.3 Methods and process

The types of research methods used for the collection and acquiring of data, ranged from desk research, face to face, correspondence through email and also telephonic conversations. Many of the indicators could be constructed through desk research. Other research methods included making appointments and setting up face-to-face meetings with key stakeholders listed above. If that was

not possible, sending an email was an option but not preferred. Another way one could acquire information was to telephone the relevant person in order to make a quick query, but the best option was to sit face to face and have an informal interview and general discussion in order to gain more insight.

1.4 Challenges

The only major challenge faced by the team was the unavailability of data for some of the dimensions like: Economy- Contribution of cultural activities to GDP, for which although data may be available, it was too challenging to get the necessary information in order to complete the indicator. Other dimensions where data was not available at the national level were Social Participation and Gender Equality, where alternative indicators were created and most of the data was obtained from international sources.

2. CONSTRUCTION OF INDICATORS AT THE NATIONAL LEVEL

This section describes the methodology employed to construct the CDIS. It includes clear and detailed explanations of the methodology and technical aspects related to the construction of the core, alternative and additional indicators proposed in the Methodology Manual. This part of the Report is divided into seven sections, one for each dimension of the CDIS. The methodology employed to construct each dimension is presented separately, and likewise, within each dimension, each indicator is also addressed individually.

Dimensions	Sub-dimensions
Economy	<ol style="list-style-type: none"> 1. Contribution of cultural activities to GDP 2. Cultural Employment 3. Household expenditures on culture
Education	<ol style="list-style-type: none"> 1. Inclusive education 2. Multilingual education 3. Arts education 4. Professional training in the culture sector
Governance	<ol style="list-style-type: none"> 1. Standard-setting framework for culture 2. Policy and institutional framework for culture 3. Distribution for cultural infrastructure 4. Civil society participation in cultural governance
Social Participation	<ol style="list-style-type: none"> 1. Participation in Going –out cultural activities 2. Participation in Identity-building cultural activities 3. Tolerance of other culture 4. Interpersonal trust 5. Freedom of Self-determination
Gender Equality	<ol style="list-style-type: none"> 1. Gender Equality objective outputs 2. Perception of gender equality
Communication	<ol style="list-style-type: none"> 1. Freedom of expression 2. Access and Internet use 3. Diversity of fictional content on public televisions
Heritage	<ol style="list-style-type: none"> 1. Heritage Sustainability

3. ECONOMY

This dimension is related to the **MDG Goal 1 “Eradicate Extreme Poverty and Hunger”** which includes targets for the achievement of full and productive employment and decent work for all, including women and young people. The CDIS seeks to demonstrate and highlight **the potential of culture as a motor of economic development that can generate income and create employment**. This is done through three core indicators:

- * Contribution of cultural activities to Gross Domestic Product (GDP);
- * Cultural Employment; and
- * Household expenditures on culture.

3.1 CONTRIBUTION OF CULTURAL ACTIVITIES TO GDP

Introduction

Culture contributes to national GDP. This indicator assesses the weight of the cultural sector in the national economy by looking at the primary income of employees employed in the formal economy.¹ This refers to those who carry out creative activities and produce symbolic products as well as those with responsibility for equipment and supporting materials that serve the creation, production and distribution of cultural activities, goods and services. By looking at the income and value added generated by formal and private cultural activities, this indicator shows that these activities contribute to a country’s production, help to diversify the economy, generate income and sustain livelihoods.

Indicator

Percentage of the contribution of private and formal cultural activities to Gross Domestic Product

Data Source

Not available. This indicator could not be constructed as the National Statistics Agency could not impart the information to the CDIS team. Proper channels were followed to notify the relevant statisticians of the importance and urgency of acquiring the raw data. Namibia uses the ISIC REV 3.1 to the 4 digits, which should allow for the necessary raw data to be used to construct the information in the future.

3.2 CULTURAL EMPLOYMENT

Introduction

This indicator is focused on the role of culture as an “employer” in order to better understand its impact on national economic and social development.

¹ Understood as the part of an economy that is taxed, monitored by some form of government, and included in the gross national product (GNP).

Occupations in cultural activities reflect the ability for individuals to participate professionally in cultural activities and are a sign of the vitality of the cultural sector, which is an integral part of development. Employment in cultural activities contributes to job creation, income generation and the material welfare of those employed in these activities. These are key for both national and international development goals. Indeed, Goal 1 of the MDGs states that the international community should target the achievement of “full and productive employment and decent work for all, including women and young people” as a means to eradicate poverty.² In addition, due to the characteristic of the cultural sector and its reliance on locally run micro, small and medium enterprises, this area of employment can foster equitable development and facilitate the distribution of resources to those most in need. Thus, the employment provided by the cultural sector should be recognized as both a sign of its vitality and as a means of poverty reduction.

Indicator

Percentage of persons engaged in cultural occupations within the total employed population

Data Source

Source: Namibia Labour Force Survey. Methodology and calculation: UNESCO CDIS.

Year: 2008

Institution(s) consulted: Namibian Statistics Agency; Ministry of Labour

Formula

$$CEP_o = \frac{\sum_1^n CE_{isco\ codes}}{EP}$$

The final indicator was constructed by calculating the total amount of people engaged in cultural activities against the total employed population. Whereby:

CEPO is the percentage of persons engaged in cultural occupations; **CEisco codes** is the total number of the persons employed in cultural occupations according to the selected ISCO codes and **EP** is the total number of the employed population.

Results

Namibia used the 2008 Labour Force Survey ISCO 88 to the 4-digit level to construct the indicator on employed population in cultural occupations in respect to the total employed population.

² <http://www.un.org/millenniumgoals/poverty.shtml>

	Namibians employed in cultural occupations	Namibians employed in central cultural activities	Namibians employed in supporting or equipment related activities
Men	1309	1039	270
Women	3138	2875	263
Total	4447	3914	533
Employed population	678684	4447	4447
Percentage %	0.65%	88%	12%

Table 1: Number of employed persons in cultural activities

In 2008, 0,65% of the employed population in Namibia had cultural occupations (4447 people: 1309 men and 3138 women). 88% of these individuals held occupations in central cultural activities, while 12% held occupations in supporting or equipment related activities.

Nevertheless, while already significant, the global contribution of the culture sector to employment is underestimated in this indicator due to the difficulty of obtaining and correlating all the relevant data. This figure is only the tip of the iceberg since it does not cover non-cultural occupations performed in cultural establishments or induced occupations with a strong link to culture, such as employees of hospitality (restaurants, etc.) and hotelier services located in or close to heritage sites. In addition, this does not account for employment in the informal culture sector, which is likely to be significant in Namibia. Furthermore, because the raw data in Namibia is only available to the three digit level of international standard classifications, certain central cultural occupations are not taken into account, including: jobs in cultural education, advertising and marketing, web media development, sociologists, anthropologists, library clerks, religious professionals, traditional chiefs and heads of villages; as well as certain equipment and support occupations: software developers and broadcasting and audio-visual technicians.

Regardless, this figure highlights the low levels of cultural employment in Namibia, suggesting that levels of cultural production are also rather low. This can be contrasted with the priorities and objectives set aside in the 2001 Policy on Arts and Culture and the former National Development Plan 3 from 2007/2008-2011/2012, which recognized the cultural industries as a growing source of employment and economic growth, aiming to increase production and optimize the economic contribution of the sector, among other things by facilitating employment.

3.3 HOUSEHOLD EXPENDITURES ON CULTURE

Introduction

Expenditures on culture by institutions and residents in a given country are related to economic development since they reflect the allocation of income supporting national and foreign cultural production. Moreover, individual consumption expenditures in cultural activities, goods and services incurred by households provides an insight into the size and the potential of the national market for culture and demonstrates how much a society values culture through economic flows. Assessing

expenditures is also an indirect way of approximating the positive influence of the modern economy on culture as it shows the extent to which society values the amount and quality of the supply offered by this type of economy. Finally, actual expenditures may also serve as an indication of the potential for expansion of the culture sector.

Indicator

Percentage of household final consumption expenditures on cultural activities, goods and services set against total household final consumption expenditures

Data Source

Source: NHIES Survey 2009/2010; Census, 2011. Methodology and calculation: UNESCO CDIS

Year: 2009/2010

Institution(s) consulted: Namibian Statistics Agency; Ministry of Labour

Formula

The percentage of the total household final consumption expenditures spent on culture was calculated using the following formula:

$$CHFC = \frac{\sum_1^n HCS_{COICOP\ codes}}{HFC}$$

Where:

CHFC is the household final consumption expenditures on cultural activities, goods and services set against total household final consumption expenditures; $HCS_{COICOP\ codes}$ is the total number of household expenditures in the selected COICOP codes; and HFC is the total household final consumption expenditures.

The calculation of the percentage of household final consumption expenditures on cultural goods and services was disaggregated by region.

Results

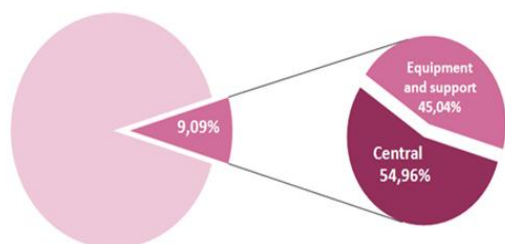


Table 2: Percentage of household final consumption expenditures on cultural activities, goods and services set against total household final consumption

Namibia used the 2009/2010 Namibia Household Income and Expenditures Survey national data source to construct the indicator on household expenditures on culture (evaluation of the value in terms of consumption of national and foreign cultural goods and services and the potential national market for cultural activities, goods and services). Namibia used the COICOP classification system for this indicator.

In Namibia, 9,09% of household consumption expenditures were devoted to cultural activities, goods and services in the year of 2009/2010 (1400.26 NAD). It is likely that this final result is an over-estimation of the actual percentage of household consumption expenditures spent on culture due to the current limitations of national data systems. National data systems are not exhaustive but rather based on sample groups. As Namibia remains a country of significant divides, often the most marginalized and isolated groups of the population are not accurately reflected in such data sets due to inaccessibility.

Nevertheless, this indicator still offers significant insights into how households value foreign and domestic cultural goods and services through market transactions, and therefore the size and potential of the national market for cultural activities, goods and services. 9,09% of total household expenditures suggests that there is a real and significant demand for the consumption of foreign and domestic cultural goods, services and activities, and of this the majority (54,96%) is spent on central cultural goods and services, the minority of this consumption (45,04%) being left to supporting activities and equipment. On average nation-wide, in the category of central cultural goods and services, the most was spent on daily and weekly newspapers (139,45 NAD), watches and personal jewellery (156,90 NAD), and subscription television (292,16 NAD). In the category of support and equipment, a significant share was spent on television sets, decoders, dvd players, video and players (169,95 NAD); and personal computers and laptops (213,16 NAD).

The share of consumption expenditures varies greatly from one region to another in Namibia, from 12,67% and 12,57% in Otjozondzupa and Khomas to 5,88% and 4,17% in Ohangwena and Omusati.

4. EDUCATION

All women and men have a right to education. The right to education provides individuals with the critical knowledge and skills required to become empowered citizens capable of adapting to change and contributing to their society, economy and culture. Education is essential to inclusive and sustainable human development, and critical for the emergence of knowledge-based societies, capable of devising innovative strategies in order to face future challenges. It has been proven that education builds and spreads shared values and attitudes, fosters the integration and participation of everyone and of marginalized communities in particular, and creates positive opportunities for social interaction and connectivity.

The dimension includes four core indicators:

- * Inclusive education
- * Multilingual education
- * Arts education
- * Professional training in the culture sector

4.1 INCLUSIVE EDUCATION

Introduction

Primary and secondary education enables individuals to acquire basic skills and competencies in order to become empowered citizens capable of actively taking part in their culture, society and economy. Furthermore, the years spent being educated are crucial to the emergence of positive connections and interactions among different social and cultural groups and to the building and spreading of shared values and attitudes essential to the development of human capital and social cohesion within the community.

Indicator

Index of average years of schooling of the population between the ages of 17 and 22, adjusted to reflect existing inequalities.

Data Source

Source: EFA Global Monitoring Report, Reaching the Marginalized. Methodology and calculation: UNESCO CDIS.

Year: 2010

Institution(s) consulted: National Institute for Educational Development

Formula

The indicator is created automatically when the required data is entered into the relevant CDIS Data Table.

Results

The EFA Global Monitoring Report, Reaching the Marginalized, 2010 was used to calculate the results.

Average number of years of schooling (of the population between the ages of 17 and 22)	8.4	2007	<i>EFA Global Monitoring Report, Reaching the Marginalized, 2010.</i>	
Percentage of the population with fewer than four years of schooling (17-22 years old)	9%	2007	<i>EFA Global Monitoring Report, Reaching the Marginalized, 2010.</i>	
Standardized average number of years of schooling	0.84			
Adjusted index according to inequalities	0.76524			

Table 3: Average number of years of schooling (of the population between the ages of 17 and 22)

The Constitution of the Republic of Namibia, adopted in 1990, states that "All persons shall have the right to an education" (Article 20.1).

Within this context, the result of 0,76 reflects the efforts made by Namibian authorities to guarantee this fundamental cultural right and pursue measures to assure that this right is secured in a complete, fair and inclusive manner, which is to say to abolish inequality. This result shows that the average years of schooling of the target population aged 17 to 22 is 8,4 years (10 years is the target amount used in the construction of the indicator). Therefore, though below the targeted average of 10 years of schooling, the majority of Namibian citizens can enjoy the right to an education and participate in the construction and transmission of values, attitudes and cultural skills, as well as personal and social empowerment throughout primary and secondary school. However, 9% of the

target population in Namibia is still living in education deprivation, meaning that they have fewer than 4 years of schooling. This 9% highlights the persistence of inequality in the enjoyment of this cultural right. Further studies to identify the socio-economic groups facing the brunt of deprivation would be advised in order to develop policies and measures to eradicate this on-going situation of inequality in the post-apartheid and post-independence era of the country.

4.2 MULTILINGUAL EDUCATION

Introduction

In an increasingly globalized world, learning one or more widely-used foreign languages is essential not only to increase opportunities for employment and professional development, but also to provide access to a wider range of cultural information, knowledge and expressions and to encourage interculturality. However, multilingual education consists in learning not only a foreign language, but also local or regional languages used in that society, whether they be acknowledged as official languages or not. Indeed, the learning of those languages boosts the minority peoples' educational opportunities and empowerment, further enhances understanding among social and cultural groups and builds social cohesion. Local and regional languages play a key role in conveying particular worldviews and different ways of meaning. Thus, the teaching of, and instruction in, those languages contributes to consolidate the value of each culture as a framework of meaning offering possibilities for personal development. Furthermore, these languages are generally spoken by linguistic minorities who face greater learning difficulties when taught in an unfamiliar language. The provision of education in their mother tongue, therefore, lessens inequalities of access to education and educational opportunities. Similarly, teaching materials and lessons based on the language and culture of the dominant group tend to further marginalize minorities. The promotion of bilingualism and multilingualism, namely teaching two or more languages within the education system, yields important insights about the cultural sensitivity of the education curricula and the level of encouragement of interculturality. Moreover, it is directly linked to the respect of fundamental rights.³ In Namibia, the first two years of secondary school in Namibia correspond to years 8 and 9 (not 7 and 8), the first two years of Junior Secondary School according to national standards

Indicator

Index of the promotion of multilingualism within language courses (grades 8-9)

³ Multilingual education is "an essential component of intercultural education in order to encourage understanding between different population groups and ensure respect for fundamental rights", Education in a multilingual world (UNESCO, 2003)

Data Source

Source: The National Curriculum for Basic Education; World Data on Education: Namibia, 2010/2011.
Methodology and calculation: UNESCO CDIS.

Year: 2010

Institution(s) consulted: Ministry of Education, National Institute for Educational Development

Formula

The indicator is created automatically when the required data is entered into the relevant CDIS Data Table.

Results

The National Curriculum for Basic Education; World Data on Education: Namibia, 2010/2011 was used to calculate the indicator.

	Data	Sources	Years
Number of official or national languages	1	The National Curriculum for Basic Education	2010
Number of official or national languages taught during the first two years of secondary school*	1	The National Curriculum for Basic Education	2010
Number of your country's local or regional languages	10	The National Curriculum for Basic Education	2010
Number of local or regional languages taught in the first two years of secondary school	10	The National Curriculum for Basic Education	2010
Percentage of the total annual instructional hours dedicated to official or national languages in the first two years of secondary school (grades 7-8), in relation to the total number of hours dedicated to teaching languages	55.60%	The National Curriculum for Basic Education; World Data on Education: Namibia, 2010/2011	2010
Percentage of the total annual instructional hours dedicated to local or regional languages in the first two years of secondary school (grades 7-8), in relation to the total number of hours dedicated to teaching languages	44.40%	The National Curriculum for Basic Education; World Data on Education: Namibia, 2010/2011	2010
Percentage of the total annual instructional hours dedicated to international languages in the first two years of secondary school (grades 7-8), in relation to the total number of hours dedicated to teaching languages****	0.00%		
RESULT			44%

Table 4: Instructional hours dedicated to promoting multilingualism in relation to the total number of instructional hours dedicated to languages (grades 7-8)

- International language is not compulsory for all schools. If taken, it may be one of the prevocational subjects with 4 periods per week.
- English is the official language for Namibia, in other reports it may have been regarded as an international language.

Article 19 of the Constitution of the Republic of Namibia states that “every person is entitled to enjoy, practice, profess, maintain and promote any culture, language, tradition or religion” so long as it does not impinge upon the rights of others. Furthermore, the 2001 Policy on Arts and Culture states that the government has the mission and goal to uphold “unity in diversity” so that all Namibians feel free to practice any culture, recognizing that such “unity is maintained by mutual understanding, respect and tolerance.” As part of promoting this unity in diversity, the 2001 Policy also states that it is the goal of the Namibian government to safeguard and promote linguistic heritage and acknowledges the role of education in the promotion of cultural diversity. Though not reiterated in the Development Plan 4 for 2012/2013-2016/2017, the National Development Plan 3 from 2007/2008-2011/2012 recognized that Namibia has a population consisting of a diversity of cultures, and that the biggest challenge post-independence was to heal the wounds of inequality and racism and recognize the wealth of such multiculturalism. NDP3 also recognized that “language is an essential carrier of culture.”

The results for this descriptive indicator reflect the extent to which the national curriculum for education, updated in 2010, promotes such linguistic and cultural diversity. 55,6% of the hours to be dedicated to languages in the first two years of secondary school, is to be dedicated to the teaching of the official national language- English. The remaining 44,4% of the time is to be dedicated to the teaching of local and regional languages. Despite the fact that 0% of the required national curriculum is dedicated to additional international languages, such as French or German, these results still indicate that the national curriculum is designed to promote linguistic diversity in Namibia, particularly regarding the promotion of local languages and mother tongues. It should be noted that learners have the option of taking additional international languages such as French or German as one of the prevocational subjects of their choosing. However, this is not obligatory in the national curriculum and thus not taken into consideration for this indicator.

However, in spite of the promotion of diversity, of the 11 nationally recognized local and regional languages, only 9 are taught in schools - Khoekhoeowab/Damara Nama, Oshikwanyama, Oshindonga, Otjiherero, Rukwangali, Rumanyo, Setswana, Silozi, and Thimbukushu. Otjizemba and Ju!hoansi are the only two remaining nationally recognized local and regional languages that are not promoted in the education system.

4.3 ARTS EDUCATION

Introduction

Arts education nurtures creativity and innovation, strengthens creative and artistic talent and provides a basis for the appreciation of cultural expressions and diversity by educating the public and broadening horizons for personal development and cultural participation. Arts education is therefore recommended as a component of school curricula throughout schooling (primary and secondary).

Indicator

Percentage of median yearly instructional hours dedicated to arts education in the first two years of secondary school (grades 7-8)

Data Source

Source: The National Curriculum for Basic Education; World Data on Education: Namibia, 2010/2011. Methodology and calculation: UNESCO CDIS.

Year: 2010

Institution(s) consulted: Ministry of Education, National Institute for Educational Development

Formula

The relevant data source was used to enter the percentage of median yearly instructional hours intended for arts education in the first two years of secondary school (grades 7-8) in the relevant Data Table.

Results

Namibia used the National Curriculum for Basic Education; World Data on Education: Namibia, 2010/2011 for the calculation of the indicator.

	Percentage of instructional hours dedicated to arts education in the first two years of secondary school (grades 7-8), in relation to the total number of instructional hours*
Year	2010
Sources	The National Curriculum for Basic Education; World Data on Education: Namibia, 2010/2011
Comments	One period dedicated to 'Arts in culture' per week and there are a total of 41 instructional periods in a week for 39 weeks.
Data	2.40%

Table 5: Instructional hours dedicated to arts education in the first two years of secondary school

In continuation with the 2001 Policy on Arts and Culture's stance on "unity in diversity," this policy recognizes that Namibians see themselves as a united nation celebrating the diversity of their artistic and cultural expressions and declares as a goal that the status of the arts should be improved through education and that arts subjects should therefore be part of the new curriculum. The policy goes on to state that in such an environment "learners are sure to acquire many skills and self-confidence through exploring their own creative abilities" and that it is "necessary to reverse an alarming trend for the downgrading of the arts and culture, which has resulted, for instance, in the marginalization of arts and culture in some schools." National Development Plan 3 from 2007/2008-2011/2012 also recognized that arts education was necessary for the realization of the country's creative potential and that a priority should be to "establish a solid foundation of education in the arts and culture."

Within this context, the results for this descriptive indicator reflect the extent to which the national curriculum for education, promotes arts education. According to the updated curriculum of 2010, only 2,4% of the total number of instructional hours is to be dedicated to arts education. Only 2,4% is covered by one subject entitled 'Arts-in-culture.' It should be noted, however, that in addition to the required hours to be dedicated to the arts according to the national curriculum, learners have the option of taking one additional course entitled 'Visual and integrated performing arts' as one of the prevocational courses of their choosing. However, since this is not a required course, it is not calculated into the final result.

Nevertheless, this result indicates that the percentage of time to be dedicated to arts education in the first two years of secondary school remains very low, especially when taking into account the percentage of time dedicated to the arts in other countries with similar objectives for promoting creativity and bringing the arts in from the margins.

Furthermore, when looking at arts education over the course of a lifetime, 2,4% indicates that there is a gap in the offerings of arts education in secondary school. On average, the national curriculum for primary education shows that 6,2% of all educational hours are to be dedicated to arts education. This is nearly three times what is required during secondary education. Moreover, when looking at the following indicator on tertiary and training programs that are offered in Namibia, it can be noted that the coverage, though not ideal, is still fairly complete. This gap in arts education during secondary schooling may in part be responsible for the low numbers of employment in the cultural industries as access to courses in these formative years may determine acceptance into specialized programs as well as career choices. A member of the College of the Arts has signalled that certain tertiary programs for arts education require prerequisites that are currently not available in the secondary education curriculum in Namibia.

4.4 PROFESSIONAL TRAINING IN THE CULTURE SECTOR

Introduction

To tap into the full economic and developmental potential of culture, current and future cultural operators and professionals must be able to acquire and develop artistic, creative, technical, technological and managerial skills and competences so that they may express and manifest their creativity, transform it into economically viable activities, goods and services and effectively manage cultural businesses, institutions and events (museums, festivals, cultural business ventures, SMEs, etc.). The importance of technical and cultural management training should therefore be stressed. Indeed, although skills such as identifying possible sources of revenue, balancing budgets and managing an organization are common to other business sectors, the special characteristics of the cultural sector call for considering culture-specific aspects in order to reinforce artistic abilities through entrepreneurship and management skills.

Ultimately, appropriate technical, vocational and tertiary training is as essential to artistic and creative fields (which are the raw materials of cultural industries and activities) as it is to cultural management (which allows those industries and activities to be consolidated and economically viable). Indeed, the existence of a comprehensive educational framework covering different types of training (technical/vocational and tertiary/higher) and the multiple cultural fields or domains (visual arts, performing arts, audio-visual, heritage, books and publishing, design, etc.), is essential to foster the emergence and consolidation of a creative class and a body of competent and dynamic cultural professionals capable of maximizing the economic and social potential of culture in order to boost their own and their communities' development. The existence of a coherent and complete technical and tertiary educational framework in the field of culture is therefore one of the decisive factors in encouraging the creation of enabling environments for the emergence of dynamic cultural sectors, as

enshrined in the Convention on the Protection and Promotion of the Diversity of Cultural Expressions.⁴

Indicator

Index of coherency and coverage of technical and vocational education and training (TVET) and tertiary education in the field of culture.

Data Source

Methodology and calculation: UNESCO CDIS.

Year: 2012/2013

Institution(s) consulted: Ministry of Education, College of the Art, University of Namibia, Namibia Training Authority.

Formula

This indicator is generated automatically when the relevant CDIS Data Table is filled in. An “X” is entered in the cell for each question. The questions used to develop the indicator are given below for information. An equivalent value is given to each reply.

Results

Namibia relied on the University of Namibia, College of the Arts, The Namibian Training Authority and the Ministry of Education to collect data for this indicator.

⁴ Specifically Article 14 “Cooperation for development” of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

	Tertiary education		Technical education		
	Year	Source	Year	Source	
Is there at least one public or private government-dependent educational institution in your country that provides heritage training courses ?	x	University of Namibia			
Is there at least one public or private government-dependent educational institution in your country that provides music training courses ?	x	University of Namibia	x		College of the Arts
Is there at least one public or private government-dependent educational institution in your country that provides training courses in the fine, visual and applied arts ?	x	University of Namibia	x		College of the Arts
Is there at least one public or private government-dependent educational institution in your country that provides training courses in cultural management ?					
Is there at least one public or private government-dependent educational institution in your country that provides training courses in film and image ?	x	University of Namibia	x		College of the Arts
TOTAL	0.70				

Table 6: Training of professionals in the culture sector

In the 2001 Policy on Arts and Culture a key goal was defined to improve the status of the artist “through education and training, and by exploring the economic potential” of the culture sector. The essential link between education, training and employment was made.

The final result of 0,70 reflects to what extent the coverage of national public and government-dependent private technical and tertiary education is comprehensive in Namibia, offering various types of courses and permitting cultural professionals to receive the necessary education to pursue a career in the culture sector. Namibia’s result of 0,7 indicates that though complete coverage of cultural fields in technical and tertiary education does not exist in the country, the national authorities have manifested an interest and willingness to invest in cultural education.

Tertiary education is offered by the University of Namibia in the fields of heritage, music, visual and applied arts, and film and image. Technical trainings are also offered by the College of the Arts in the fields of music, visual and applied arts and film and image. In addition, the Namibian Training Authority offers one training in garment making which falls under the category of visual and applied arts. Although this coverage of offerings is fairly inclusive, it is not complete. No regular technical training programs exist in the field of heritage, and no technical or tertiary education programs exist in the field of cultural management.

5. GOVERNANCE

Cultural governance and institutionality enable the conditions under which cultural rights are exercised and promoted. The exercise of these rights is considered a crucial element in the process

of developing peaceful societies in which individuals have the opportunity to lead full, creative lives in accordance with what they value, and thus in promoting inclusive, rights-based human development. Cultural governance encompasses, on the one hand, standard-setting framework and public policies and, on the other hand, institutional capabilities and cultural infrastructure put in place by public authorities to structure dynamic cultural sectors strengthen cultural processes from a development perspective and protect and promote cultural diversity in all its forms. This can be seen in the core indicators namely:

- * Standard-setting framework for culture
- * Policy and institutional framework for culture
- * Distribution of cultural infrastructures
- * Civil society participation in cultural governance

5.1 STANDARD-SETTING FRAMEWORK FOR CULTURE

Introduction

States' positions regarding culture are officially expressed in the standard-setting instruments adopted at the international and regional levels, which embody the obligations entered into and the principles accepted, and those adopted at the national level, which expresses the efforts made to operationalize and implement them effectively.

Thus, the level of commitment to internationally agreed standards relating to culture, cultural diversity and cultural rights provides a structural indication of the degree of priority given to culture and the approaches and areas of work prioritized by the public authorities.

In addition, national standards, laws and regulations prescribe action to be taken by the different State administrations and other interested parties in the private sector and civil society and provide valuable information on the main objectives of public action in the cultural sphere. They also play a crucial role in creating environments conducive to the emergence of dynamic cultural sectors and the promotion of cultural vitality.

Indicator

Index of development of the standard-setting framework for the protection and promotion of culture, cultural rights and cultural diversity

Data Source

Methodology and calculation: UNESCO CDIS.

Year: 2013

Institution(s) consulted: Ministry of Youth, National Service, Sport and Culture; National Library; NAMIBIA Film Commission; Namibia Society of Composers and Authors of music; National Heritage Council; Office of the Prime minister

Formula

For the construction of the indicator, the appropriate sheet in the Results Table for the dimension is completed by answering yes (inserting “Y”) or no (inserting “N”) in the relevant cell, in light of the situation and context of the country. The benchmark indicator is thus automatically constructed.

Results

			An sw er			Weight			
Binding international instruments ratified			0.64			Year	Source		
Universal Declaration of Human Rights	UN	1948	Y	1	1	1995	www.namibian.com.na/index.php?id=28&tx_ttnews%5Btt		
International Covenant on Economic, Social and Cultural Rights	UN	1966	Y	1	1	1994	http://treaties.un.org/Pages/ViewDetails.aspx?chapter=4&lang=en&mtdsg_no=IV-3&src=TREATY		
Optional Protocol to the International Covenant on Economic, Social and Cultural Rights	UN	2008	N	1	0				
International Convention on the Elimination of All Forms of Racial Discrimination	UN	1965	Y	1	1	1982	http://www.lac.org.na/namlex/Humanrts.pdf		
Convention on the Elimination of All Forms of Discrimination against Women	UN	1979	Y	1	1	1992	http://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-8&chapter=4&lang=en		
Convention on the Rights of the Child	UN	1989	Y	1	1	1990	http://treaties.un.org/Pages/ViewDetails.aspx?mtdsg_no=IV-11&chapter=4&lang=en		
Convention on the Rights of Persons with Disabilities	UN	2006	Y	1	1	2007	http://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-15&chapter=4&lang=en		
Convention on the Protection and Promotion of Diversity of Cultural Expressions	UNESCO	2005	Y	1	1	2006	http://www.unesco.org/eri/la/conventions_by_country.asp?language=E&typeconv=1&contr=NA		
Convention for the Safeguarding of the Intangible Cultural Heritage	UNESCO	2003	Y	1	1	2007	same source		
Convention on the Protection of the Underwater Cultural Heritage	UNESCO	2001	Y	1	1	2011	same source		
Convention Concerning the Protection of the World Cultural and Natural Heritage	UNESCO	1972	Y	1	1	2000	same source		
Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property	UNESCO	1970	N	1	0				

UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects	UNIDROIT	1995	N	1	0		
Convention for the Protection of Cultural Property in the Event of Armed Conflict	UNESCO	1954	N	1	0		
Universal Copyright Convention	UNESCO	1952, 1971	N	1	0		-
Berne Convention for the Protection of Literary and Artistic Works	WIPO	1886	Y	1	1	1991	http://www.wipo.int/treaties/en/ShowResults.jsp?treaty_id=1&country_id=126C
Rome Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations	UNESCO	1961	N	1	0		
Convention for the Protection of Producers of Phonograms Against Unauthorized Duplication of Their Phonograms	WIPO	1971	N	1	0		
WIPO Copyright Treaty - WCT	WIPO	1996	Y	1	1		http://www.wipo.int/treaties/en/notifications/wct/treaty_wct_2.html
WTO Agreement on Trade-Related Aspects of Intellectual Property Rights - TRIPS	WTO	1995	Y	1	1		http://www.wto.org/english/thewto_e/countries_e/namibia_e.htm
WIPO Performances and Phonograms Treaty - WPPT	WIPO	1996	Y	1	1		http://www.wipo.int/treaties/en/notifications/wppt/treaty_wppt_1.html
Brussels Convention Relating to the Distribution of Programme-Carrying Signals Transmitted by Satellite	WIPO	1974	N	1	0		
Universal Recommendations and Declarations (soft law) whose content and principles have been explicitly incorporated/integrated into national laws and / or regulations				0.83			
UNESCO Universal Declaration on Cultural Diversity	UNESCO	2001	Y	1	1		http://www.gov.na/documents/10180/30001/Namibia_Constitution.pdf
Declaration on the Right to Development	UN	1986	Y	1	1		Namibian Consitution
Stockholm Action Plan on Cultural Policies for Development (Intergovernmental Conference on Cultural Policies for Development)	UNESCO	1998	Y	1	1		Arts and culture policy, namibia
Recommendation concerning the Status of the Artist	UNESCO	1980	Y	1	1		Arts and culture policy, namibia
Declaration on the Rights of Indigenous Peoples	UN	2007	Y	1	1		IWGIA, 2010
Recommendation concerning the Promotion and Use of	UNESCO	2003	N	1	0		

Multilingualism and Universal Access to Cyberspace					
Binding regional instruments ratified			0.00		
Has your country ratified / adopted at least one binding regional treaty or instrument relating to culture and/or cultural rights (for example, in Europe, the European Cultural Convention of 1954 or the European Social Charter of 1962, revised in 1996; in Africa, the Cultural Charter for Africa of 1977; in the Americas, the 1988 Protocol of San Salvador; etc.)?	N	1	0		
Bilateral cultural cooperation agreements signed			1.00		
Has your country signed a bilateral or regional cultural cooperation agreement with one or more countries in the last three years?	Y	1	1		Mr. Ned Fibeya (NPC) Bilateral agreements section
SUPRANATIONAL OR INTERNATIONAL LEVEL			0		
			5		
			9		

National Constitution			1.00		
Recognition of cultural diversity and multiculturalism of the country	Y	1	1		http://www.gov.na/documents/10180/30001/Namibia_Constitution.pdf
Incorporation of the obligation to respect linguistic and cultural diversity	Y	1	1		same source
Recognition of cultural rights in the constitution: right to an education that fully respects the cultural identity	Y	1	1		same source
Recognition of cultural rights in the constitution: right to participate in the cultural life	Y	1	1		same source
Recognition of cultural rights in the constitution: right to benefit from scientific progress and its applications	Y	1	1		same source
Recognition of cultural rights in the constitution: free exercise of creative activity; a person's right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he or she is the author	Y	1	1		same source

Recognition of the cultural rights in the constitution: choice of and respect for cultural identities; access to cultural heritage; free and pluralistic information and communication; cultural cooperation	Y	1	1		same source
National legislative and regulatory framework			0.63		
Existence of a "framework law" for culture	N	1	0		
Existence of a sectoral law on heritage	N	1	0		
Existence of a sectoral law on books and publishing	N	1	0		
Existence of a sectoral law on cinema	N	1	0		
Existence of a sectoral law on television and radio	Y	1	1		http://209.88.21.36/opencms/export/sites/default/_grnnet/MIB/Legislation/policies/NMICT_-_Broadcasting_Policy_v10.pdf
Existence of other sectoral laws dealing with culture (music, visual arts, performing arts)	N	1	0		
Existence of copyright legislation	Y	1	1		
Existence of neighbouring rights legislation	Y	1	1		http://www.wipo.int/wipolex/en/text.jsp?file_id=222895
Existence of legislation on non-profit cultural bodies (cultural foundations and associations)	N	1	0		
The budget legislation contains an item or items for culture	Y	1	1		National Budget 2012/2013
Existence of laws/regulations/decrees regulating public assistance and subsidies for the cultural sector	Y	1	1		artscouncilnam.org/
Existence of laws/regulations/decrees promoting cultural patronage and sponsorship	Y	1	1		artscouncilnam.org/
Existence of laws/regulations/decrees dealing with the tax status of culture (tax exemptions and incentives designed to benefit the culture sector specifically, such as reduced VAT on books)	N	1	0		
Existence of laws/regulations/decrees to create a propitious and diversified environment for the development of local	Y	1	1		Deputy Director of culture

cultural industries (e.g. regulations on company ownership, broadcasting content and percentage, levels of concentration in cultural industries)				
Existence of laws/regulations/decrees to create favourable environments for culture and creativity: promotion of arts education	Y	1	1	National Institute for educational development (NIED)
Existence of laws/regulations/decrees to create propitious environments for culture and creativity: protection and promotion of artists' social status	Y	1	1	oruano trust - vincent muemba
Existence of laws/regulations/decrees to create favourable environments for culture and creativity: promotion of participation of minorities and vulnerable groups in cultural life	Y	1	1	http://www.opm.gov.na/
Existence of other laws/regulations/decrees to create propitious environments for culture and creativity: promotion of participation of young people in cultural life, access to cultural venues and infrastructures for disabled people, advancement of women in the field of culture, promotion of the cultural expressions and traditions of indigenous peoples	Y	1	1	http://www.wipo.int/wipolex/en/text.jsp?file_id=223249
Existence of a system of regulation to develop and apply laws enacted in the cultural sphere (e.g. existence of regulations/decrees implementing copyright legislation)	Y	1	1	
NATIONAL LEVEL			0.75	

TOTAL	0.70
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Table 7: Index of development of the standard-setting framework for the protection and promotion of culture, cultural rights and cultural diversity

The final result for Namibia is 0.70. This result indicates that the country is on the right track and has made many efforts to ratify key international legal instruments affecting cultural development, cultural rights and cultural diversity, as well as to establish a national framework to recognize and implement these obligations.

Namibia scored 0.59 at the international level, which shows that though many international legal instruments remain to be ratified, Namibia is moving in the right direction. Namibia has ratified several important conventions such as the 1972 Convention concerning the Protection of World Cultural and Natural Heritage, the 2003 Convention for the Safeguarding of Intangible Cultural Heritage and the 2005 Convention of the Protection and Promotion of the Diversity of Cultural Expressions, all of which are particularly important to the Namibian cultural context. However, as mentioned above, there is always room for improvement. Namibia has yet to ratify certain key conventions and international instruments for the protection of cultural assets, such as the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property and the 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict. The non-ratification of such key instruments makes it more challenging to protect Namibia's 'valuable pieces/objects' against theft, illegal trade or export, or destruction.

At the national level, a score of 0.75 indicates that national efforts have been made to implement many of the international obligations that Namibia has agreed to at the country level. However, similar to the international level, room for improvement still remains as several key items continue to be missing from the national legislation and regulatory framework. For example, no 'framework law' for culture exists, and although a sectoral law exists for television and radio, no sectoral laws exist in the areas of heritage, books and publishing, cinema, music or other cultural fields. Such persisting gaps in the national framework are weaknesses in the country's cultural governance.

5.2 POLICY AND INSTITUTIONAL FRAMEWORK FOR CULTURE

Introduction

For legislation and regulations dealing with culture, cultural diversity and cultural rights to be implemented in an effective and useful way, their constituent principles, rights and obligations must be translated into public policies. Administrative structures with the requisite capabilities must be in place and be gradually strengthened and adapted to changing contexts, so that policies can be implemented and evaluated. Thus, public policies and political and administrative processes, structures, mechanisms and systems are vital to guarantee and promote effective and efficient management in the cultural sphere that nurtures cultural sectors and processes from a development perspective. In this context, it is believed that cultural decentralization, understood as a combination of administrative, fiscal and political functions and relationships, plays an important role in ensuring that decision-making reflects as far as possible the citizens' needs and desires (thereby nurturing creative potential throughout the country) and in providing equal access to cultural goods and services.

Indicator

Index of development of the policy and institutional framework for the protection and promotion of culture, cultural rights and cultural diversity.

Data Source

Methodology and calculation: UNESCO CDIS.

Year: 2013

Institution(s) consulted: Ministry of Youth, National Service, Sport and Culture; National Library; NAMIBIA Film Commission; Namibia Society of Composers and Authors of music; National Heritage Council; Ministry of Information and Communications Technology; Communication Regulatory Authority in Namibia; National Theatre of Namibia

Formula

For the construction of the indicator, the Data Table is completed by answering yes (inserting “Y”) or no (inserting “N”) in the relevant cell, in light of the situation and context of Namibia. The benchmark indicator is thus constructed automatically.

Results

	Answer	Weight			
POLICY FRAMEWORK		0.82		Year	Source
Existence of national policy/ strategic framework/action plan for culture with an allocated budget	Y	1	1	2013	Deputy director of culture
Existence of policies/measures to promote access to and participation in the cultural life by minorities and other groups with specific needs	Y	1	1	2013	http://www.wipo.int/wipolex/en/text.jsp?file_id=223249
Existence of sectoral policies/strategic frameworks for the heritage	Y	1	1	2013	http://www.environment-namibia.net/tl_files/pdf_documents/legal/acts/ACT_2004-12%20%2327%20National%20Heritage%20Act.pdf
Existence of sectoral policies/strategic frameworks for book and publishing	Y	1	1	2013	National Library
Existence of sectoral policies/strategic frameworks for the cinema	Y	1	1	2013	http://209.88.21.36/opencms/export/sites/default/grnnet/MIB/Legislation/policies/Namibia_Film_Commission_Actx_2000.pdf
Existence of sectoral policies/strategic frameworks for music	N	1	0	2013	Joh Max from Namibian Society of Composer and Authors of Music (NASCAM)
Existence of sectoral policies/strategic frameworks for television and radio	Y	1	1	2013	http://www.wipo.int/wipolex/en/text.jsp?file_id=223251
Existence of sectoral policies/strategic frameworks for other cultural sectors (visual arts, performing arts)	Y	1	1	2013	http://www.artsinafrica.com/uploads/2011/03/Cultural_Policy_of_Namibia.pdf
Existence of policies/strategic framework for action to promote cultural development and creativity (arts education, social status of artist)	Y	1	1	2013	National Institute for educational development (NIED)
Existence of policies/measures to promote cultural diversity (education and training of cultural audiences, promotion and appreciation of a variety of cultural programmes, encouragement for emerging forms of cultural expression)	Y	1	1	2013	Dep of Culture

Culture included in national development plans, e.g. poverty reduction strategy papers (PRSPs), the United Nation Development Assistance Framework (UNDAF), etc.	N	1	0	2013	http://planipolis.iiep.unesco.org/upload/Namibia/Namibia%20UNDAF.pdf
INSTITUTIONAL FRAMEWORK		0.75		2013	
Existence of a Ministry of Culture or a Culture secretariat with ministerial status at the State level	Y	1	1	2013	Deputy Director of culture
Culture is represented by a State ministry/secretariat in the Council of Ministers (present at regular meetings of the Government)	Y	1	1	2013	Deputy Director of culture
Existence of a "culture committee " in the Parliament/main national legislature	N	1	0	2013	Deputy Director of culture
A number of cultural responsibilities are decentralized to regional/provincial authorities, which have a budget for this area (locally allocated or decentralized)	Y	1	1	2013	Deputy Director of culture
A number of cultural responsibilities are decentralized to local/municipal authorities, which have a budget for this area (locally allocated or decentralized)	Y	1	1	2013	Deputy Director of culture
In cases of decentralization, the majority of the regional/provincial governments have established special institutional structures for culture (secretariat, department etc.)	N	1	0	2013	Deputy Director of culture
In cases of decentralization, the majority of the local/municipal governments have established special institutional structures for culture (councillors, directors, etc.)	N	1	0	2013	Deputy Director of culture
Existence of organizations dedicated to the promotion of one or more cultural sectors (music, danse, cinema, etc.)at the national level, with public funding in full or in part.	Y	1	1	2013	Deputy Director of culture
Existence of an authority that regulates audio-visual media (with responsibilities that include granting broadcasting licences, monitoring competition rules, penalizing publishers, distributors and operators of audio-visual services that fail to fulfill their obligations, advisory functions in the area of policies and regulations)	Y	1	1	2013	www.cran.na
Existence of public systems of subsidies or financial assistance to support the culture sector	Y	1	1	2013	National Arts Council
Existence of mechanisms and processes for monitoring, evaluating and reviewing cultural policy	Y	1	1	2013	Deputy Director of culture
Existence of training programmes for officials and/or workers in the public administration for culture in the last 12 months	Y	1	1	2013	Deputy Director of culture

TOTAL	0.78
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Table 8: Index Policy and Institutional framework of Namibia

The Ministry of Youth, National Service, Sport and Culture is responsible for the overall formulation, implementation and management of cultural activities. Some of the ministry's efforts are reinforced by the cultural institutions whose aim is to promote the cultural sector, such as The National Theatre of Namibia, National Arts Council and the National Heritage Council to name a few.

Within this context, the final result of 0.78 reflects to what extent Namibia's policy and institutional framework promotes the culture sector as part of development by establishing targeted policies and mechanisms and by having an adequate political and administrative system to implement the legal instruments seen above.

Namibia scored 0.82 for the Policy Framework sub-indicator, indicating that there are many well defined sectoral policies to promote the culture sector in the country. Namibia also has a general cultural policy, the 2001 Policy on Arts and Culture, which guides the ministry and its affiliated institutions to promote culture, the cultural sector, creativity and cultural diversity and to explicitly

incorporate culture into development plans and strategies. However, there continues to be no sectoral policy for music. In addition, culture has not been included in poverty reduction strategy papers (PRSPs) or previous United Nation Development Assistance Frameworks (UNDAF), and although culture was integrated in past National Development Strategies (such as NDP3 2007/2008-2011/2012), it no longer appears in NDP4 for 2012/2013-2016/2017. This is significant shortcoming in cultural governance from a development perspective.

Namibia scored 0.75 for the Institutional Framework sub-indicator, which assesses the operationalization of institutional mechanisms and the degree of cultural decentralization. Many positive factors account for such a result. For instance, Namibia has a ministry of culture, cultural responsibilities have been decentralized to the regional level, a system of public subsidies exists for the sector, and public officials have been offered training in the sector within the last year. A less than perfect score can be accounted for by the remaining areas for improvement. Although, responsibilities have been decentralized to the regions, no specialized institutional structures for culture are in place at the regional or local levels, and the budget remains centrally controlled by the government. Instead of decentralizing the budget, when planning events the central government works closely together with the culture officers of the regional councils of all 13 regions of Namibia.

5.3 DISTRIBUTION OF CULTURAL INFRASTRUCTURES

Introduction

Cultural infrastructures play a key role in promoting cultural education, empowerment and participation, fostering integration and reducing exclusion and marginalization while improving citizens' quality of life. Cultural infrastructures are also crucial in creating environments conducive to the emergence of dynamic cultural sectors and clusters, as they are a source of not only cultural and social but also economic vitality in areas where they are located. Cultural operators face severe difficulties in establishing viable cultural ventures when there is a lack of basic infrastructure, such as access to capital, facilities for creation, production, distribution and dissemination, and training. For these reasons, cultural infrastructure is essential if culture is to "work" for development nationally.

Indicator

Distribution of selected cultural infrastructure relative to the distribution of the country's population in administrative divisions immediately below State level

Data Source

Methodology and calculation: UNESCO CDIS.

Year: 2013

Institution(s) consulted: Ministry of Youth, National Service, Sport and Culture

Formula

For the construction of the indicator, the relevant cells are completed on the appropriate sheet of the Data Table. Namibia’s administrative divisions as identified in accordance with the “Definitions” section (provinces, departments or regions). The relative standard deviation is automatically generated for all 3 categories of selected cultural infrastructures (museums, exhibition venues dedicated to the performing arts, and library and media resource centres), as well as an overall average relative standard deviation.

Results

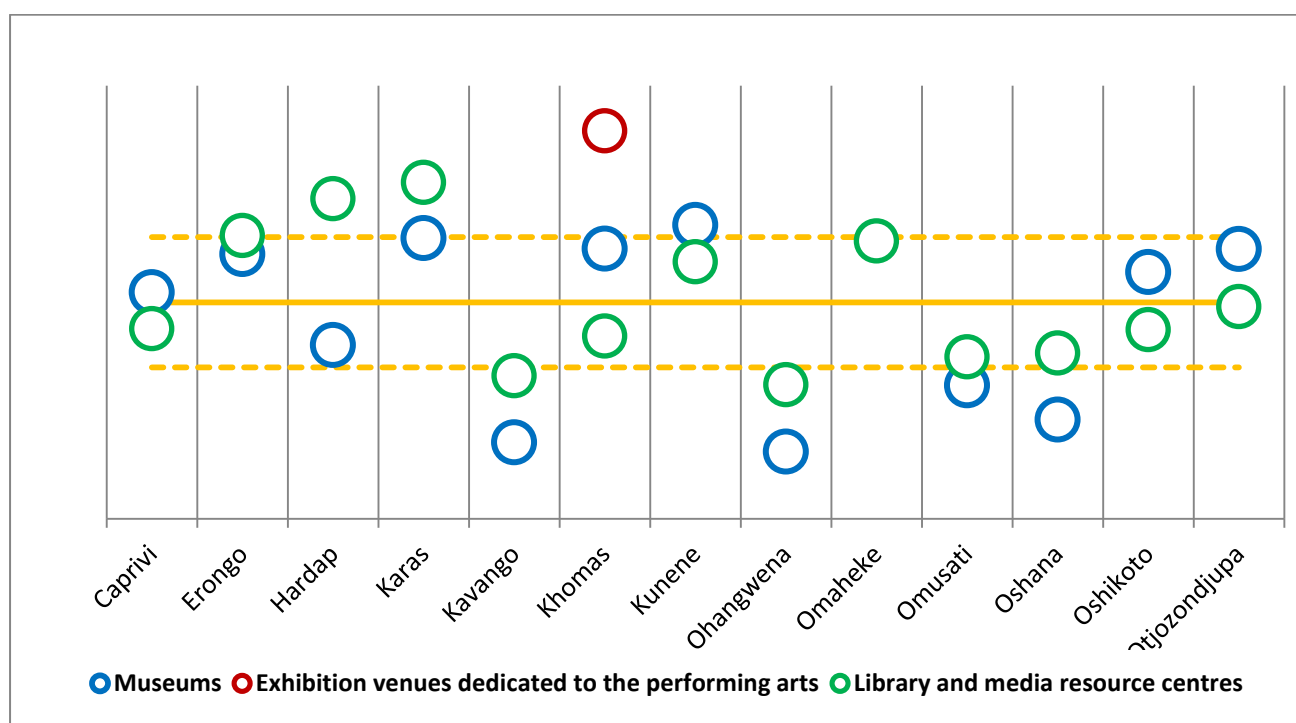


Table 9: Distribution of cultural infrastructures across the 13 regions: relative standard deviation

The third goal of Namibia’s 2001 Policy on Arts and Culture clearly sets as an objective that Namibians take part in cultural and creative activities and different art forms to share their different understandings of life, release their creative potential and contribute to economic development. However, the distribution of cultural infrastructure in Namibia, which would facilitate such participation, paints a very different picture.

On a scale from 0 to 1, Namibia’s result for this indicator is 0.35, 1 representing the ideal and a situation in which infrastructure is equally distributed amongst regions according to the relative size of the population. **The low score of 0.35 reflects that across the 13 regions of Namibia, there is a very unequal distribution of cultural facilities.**

When looking at the figures for the three different categories of infrastructures, Namibia scores 0.39 for Museums, 0.03 for Exhibition Venues dedicated to the performing arts and 0.64 for Libraries and Media Resources. This suggests that the most equal distribution of access exists for Libraries, and that the most unequal distribution of infrastructures exists for Exhibition Venues dedicated to the performing arts, the Khomas region being the only region of 13 to have such facilities. While the Khomas region, the region of the capital city of Windhoek, benefits from a higher concentration of cultural infrastructures, other regions such as Omaheke, Kavango, Omusati and Oshana have no Exhibition Venues, and less than ideal coverage for Museums and Libraries and Media Resource Centres. Building cultural infrastructures and increasing equality of access across all 13 regions could increase Namibians' opportunities to take part in cultural and creative activities, release their creative potential and participate in economic development through the production and consumption of cultural goods and services, as stated in the 2001 Policy.

5.4 CIVIL SOCIETY PARTICIPATION IN CULTURAL GOVERNANCE

Introduction

Participation and access are essential to cultural empowerment,⁵ to the implementation and enjoyment of human rights and to progress towards inclusive human development. One of the intrinsic characteristics of culture is that it involves a large variety of actors (artists, creators, audiences, professional associations, civil society, legislators and decision-makers, cultural industries, etc.). Consequently, and looking beyond the participation of minorities and marginalized groups, culture requires broadly based participatory processes to formulate and implement useful and effective policies and measures that meet the needs of the individuals and communities for which they are intended. Good cultural governance practices should encourage civil society participation in decision-making. This can be achieved through specific legislation or institutional agreements and mechanisms that ensure civil society representation, thus effectively promoting pluralism and cultural diversity, and combating socio-cultural exclusion. The aim is thus to ensure that representatives of civil society, and minorities in particular, are suitably represented, consulted and have a say in decisions that affect them so that, as far as possible, they feel a sense of shared responsibility for these decisions.

Indicator

Index of the promotion of the participation of culture sector professionals and minorities in the formulation and implementation of cultural policies, measures and programmes that concern them.

⁵ Understood as a dynamic, evolving process whereby individuals are gradually able to develop knowledge, skills and capabilities for understanding, appreciating and enjoying different forms of cultural and artistic expression in a critical and open spirit.

Data Source

Methodology and calculation: UNESCO CDIS.

Year: 2013

Institution(s) consulted: Ministry of Youth, National Service, Sport and Culture; Office of the Prime Minister

Formula

A qualitative process indicator is presented as a checklist. To rate the degree to which public authorities promote participation by civil society in the formulation and implementation of cultural policies, measures and programmes that concern it. The result for the indicator is automatically constructed when the relevant data is inserted in the CDIS Data Table.

Results

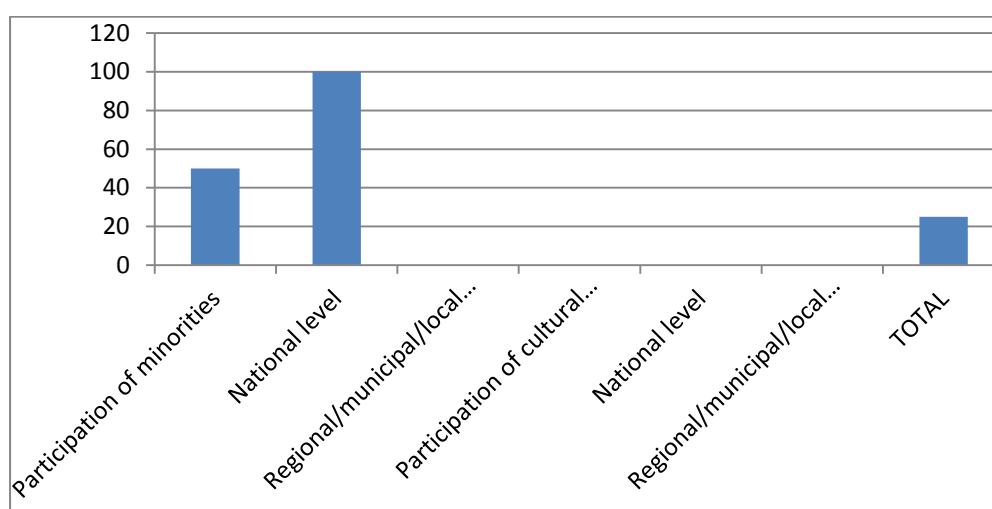


Table 10: Participation of Civil society and minorities in decision making process

The final result of 0.25 indicates that there are few opportunities for dialogue and representation of both cultural professionals and minorities in regards to the formulation and implementation of cultural policies, measures and programmes that concern them. While Namibia received a score of 0.5 for the participation of minorities, a score of 0 was established for the participation of cultural professionals.

The sub-score of 0.5 indicates that there are some opportunities for the participation of minorities in the formulation and implementation of cultural policies, measures and programmes that concern them, but that much room for improvement remains. While mechanisms exist at the national level to facilitate minority participation, these mechanisms are permanent in nature and their decisions are

binding, the Office of the Prime Minister reported that at the regional and local levels no such institutional mechanisms or organic structures provide a framework for regular minority participation.

At the national level, the Division San Development is a special programme under the auspices of the Office of the Prime Minister, as mandated by the Cabinet, to ensure that the marginalised people in Namibia are fully integrated in the mainstream economy of the country as per Cabinet decision No. 25th/29.11.05/001 and 9th/28.05.09/005. This programme is not exclusively dedicated to culture but rather to broader issues that may treat culture as a transversal issue. This programme mainly focuses on resettlement, sustainable livelihood support programmes, education, land and income-generating initiatives for marginalised communities. As part of the program, minorities are recognized as stakeholders and are involved in the any decision that may affect them, including those of a direct or transversal cultural nature.

In regards to cultural professionals, in Namibia there are currently no associations, platforms, networks or other mechanisms in place to regularly involve cultural professionals in processes related to the formulation and implementation of cultural policies, measures and programmes that concern them. Such mechanisms would greatly assist in the creating and enacting necessary and effective policies that correspond to the needs of the culture sector community; the absence of such mechanisms is a significant weakness in Namibia's cultural governance and an obstacle for fostering a vibrant culture sector that realizes its full potential.

6. SOCIAL PARTICIPATION

Culture plays a central role in sustaining and enhancing individuals' and communities' quality of life and well-being. Cultural practices, assets and expressions are also key vehicles for the creation, transmission and reinterpretation of values, aptitudes and convictions through which individuals and communities express the meanings they give to their lives and their own development. Those values, aptitudes and convictions shape the nature and quality of social relationships, have a direct impact on a sense of integration, empowerment, trust, tolerance of diversity and cooperation and orient individual and collective action. As they are inherited from a community's previous generations and undergo adaptation and extension by current members of the community, they are being constantly redefined and transformed in response to cultural diversity, evolving value systems and means of creative expression. The dimension includes the following core indicators:

- * Participation in going-out cultural activities
- * Participation in identity-building cultural activities
- * Tolerance of other cultures
- * Interpersonal trust
- * Freedom of self-determination

6.1 PARTICIPATION IN GOING-OUT CULTURAL ACTIVITIES

Indicator

Percentage of the population that have participated at least once in a going-out cultural activity in the last 12 months.

Data Source

Data sources are not available in Namibia for participation in going out cultural activities or participation in identity-building cultural activities. These indicators could not be constructed because the relevant authorities do not keep records of such events. Therefore, the absence of data indicates the need to integrate such questions in future surveys.

6.2 PARTICIPATION IN IDENTITY-BUILDING CULTURAL ACTIVITIES

Indicator

Percentage of the population that have participated at least once in an identity-building cultural activity in the last 12 months.

Data Source

Data sources are not available in Namibia for participation in going out cultural activities, participation in identity-building cultural activities as well as freedom of self-determination. These indicators could not be constructed because the relevant authorities do not keep records of such events. Therefore, the absence of data indicates the need to integrate such questions in future surveys.

6.3 TOLERANCE OF OTHER CULTURES

Introduction

The right to participate in cultural life is a universal human right enshrined in the Universal Declaration of Human Rights, which states that “Everyone has the right to freely participate in the cultural life of the community, to enjoy the arts and to share its scientific advancement and its benefits” (art. 27). Moreover, the International Covenant on Economic, Social and Cultural Rights calls on states to recognise the right of everyone to take part in cultural life (art. 15.1.a).

Choice-based cultural participation plays a formative role in building up individual capabilities through exposure to and production of a rich and diversified range of cultural expressions and resources. Indeed, it contributes to the development of critical thinking as well as to a continuous learning process about creativity and cultural diversity. Moreover, cultural participation offers experiences of what is meaningful for each person, and therefore leads to the constant construction and transmission of individual and collective values influencing how individuals express themselves, understand diversity and adapt to change both collectively and as an individual.

Choice-based cultural participation is also a vector of enhanced well-being and mutual understanding.⁶ Indeed, it provides opportunities for individuals to experience positive social connections with their community as well as cultural diversity, which fosters feelings of integration, inclusion and mutual respect. Research shows that when an individual is or feels unable to participate in cultural life, then the opposite is also true: he/she feels excluded and marginalized from society.⁷

Thus, individual benefits of cultural participation can translate into community strengths since higher levels of cultural participation are linked to stronger social capital. Since cultural participation can help individuals to feel ‘included’ in their community, this reduces the risk of social tension. This is of particular relevance in poly-ethnic and multicultural societies, where equal and inclusive access to cultural life by all groups can be an effective means of fostering mutual understanding.

For this dimension, similar alternative proposals were made as data was not available for the construction of the core indicators.

Indicator

Alternative: Percentage of the population that agrees that you can usually accept people from other cultures.

Data Source

Source: South African Migration Project National Immigration Policy Survey: Namibia. Methodology and calculation: UNESCO CDIS.

Year: 2001

Institution(s) consulted: South African Migration Project

⁶ Article 2.7 of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions states that: “Equitable access to a rich and diversified range of cultural expressions from all over the world and access of cultures to the means of expressions and dissemination constitute important elements for enhancing cultural diversity and encouraging mutual understanding”

⁷ A. Morrone and T. De Mauro, Livelli di partecipazione alla vita della cultura in Italia, Fondazione Mondo Digitale, Roma (2008)

Results

Q16_6 You can usually accept people from other cultures * COUNTRY Country where data is collected Crosstabulation

			COUNTRY Country where data is collected					Total
			1 South Africa	2 Namibia	4 Zimbabwe	5 Mozambique	6 Swaziland	
Q16_6 You can usually accept people from other cultures	1 Strongly agree	Count	107	110	152	104	69	542
		% within COUNTRY Country where data is collected	10.4%	14.9%	21.1%	14.0%	9.8%	13.8%
	2 Agree	Count	556	415	350	463	353	2137
		% within COUNTRY Country where data is collected	54.1%	56.2%	48.5%	62.5%	50.1%	54.3%
	3 Neither agree nor disagree	Count	223	95	86	114	112	630
		% within COUNTRY Country where data is collected	21.7%	12.9%	11.9%	15.4%	15.9%	16.0%
	4 Disagree	Count	115	98	79	49	117	458
		% within COUNTRY Country where data is collected	11.2%	13.3%	10.9%	6.6%	16.6%	11.6%
	5 Strongly disagree	Count	26	21	55	11	54	167
		% within COUNTRY Country where data is collected	2.5%	2.8%	7.6%	1.5%	7.7%	4.2%
Total		Count	1027	739	722	741	705	3934
		% within COUNTRY Country where data is collected	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 11: Acceptance of people from other cultures

In 2001, 71.1% of Namibians agreed that you can usually accept people from different cultures. In that same year, the Policy on Arts and Culture stated as the post-apartheid and post-independence vision of Namibia to be a “united and flourishing nation, achieving sincere reconciliation through mutual respect and understanding, solidarity, stability, peace, equality, tolerance and social inclusion”. The 2001 Policy also recalled that “before independence people were divided and the majority discriminated against on the basis of race and culture,” whereas the “founders of ...[the] new nation wisely saw in ...[their] diversity of cultures a source of wealth through which we could unite in a common commitment to build the nation”. This objective for mutual understanding and tolerance of all cultures was reiterated in the National Development Plan 3 from 2007/2008-2011/2012.

Within this context, the results for this alternative indicator reflect the extent to which there is a cultural system of values in place that thrives on diversity, fosters tolerance and respect, and encourages an interest in new or different traditions, thus creating a social environment favourable to development. A result of 71.1% indicates that the values, attitudes and convictions of more than two thirds of Namibians favour the acceptance of other cultures in the post-apartheid era.

In addition, in the same survey, 74.4% of Namibians agreed that beyond accepting other cultures they agree that exposure to other cultures enriches their own lives. This result further indicates a context that is greatly favourable for tolerance, acceptance and interest in other cultures, allowing for great potential to draw on cultural diversity as a resource for development.

However, in spite of these positive results pointing to high levels of acceptance and tolerance of other cultures, another question from the same survey showed that this tolerance and acceptance does not translate into trust of other cultures. Only 36.6% of Namibians responded that it is easy to trust a person from a different culture, and though Namibia's result is higher than the regional average (24.5%), this figure still indicates that there is gap between tolerance and acceptance and trust of other cultures, thwarting an ideal context for social progress and development. Less than half of the Namibians that showed an interest in other cultures and demonstrated tolerance answered that it was easy to trust a person from another culture.

While the above results provide great insight into the relationship between cultural diversity, tolerance, trust, social progress and development, it is important to note that it would be greatly beneficial if the above matters were looked into further and regular statistics were collected to monitor progress in the area. Although the necessity of 'unity in diversity' has been reiterated time and time again in Namibia since independence, and multiple policy documents and development plans state as key goals reconciliation, mutual respect, tolerance and social inclusion; no national statistical survey includes questions of a social nature in order to establish benchmarks or monitor progress in the area. The above figures come from a survey independently conducted by the Southern African Migration Project in 2001. While these figures provide a wealth of information and an excellent model for future surveys, undoubtedly much has changed in the last decade of this newly independent country. It is highly recommended to reconduct such a survey at the national level to monitor the current situation and better understand the changing relationship between culture and social participation in the country.

6.4 INTERPERSONAL TRUST

Introduction

This is a benchmark indicator assessing the level of trust and sense of solidarity and cooperation within a given society, thus providing insight into its social capital.

Indicator

Degree of interpersonal trust

Data Source

Source: Afrobarometer: Namibia. Methodology and calculation: UNESCO CDIS.

Year: 2008/2009

Results

Base=1200; Weighted results	Number of cases	%/Total	%Acum / Total	%/(Total- DK/NA)	%Acum / (Total- DK/NA)
Not at all	364	30%	30%	31%	31%
Just a little	380	32%	62%	32%	63%
Somewhat	298	25%	87%	25%	88%
A lot	142	12%	99%	12%	100%
Don't know	15	1%	100%		
Total	1.2	100%		1,185 (100%)	100%

Table 12: Degree of interpersonal trust

Trust other [Nationality] by Gender of respondent			
N=1,200; Weighted results	Total	Male	Female
Not at all	30%	29%	32%
Just a little	32%	30%	33%
Somewhat	25%	25%	25%
A lot	12%	14%	10%
Don't know	1%	2%	0%
Total	1.2	597	60

Table 13: Interpersonal trust by gender

Trust other [Nationality] by Age					
N=1,200; Weighted results	Total	18-29	30-49	50-64	65 and more
Not at all	30%	33%	31%	26%	14%
Just a little	32%	31%	33%	30%	30%
Somewhat	25%	23%	24%	30%	35%
A lot	12%	12%	11%	12%	20%
Don't know	1%	1%	1%	2%	-

Table 14: Interpersonal trust by age group

In 2008/2009, 12% of Namibians agreed that most people can be trusted. Within the context described above, this indicator further assesses the level of trust and sense of solidarity and cooperation in Namibia, providing insight into its social capital. A result of 12% indicates a very low level of trust and solidarity. Furthermore, though all groups of the population show low levels of trust, there are significant variations in the results for men and women and across age groups. Only

10% of women agree that most people can be trusted compared to 15% of men, and the results for different age groups vary from 11% of the people ages 30-49 to 20% of the people 65+, suggesting an increasing trend with age. Regardless, all of these figures remain very low, and when combined with the alternative indicator presented above, these figures suggest that there remains an obstruction to fostering trust in the fabric of Namibia's society in spite of the basis for tolerance being in place shortly after independence. This indicates that cultural values, attitudes and norms that are not favourable to an ideal social context may be continuing to stifle cooperation and social development in post-apartheid Namibia.

The results for this indicator contrast with the objectives and slogans for unity, which have been proclaimed since independence. These results suggest that there remains much progress to be made in the area. Unfortunately, such social priorities no longer appear as goals in the National Development Plan 4 for 2012/2013-2016/2017, even though no monitoring indicators have been established at the national level to justify leaving these key objectives off of the new list of priorities.

The conflicting results between tolerance and trust for this dimension suggest that much work still remains in this area and it is recommended to not only integrate social questions into regular national surveys in order to establish consistent social statistics and monitor progress, but it is also recommended to continue to recognize the importance of social priorities for human development at the national level and reintegrate these priorities in national development plans.

6.4.1 GOING FURTHER: TRUST

Introduction

This is an additional indicator that goes a bit further to assess the level of trust and sense of solidarity and among people who know each other. It measures the degree of trust within the society towards people you know.

Indicator

Degree of trust within a society towards people you know.

Data Source

Source: Afrobarometer: Namibia: Methodology and calculation: UNESCO CDIS.

Year: 2008/2009

Results

Number of cases	%/Total	%Acum / Total	%/(Total-DK/NA)	%Acum / (Total-DK/NA)
156	13%	13%	13%	13%
309	26%	39%	26%	39%
449	37%	76%	38%	77%
277	23%	99%	23%	100%
9	1%	100%		
1.2	100%		1,191 (100%)	100%

Table 15: Trust towards people you know

Trust other people you know by Gender of respondent			
N=1,200 ; Weighted results	Total	Male	Female
Not at all	13%	11%	15%
Just a little	26%	25%	26%
Somewhat	37%	37%	38%
A lot	23%	26%	20%
Don't know	1%	1%	1%
Total	1.2	597	603

Table 16: Trust towards people you know by gender

Trust other people you know by Age					
N=1,200 ; Weighted results	Total	18-29	30-49	50-64	65 and more
Not at all	13%	15%	13%	7%	8%
Just a little	26%	28%	26%	21%	8%
Somewhat	37%	36%	35%	44%	52%
A lot	23%	20%	24%	26%	32%
Don't know	1%	1%	1%	1%	-
Total	1.2	530	481	134	55

Table 17: Trust towards people you know by age

23% of the Namibians agreed trusting in people they know.

This indicates that 23% of the population said that most people that they know can be trusted. Though higher than the general interpersonal trust indicator, this result is rather low, especially considering that this refers to respondents' acquaintances. And, again, there are significant variations between men and women. Only 20% of women say most people they know can be trusted, while

26% of men say so, and the results for different age groups vary from 20% of the people ages 18-29 to 32% for people 65+.

6.5 FREEDOM OF SELF-DETERMINATION

This indicator focuses on the percentage of people who think that they have control over their lives in order to assess the levels of implementation of the individual's right of self-determination, that is, to live the life they choose, according to their own values and beliefs. Thus, this indicator evaluates individuals' sense of empowerment to decide and orientate their development.

Indicator

Median score of perceived freedom of self-determination.

Data Sources

Unfortunately for Namibia this indicator could not be constructed as there is no data to measure the indicator. The absence of the data infers that more should be done to include such questions in future surveys.

7. GENDER EQUALITY

"Gender" refers to the socio-cultural constructions that distinguish and shape the roles, perceptions and status of women and men in a given society. "Gender equality" refers to the existence of equal opportunities and rights between women and men across both private and public spheres, which allow and ensure that they can pursue the life they wish to lead. It is now internationally recognized that gender equality is a critical building block of sustainable development.⁸

Two core indicators are included:

- * Gender equality objective outputs
- * Perception of gender equality

Additional subjective indicators were used to give us more insight on this topic.

7.1 GENDER EQUALITY OBJECTIVE OUTPUTS

Introduction

Over the past half century, significant improvements and investments have been made in reducing gaps between women and men, boys and girls across key social domains, such as health and

⁸ "Any serious shift towards sustainable development requires gender equality. Half of humankind's collective intelligence and capacity is a resource we must nurture and develop, for the sake of multiple generations to come." Resilient People, Resilient Planet, the Report on the United Nations' Secretary-General's High-Level Panel on Global Sustainability, (2012), p. 14 http://www.un.org/gsp/sites/default/files/attachments/GSP_Report_web_final.pdf

education. These efforts have largely focused on empowering women and girls in recognition of the existing status quo and the positive externalities that result from eliminating sex-based inequalities and discrimination. Gender inequalities and gaps in education, political, economic and social domains negatively affect both individuals and their communities. Indeed, as the UNDP Human Development Report states, gender inequality is a detrimental factor blocking human development; countries with high levels of inequality between women and men are, for example, also characterized by low levels of human development.⁹ The opposite is also true: greater gender equality correlates positively with higher GNP per capita.¹⁰

The four domains covered by this indicator (political participation, education and labour force participation as well as the existence of targeted legislative frameworks in gender equity issues) reflect some of the key areas where reaching gender equality in outcomes and opportunities have had a proven positive impact on a range of development processes and which are critical for the respect of human rights, including cultural rights, and for building open and inclusive societies.¹¹

Indicator

Gaps between women and men in political, labour and education domains and in the national legislative framework (objective output)

Formula

For the construction of the indicator, the relevant cells are completed on the appropriate sheet of the Data Table. The final result is automatically constructed.

Data Source

Source: Inter Parliamentary Union; Barro and Lee; UNDP Human Development Report; OECD Gender, Institutions and Development Database. Methodology and calculation: Methodology and calculation: UNESCO CDIS.

Year: 2012; 2010; 2010; 2012

⁹ See <http://hdr.undp.org/en/statistics/gii/>

¹⁰ World Economic Forum's Global Gender Gap Report 2011 cited in Michelle Bachelet, "Beyond Equal Rights", Americas Quarterly, July 2012

¹¹ Other domains, notably health, are also important to consider in an assessment of levels of gender equality in a given society. However, indicators and data looking at health issues, gender equality, and development are limited. For the purpose of the CDIS, and on account of limitations of data availability, this dimension has therefore chosen to focus on the four dimensions below.

Results

Political Participation				
Political Participation				Average
male	female			
0.756	0.244			0.500
Education				
Education				Average
male	female			
0.606	0.631			0.619
Labour Force Participation				
Labour force participation				Average
male	female			
63%	52%			0.572
Targeted gender equity legislation				
Violence against women		Quota systems for women		Average
male	female	male	female	
1	0.83	1	0.50	0.82
		FINAL	0.836	

Table 18: Gaps between women and men in political, education and labour domains and in gender-equity legislation

The Constitution of the Republic of Namibia states that “all persons are equal before the law. No persons may be discriminated against on the grounds of sex...” (Art 10). In addition the Constitution states that “it shall be permissible to have regard to the fact that women in Namibia have traditionally suffered special discrimination, and that they need to be encouraged and enabled to play a full, equal and effective role in the political, social, economic and cultural life of the nation” (Article 23(3)), and that the state should actively promote the “enactment of legislation to ensure equality of opportunity for women, to enable them to participate fully in all spheres of Namibian society” (Article 95 (a)). Such a priority for Gender Equality is reiterated in the National Development Plan 3 from 2007/2008-2011/2012, and the National Gender Policy for 2010-2020 amongst other national policy documents.

Within this context, the result of 0.84 reflects the level of public investment and interventions (policies and measures) in favour of gender equality and the degree to which such actions have resulted in equitable performance outcomes for women and men, and to what extent gaps remain in the opportunities to benefit from cultural, social, economic and political life in Namibia. A result of

0.84 indicates that there is a high degree of objective gender equality in Namibia across the four domains taken into account, and that much public investment has established a solid framework for gender equity legislation in the country, equal opportunities for education between girls and boys and fairly equal distribution of employment amongst men and women. However, one domain where improvement remains is in the outcomes of political participation where a significant gap in representation in parliament persists. In 2012, women represented only 24% of parliamentarians according to the Women in Parliament Database. A closer look according to the National Gender Policy of 2010-2020 indicates that while women benefit from much representation at the Local Authorities level, in parliament there remains much higher gaps in representation and that at both local and higher levels of government a very small minority of women hold positions of leadership such as Mayor, Deputy Minister or Minister. Nevertheless, “as a signatory to the SADC Protocol on Gender and Development, the Government has committed itself to achieving the target of 50% representation of women in decision-making positions by 2015” as stated in this National Gender Policy.

However, even though Namibia is doing well in terms of targeted objective outputs, this does not necessarily mean that absolute gender equality is achieved in all spheres of life, as indicated by Namibia’s 2nd Millennium Development Goals Report for 2008. According to this report, even though “policies supporting gender equality and women’s empowerment are by no means lacking. The problem is rather how to implement these policies, and to change perceptions about women and their roles in society.” Policies require people, and a further look into the alternative subjective indicators below reveals that according to the perception that Namibians hold of certain issues, inequality across gender still exists in key areas in Namibia. The National Development Plan 3 stated that “women in Namibia... still face challenges brought about by the effects of gender inequalities. Gender roles are narrowly defined through social institutions that include the family, church and schools. Being a patriarchal society, there are some persistent negative cultural and traditional practices in Namibia that reinforce the subordinate role of women, which hamper the full and equal participation of women in all sphere of life.” Moreover, the 2001 Policy on Arts and Culture stated that “while the valid things from the past must be preserved, there are practices in all of our cultures which must be changed, especially when these are in conflict with the rights enshrined in our Constitution or with internationally accepted ethics or the common good,” and recognized the significance of such cultural change in regards to on-going gender issues.

7.2 PERCEPTION OF GENDER EQUALITY

The core indicator could not be constructed due to a lack of data. The Ministry of Health and Social Services and Ministry of Gender Equality and Child Welfare were approached, but could not provide the team with the necessary information. A similar alternative indicator has been proposed below.

Data Source

Institution(s) consulted: Ministry of Health and Social Services and Ministry of Gender Equality and Child Welfare.

7.2.1 Going further: DECISION-MAKING REGARDING EARNINGS

Married women believe that they have a role in decision-making concerning how their own earnings are spent. To be considered as having a role, they either agree that they decide solely how their earnings are spent, or that they decide jointly with their husband. Some married women believe that they have no say in how their earnings are spent, only their husband has a say. Employment can be source of empowerment for women, especially if it puts them in control of their own earnings.

Indicator

Level of positive assessment of gender equality (subjective): Percentage of married women who feel that they have a say in how their cash earnings are spent.

Data Source

Source: Ministry of Health and Social services, Demographic and Health Survey. Methodology and calculation: UNESCO CDIS.

Year: 2006/2007

Institution(s) consulted: Ministry of Health and Social Services

Results

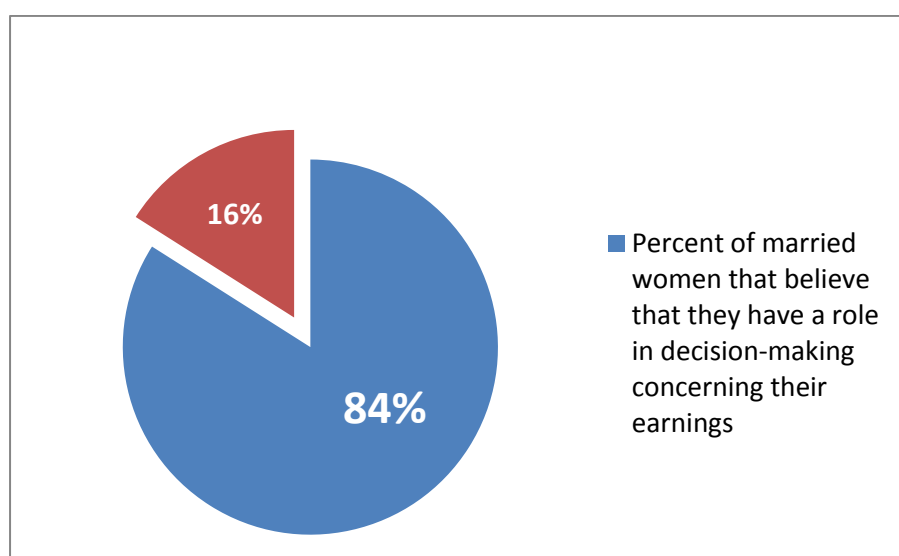


Table 19: Percentage of married women who feel that they have a say in how their cash earnings are spent.

According to Namibia’s 2nd Millennium Development Goals Report for 2008, “Women’s equal participation in decision-making is not only a demand for simple justice or democracy, but also ought to be seen as a necessary condition for women’s interests to be taken into account and for social and economic development.”

The result for this alternative indicator provides insight into the perceived level of autonomy and status of women in Namibia. 84% of married women feel that they have a say in how their own cash earnings are spent, either individually or jointly with their husbands. The ability to make decisions about one’s own life and livelihood has a significant impact on empowerment. This indicator and the analysis in the Demographic and Health survey suggests that employment is a source of empowerment for Namibian women, as more than 8 out of 10 employed Namibian women feel that they have some control of how their earnings are used.

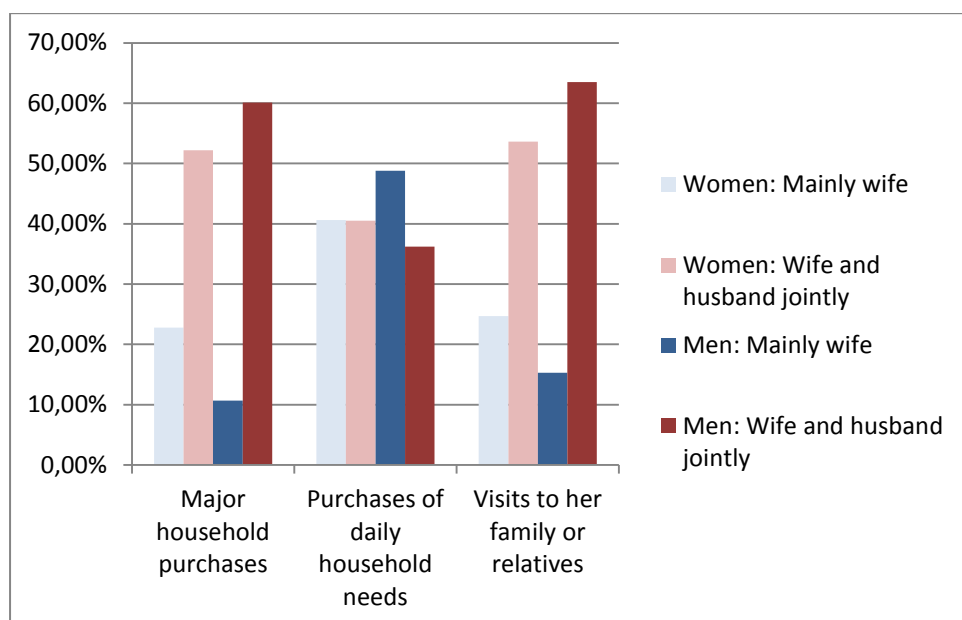


Table 20: Decision making roles in the household

Similarly, in the same study, 78% of the population (men and women) felt that women have a role in household decision-making regarding other key areas- major household purchases, purchases of daily needs and visits to her family. Both of these figures are consistent with the objective indicator seen above in that they indicate a relatively high level of gender equality in perceptions regarding decision-making, even though some room for improvement still remains. Perhaps the most surprising figure is that only 15.3% of men believe that it is acceptable for their wives to decide to visit her family on her own. This already shows persisting issues of inequality in status. Yet, overall in terms of decision-making, perceptions are rather positive.

7.2.2

Going further: PERCEPTION OF VIOLENCE AGAINST WOMEN

Indicator

Level of positive assessment of gender equality (subjective): Percentage of the population who believe that a husband beating his wife cannot be justified.

Data Source

Source: Ministry of Health and Social services, Demographic and Health Survey. Methodology and calculation: UNESCO CDIS.

Year: 2006/2007

Institution(s) consulted: Ministry of Health and Social Services

Results

The Ministry of Health and Social services, Demographic and Health Survey was used to construct the indicator, 2006/2007.

	Total	Gender		Age group						
		Female	Male	15-19	20-24	25-29	30-34	35-39	40-44	45-49
Year	2006/2007									
Source	Ministry of Health and Social services, Demographic and Health Survey									
Comment	Results for the percent of the respondents that agree that in none of the 5 following circumstances is a man justified in beating his wife: 1) Burns the food, 2) Argues with him, 3) Goes out without telling him, 4) Neglects the children, 5) Refuses to have sexual intercourse with him									
Result	62%	64.80%	59.20%	59.10%	56.40%	63.60%	66.10%	65.40%	62.90%	69.45%

Table 21: Percentage of the population who believe that a husband beating his wife cannot be justified.

A key area where there remains subjective gender inequality, despite legislation being in place, is violence against women. In any context, violence against women is a key issue for gender equality as no man or woman should have to face mental or physical harm or harassment, but in addition to it being a key issue for its own sake in Namibia, it is also a key topic linked to national health priorities such as the spread of HIV/AIDS. The 2001 Policy on Arts and Culture stated that “the revision of certain cultural practices, especially those that disadvantage women and children, is essential in addressing the spread of HIV/AIDS and domestic violence.” Reversing the spread of HIV/AIDS remains a priority in the National Development Plan 4 for 2012/2013-2016/2017.

Within this context, the results for this alternative indicator reflect the perception of women’s status and the acceptability of domestic violence. Only 62% of the population believe that a husband is never justified in beating his wife; the other 38% of the population agrees that beating one’s wife can

be justified if she: 1) Burns the food, 2) Argues with him, 3) Goes out without telling him, 4) Neglects the children, or 5) Refuses to have sexual intercourse with him. Such basic human rights should ideally see perceptions closer to 100% in favour of violence never being justified. Variations in the perception of domestic violence vary across gender and age, though all figures remain very low indicators of subjective gender equality. An astoundingly low figure of 64.8% of women agree that being beaten can never be justified, while an even lower 59.2% of men agree with this statement. The most significant variation is across age groups, ranging from 56.4% of the population between the ages of 20-29 and 69.5% of the population ages 45-49 agreeing that domestic violence is never justified. This indicates that domestic violence is not only accepted by over one third of the population, but more widely accepted amongst the youth population.

	Total	Gender		Age group						
		Female	Male	15-19	20-24	25-29	30-34	35-39	40-44	45-49
Year	2006/2007									
Source	Ministry of Health and Social services, Demographic and Health Survey									
Comment	Results for the percent of the respondents that in all 3 of the following circumstances, a women has the right to refuse sexual intercourse with her husband: 1) Knows husband has a sexually transmitted disease, 2) Knows husband has intercourse with other women, 3) Tired or not in the mood									
Result	74%	73.80%	74.40%	69.85%	75.10%	72.20%	77.65%	75.60%	77.80%	75.95%

Table 22: Percentage of the population who believe that a woman has the right to refuse sexual intercourse with her husband.

In the same Demographic and Health Survey, similar results were found for the perception of a women’s right to refuse having sexual intercourse with her husband, another key gender issue related to health and HIV/AIDS. Only 74% of the population agreed that a woman has the right to refuse intercourse, and again the youth population showed the lowest numbers, only 69.8% of the youth ages 15-19 responding that women have this right.

The necessary legislation to protect women from violence and rape in Namibia is in place, as demonstrated by the objective indicator seen above. Nevertheless, this alternative indicator shows that progress still remains to be seen in changing the perceptions of Namibians concerning these issues. Moreover, the discouraging results for youth show that more targeted education programs are recommended in order to change these perceptions early on in life.

8. COMMUNICATION

Culture requires diverse forms of communication in order to flourish, to create, to be re-created and to be shared. At the same time, culture shapes not only a large part of the content of communication but also the forms and patterns of communications themselves. Together, culture and

communication have the potential to produce and disseminate a rich wealth of information, knowledge, ideas and contents contributing to the expansion of individuals' options to lead the life they wish, and thus creating enabling environments for inclusive people-centred development processes. The dimension consists of the following indicators:

- * Freedom of expression
- * Going further: Perception of freedom of expression
- * Access and Internet use
- * Diversity of fictional content on public television

8.1 FREEDOM OF EXPRESSION

Introduction

Freedom of expression refers to the ability for all individuals to enjoy the right and opportunity to speak, write, blog, perform, compose, create etc., in an open environment, free from persecution, discrimination and censure. This includes a pluralistic and independent media, which ensures that individuals have access to information that is subject to bias and censure. In order for freedom of expression to exist in practice, it needs to be enshrined in law, defended by governments and supported by a regulatory system.

Indicator

Index of the print, broadcast, and internet-based media freedom

Data Source

Source: Freedom of the Press 2012. Methodology and calculation: UNESCO CDIS.

Year: 2012

Formula

This indicator is automatically constructed by inputting the data into the appropriate cells of the Data Table.

Results

The Freedom House, 2012 was used to construct the indicator

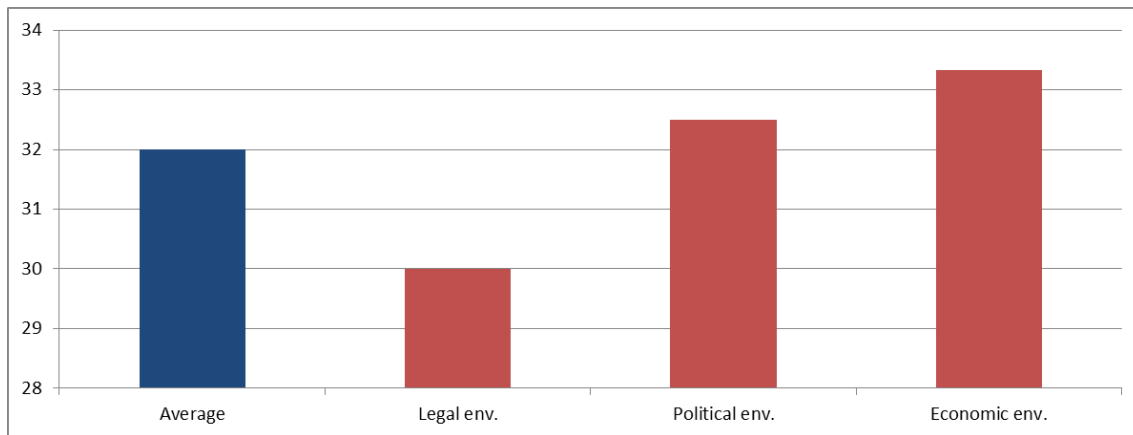


Table 23: Index of the print, broadcast and internet-based media freedom

The Constitution of the Republic of Namibia, adopted in 1990, states that “all persons shall have the right to: freedom of speech and expression, which shall include freedom of the press and other media” (Article 21.1).

Within this context, the result of 32 reflects the efforts made by the Namibian authorities to guarantee these freedoms, understood as the building blocks for the development of open and participatory societies as well as key enablers for creativity and cultural diversity.

Namibia’s score of 32 indicates that their print, broadcast, and internet-based media is currently ‘partly free,’ falling just below the benchmark of ‘free’ media. This score indicates the extent to which an enabling environment exists in Namibia for free media to operate and in which freedom of expression is respected and promoted. Such an environment is a condition for fostering the free flow of ideas, knowledge, information and content, for building knowledge societies, and enhancing creativity, innovation and cultural diversity.

Room for improvement remains in the current legal environment of Namibia. Although Article 21.1 of the Constitution guarantees the freedom of expression, a claw back clause outlines reasons for its limitations. Freedom of expression is further curbed by the absence of legislation in regards to the access of public information and the Protection of Information Act of 1982 (African Media Barometer, 2011). The Communications Act passed in 2009 was to improve the situation, but a number of clauses continue to be in breach of international standards and the Communications Regulatory Authority of Namibia (CRAN) remains a state-owned enterprise and thus not independent (African Media Barometer, 2011).

8.1.1

Going further: PERCEPTION OF FREEDOM OF EXPRESSION

Indicator

Percentage of the population who perceive that freedom of expression is fully guaranteed in their country

Data Source

Source: Afrobarometer. Methodology and calculation: UNESCO CDIS.

Year: 2008

Results

The Afrobarometer, 2008 was used to construct the indicator.

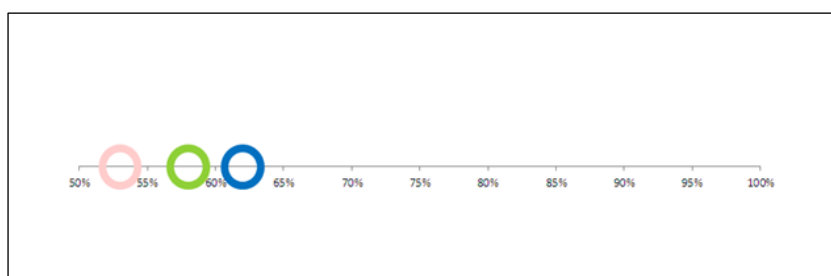


Table 24: Perception of freedom of expression in Namibia

58% of Namibians agreed in 2008 that they are free to say what they think. This additional subjective indicator provides complimentary information on the assessment of the freedom of expression by evaluating to what degree individuals feel that they have the right to exercise this freedom. Therefore, as a whole, 32% of Namibians do not feel that they are fully free to enjoy the freedom of expression thus reinforcing the core objective indicator and the statement that improvements can still be made in order for individuals to be able to fully enjoy the freedom of expression, fostering creativity and enabling the culture sector to flourish.

Finally, while 62% of men agree that they are able to freely express themselves, only 53% of Namibian women feel that their freedom of expression is fully assured. Such results merit consideration when analysing other dimensions, particularly regarding Gender Equality.

8.2

ACCESS AND INTERNET USE

Introduction

Based on the assumptions that the greater use of New Information Communication Technologies (NICTs) , including the Internet, by a larger segment of the population can contribute to the achievement of social, cultural and economic development goals, this indicator uses the percentage of Internet users as a proxy in order to assess the degree of promotion and democratization of the use of digital technologies at the national level; and therefore the capacity of the population to have

access to cultural and creative content and develop new forms of creativity and participation. Indirectly, this indicator intends to reflect the degree of national investments (both public and private) in creating favourable environment for the development of the knowledge-based society, through the improvement of infrastructure, regulatory frameworks, and policies and measures directed towards ensuring affordable, reliable and free access to ICTs.

Indicator

Percentage of individuals using the Internet

Data Source

Source: Online Access. Methodology and calculation: UNESCO CDIS.

Year: 2012

Formula

The percentage of Internet users is calculated against the total population.

Results

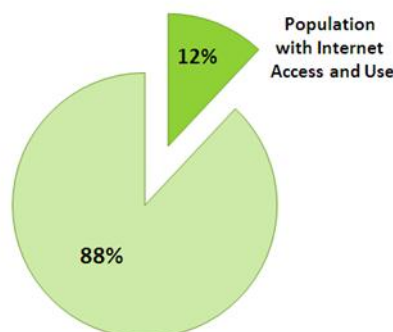
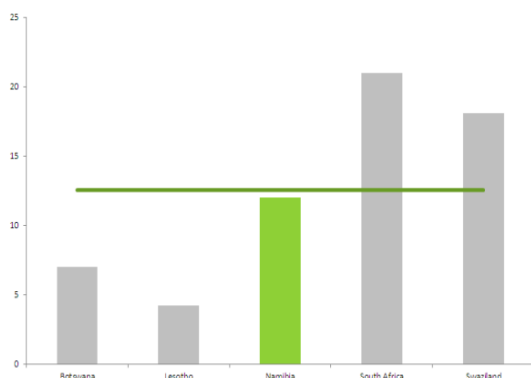


Table 25: Population with internet access and use

In 2012, 12.56% of the national population uses the Internet in Namibia. In 2001, the Policy on Arts and Culture recalled that though “we may be concerned with our unique heritage, culture remains a dynamic phenomenon, and one which is more associated with social change. Arts and culture must therefore take new forms and use new media and technology, especially to attract and engage the young, so that we have a sense of our roots but are also engaged in contemporary expressions and ways of life”. Namibia’s National Development Plan 4 for 2012/2013- 2016/2017 also recognizes the importance of ICTs for economic growth. Despite the recognition of the key role that access to digital technologies, in particular the Internet, plays in boosting the economy and encouraging new forms of access, creation, production, and the dissemination of ideas, information and cultural content, Namibia has a rather low result that may reflect the need to increase investments in the development of infrastructures, policies and measures that facilitate the use of new technologies. The country may also need to address issues such as pricing, bandwidth, skills, public facilities,



content and applications targeting low-end users in order to bring more people online. When compared to the regional average for all of Sub-Saharan Africa (48 countries), Namibia’s results are only slightly below this regional average and fall in the middle.

Table 26: Namibia’s internet use compared to other countries

8.3 DIVERSITY OF FICTIONAL CONTENT ON PUBLIC TELEVISION

Introduction

Broadcasting, and in particular public service broadcasting, is a pillar for information and cultural exchange. The supply of foreign content opens new opportunities for accessing different views, ideas and realities, thus fostering the availability of different choices and facilitating a better understanding of the values and ways of life of other groups and cultures around the world. However, a large presence of foreign content can present challenges, not only because audiences mainly watch contents produced elsewhere but also because it can jeopardise the development of domestic contents and media, which may struggle to compete for audience share, to attract investors and/or to develop and programme domestic contents on account of higher production costs. Therefore, there is a policy challenge, to maintain the balance in the supply of domestic and foreign content of public broadcasting, which simultaneously promotes the development of local cultural expression and enterprises while encouraging a culturally rich and pluralistic media.

Indicator

Ratio of annual broadcasting time of domestic television fiction programmes out of total annual broadcasting time of television fiction programmes on public free to air national television channels.

Data Source

Source: Namibia Broadcasting Corporation. Methodology and calculation: UNESCO CDIS.

Year: 2013

Institution(s) consulted: Namibia Broadcasting Corporation

Formula

The following information from the national broadcaster of Namibia was used to construct the indicator:

- * Reference time period considered: year/month/week
- * Total number of broadcasting hours dedicated to domestic fiction programmes on national public TV channels
- * Total number of broadcasting hours dedicated to co-produced fiction programmes on national public TV channels
- * Total number of broadcasting hours dedicated to foreign fiction programmes on national public TV channels

The indicator is then built automatically by inputting the data into the appropriate cells of the Data Table.

Results

The data used for the construction of the indicator was sourced from the Namibian Broadcasting Corporation, 2013.

	Total	Domestic	Co-production	Foreign
Time period	1 week			
Year	2013			
Source	Namibia Broadcasting Corporation			
Comment	Data for the week of 21-27 January 2013			
Data	64.00		0.00	54.25
Ratio	12.15%	12.15%	0.00%	87.85%

Table 27: annual broadcasting time of domestic television fiction programmes out of total annual broadcasting time of television fiction programmes on public free-to-air television channels

Data is only available on a weekly basis. Calculations are based on the week of the 21-27 January 2013.

In Namibia, approximately 12.15% of the broadcasting times of television fiction programmes on public free-to-air television are dedicated to domestic fiction programmes.

The 2001 Policy on Arts and Culture recognized the Namibia Broadcasting Corporation's (NBC) impact on citizens' cultural and artistic life, and the role they play in disseminating domestic arts and culture. However, the results indicate a low percentage of supply of domestic fiction production (including co-production) within public broadcasting, indirectly reflecting low levels of public support of the development of domestic content as well as local creators and cultural industries, which provide social and economic benefits to development of a country. These results merit being taken into account when analysing other indicators concerning cultural production, such as those of the

Economy dimension, which also suggest low levels of domestic production and supply compared to the levels of cultural content consumed by the public.

An additional indicator on the diversity of creative content in public television programming, including both fiction and music programmes on public free-to-air television, reveals that when including musical productions made for television, the ratio of domestic creative content increases to 15.23%. It should be noticed that the majority of domestic creative content programmes target a youth audience, while few adult content categories are supplied by domestic productions.

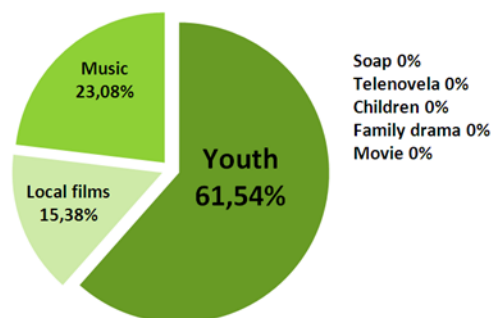


Table 28: Domestic programmes of NBC

9. HERITAGE

This dimension addresses the degree of commitment and action by the public authorities in formulating and implementing a multidimensional framework for the protection, safeguarding and promotion of heritage sustainability.

The aim is to evaluate the efforts and outcomes in relation to the public authorities' establishment and implementation of standards, policies and concrete mechanisms and measures for the conservation, safeguarding, management, transmission and valorisation of heritage in a given country. Thereby, a better understanding of the challenges, potentials and shortcomings underlying the reciprocal relationship between heritage and sustainable development at the national level could be gained.

9.1 HERITAGE SUSTAINABILITY

Introduction

First, the indicator addresses the aspect of "Registrations and Inscriptions" in order to measure the extent to which a country's heritage resources are recognized as valuable and deserving official protection for its safeguarding. Indeed, lists and inventories of cultural heritage are supposed to be done 'with a view to conserving and safeguarding' – that is, registering and inventorying are not abstract exercises but instrumental ones that offer strong indications on the level of political will in

this particular area. Thus, the level of commitment to registrations and inscriptions, including they're regular updating, provides a structural indication of the degree of priority given to heritage.

Secondly, the indicator addresses the aspect of “Protection, Safeguarding and Management”. Indeed, for public will and intention of taking care of heritage, reflected through registrations and inscriptions, to translate into genuine protection, safeguarding and valorisation, concrete policies and measures must be adopted and implemented by public authorities to assure heritage’s conservation, valorisation and sustainable management; the necessary training and capacity-building of key stakeholders; and the active involvement of the community.

Finally, the indicator addresses the aspect of “Transmission and Mobilisation of support” as beyond policies and measures, sustainability requires public understanding of the value and sense of heritage as well as continual investments in the promotion of heritage in order for the message of its importance to be passed on to future generations, also involving private sector and civil society.

Indicator

Index of development of a multidimensional public framework for heritage sustainability.

Data Source

Methodology and calculation: UNESCO CDIS.

Year: 2013

Institution(s) consulted: National Heritage Council; National Museum of Namibia; Ministry of Youth, National Service, Sport and Culture; National Institute for Educational Development

Formula

This is a qualitative indicator presented as a checklist. To assess the degree of development of a multidimensional public framework for heritage sustainability, a number of components have been selected and classified into three major levels.

- (1) Registrations and inscriptions
- (2) Protection, safeguarding and management
- (3) Transmission and mobilization and Support

To construct the indicator, the Data Table for the dimension was completed by answering yes (inserting “Y”) or no (inserting “N”) in the relevant cell, in light of the situation and the Namibian context. The benchmark indicator is thus automatically constructed. In addition to yes and no responses, certain questions ask for supplementary qualitative information. The data should be input into the relevant white cells of the Data column in the Data Table. This qualitative information is additional and purely descriptive. It is meant to be used in the analysis of the indicator at the national level, but it is not calculated into the final result of the indicator. Finally, when responding yes to a

particular item, it is recommended to detail the policies, measures, programmes or actions considered in the Sources column of the Data Table.

Results

	Y/N	Data	Weight		Year	Source
1. REGISTRATIONS AND INSCRIPTIONS			30%	0.16		
International Level			33%	20%		
Creation and submission of tentative lists or inventories of cultural and natural heritage to the UNESCO World Heritage Centre in the last 5 years	N	last submission was done in 2002	1	0	2013	National Heritage Council (NHC)
Inscription of cultural, natural or mixed heritage sites on the UNESCO World Heritage List (Number of inscriptions)	Y	1 (2007), working on another from the 2002 list	1	1	2013	NHC
Inscription of an element on the UNESCO's Representative List of the Intangible Cultural Heritage of Humanity (Number of inscriptions)	N	0 Intangible heritage is very new in Namibia, just starting to work on it	1	0	2013	NHC
Inscription of an element on the UNESCO List of Intangible Cultural Heritage in Need of Urgent Safeguarding (Number of inscriptions)	N	0	1	0	2013	NHC
Programmes or projects selected as best safeguarding practices by the Intergovernmental Committee of the 2003 Convention for the Safeguarding of Intangible Cultural Heritage (Number of programmes or projects)	N	0	1	0	2013	NHC
National Level			67%	14%		
Existence of a national natural and cultural heritage registry or list (Number of items inventoried)	Y	129 sites listed	1	1	2013	NHC
The national natural and cultural heritage registry or list has been updated at least once in the last 5 years (Date of the last update)	N	Not best format available	1	0	2013	NHC
Existence of intangible heritage inventories at the national or sub-national level (Number of items inventoried)	N	in the making, no certified list. Have 13 inventories	1	0	2013	ICH Coordinator, MYNSSC
At least one of the intangible heritage inventories existing at the national or sub-national level has been updated in the last 5 years (Date of the last update)	N	In the making	1	0	2013	ICH Coordinator, MYNSSC

Existence of a list or inventory of protected cultural property including movable heritage (Number of items inventoried)	N	included in registry	1	0	2013	NHC
The national list or inventory of protected cultural property including movable heritage has been updated at least once in the last 5 years (Date of the last update)	N	included in registry	1	0	2013	NHC
Existence of a database of cultural objects stolen from a museum, religious institution or public monument	N	database only comes when something is reported missing. Though all the objects are documented no stolen items have been reported	1	0	2013	Museum of Namibia
2. PROTECTION, SAFEGUARDING AND MANAGEMENT			40%	0.75		
Conservation, Valorization and Management			33%	67%		
Dedicated annual budget at the national level for the identification, protection, safeguarding, conservation and management of natural, tangible and intangible cultural heritage (Amount)	Y	7-10 million Nam dollars	1	1	2013	NHC
Specific legislations/policies/measures for conserving and promoting inventoried cultural and natural heritage adopted in the last 5 years (Date(s) of adoption)	Y	Heritage Act 2004	1	1	2013	NHC
Specific legislation/ policies/ measures for safeguarding inventoried intangible heritage adopted in the last 5 years (Date(s) of adoption)	Y	Heritage Act 2004, The National Heritage Act is currently silent on ICH. Though it has been reviewed, the recommendations are yet to be incorporated.	1	1	2013	NHC
National legislation/policies/measures regulating archaeological excavation adopted: for example supervision of archaeological excavations, in situ preservation, reservation of areas for future archaeological research (Date of adoption)	Y	Heritage Act 2004	1	1	2013	NCH
Measures for preventing the illicit trafficking of protected cultural property adopted: for example measures to control the export of cultural property - such as certificates authorizing the export cultural property; measures to control the	Y	Heritage Act 2004	1	1	2013	NHC

acquisition of cultural property -such as mechanisms to prevent museums, cultural dealers and similar institutions from acquiring cultural property exported illegally, etc. (Date(s) of adoption)						
Existence of specialized units in the police and customs forces for the fight against the illicit trafficking of cultural objects and movable heritage	N	No specialized unit but National Heritage Act indicates that each and every police and customs officer is to act as a heritage inspector	1	0	2013	NHC
Existence of museums holding permanent collections of 'movable heritage' (Number of museums)	Y	most of the museums have movable heritage	1	1	2013	NHC
Management plan(s) elaborated or updated in the last 3 years for registered heritage sites at the sub-national, national or international level (Date(s) of publication)	N	Not published, have worked on them in draft form. 3 in draft form	1	0	2013	
Existence of Disaster Risk Management (DRM) plan(s) for major heritage sites in cases of hazard and vulnerability (Date(s) of publication)	N	n/a	1	0	2013	NHC
Existence of documentation centres for natural, tangible or intangible cultural heritage (Number)	Y	National Archives	1	1	2013	NHC
At least one scientific study identifying actions to address the dangers threatening natural, tangible or intangible cultural heritage conducted in the last 2 years	Y		1	1	2013	NHC
Explicit reference to the role of cultural heritage for development integrated into the current national development plans (Date of the plan)	N	n/a	1	0	2013	NHC
Knowledge and Capacity-Building			33%	60%		
Existence of operational national centre(s) for capacity-building in heritage related areas and addressed to heritage professionals (Number of centres)	Y	University of Namibia trains people in heritage (nat and cult) and so does the Polytechnic (natural resource management)	1	1	2013	NHC
Existence of capacity-building and training programme(s) implemented in the last 3 years, to increase heritage site management staff's expertise in protection and conservation of tangible heritage (Number of programmes)	Y		1	1		

Existence of capacity-building and training programme(s), implemented in the last 3 years, to increase expertise in safeguarding and transmission of intangible cultural heritage by local communities (Number of programmes)	N		1	0	2013	NHC
Existence of specific capacity-building and training programme(s), implemented in the last 3 years, for the armed forces on the protection of cultural property in the event of armed conflict. (Number of programmes)	N	Comment: That's a difficult to get into, training the army as a civilian. She did give a presentation to the army on protection, more of an awareness-raising initiative.	1	0	2013	NHC
Existence of capacity-building and training programme(s), implemented in the last 3 years, to increase expertise in the fight against the illicit trafficking of cultural property involving police forces, customs, museum staff, and governmental representatives (Number of programmes)	Y	workshops have been conducted	1	1	2013	National Museum of Namibia
Community Involvement			33%	100%		
Evidence of community involvement during the decision-making process of identifying tangible heritage elements and registering them.	Y	Our process of proclamation includes a part of publication to involve them. Identification is the responsibility of NHC, so they run awareness programs to get communities to tell them what is important.	1	1	2013%	NHC
Evidence of community involvement during the decision-making process of labelling intangible heritage elements and inventorying them	Y		1	1	2013%	NHC
Measures and practices to strengthen the role of communities in the protection of cultural heritage and the fight against the illicit trafficking of cultural objects implemented in the last 2 years.	Y		1	1	2013%	NHC
Existence of heritage site management committees with local community representation	Y		1	1	2013%	NHC
Measures and practices to involve minorities and/or indigenous peoples in heritage protection, conservation, safeguarding and transmission implemented in the last 2 years	Y		1	1	2013%	NHC
Measures taken to respect customary practices governing access to specific aspects of intangible cultural heritage implemented in the last 2 years	Y	The Chiefs/headman signs a consent form with the photos and videos only used for the promotion of ICH and not commercial	1	1	2013%	NHC

		purposes. Though trainings started in 2010, inventories only started in 2012				
3. TRANSMISSION AND MOBILIZATION OF SUPPORT			30%	0.73		
Raising Awareness and Education			60%	88%		
World Heritage sites and major national cultural heritage sites inscribed in national registries are clearly identified for visitors to recognize their status as heritage sites	Y		1	1	2013	NHC
Existence of visitor interpretation centres or services for the transmission and presentation of cultural and/or natural heritage to the general public at the 3 most visited sites.	Y		1	1	2013	NHC
Existence of community centres and associations created and managed by communities themselves intended to support the transmission of intangible cultural heritage and inform the general public about its importance for those communities.	Y	Community centres in the Namibian context can also mean public museums that support transmission of ICH through folklore and host cultural dances.	1	1	2013	ICH Coordinator, MYNSSC
Existence of differential pricing for local visitors at heritage sites	Y	Namibians pay less	1	1	2013	NHC
National educational and information programmes on cultural and natural heritage implemented in the last 2 years, informing the general public of the dangers threatening their heritage (including the illicit trafficking of cultural objects)	Y	Know Namibia Programme	1	1	2013	NHC
Capacity-building and training activities intended to increase heritage expertise amongst teachers and educators implemented in the last 2 years (Number of programmes)	N	There are no capacity buildings or training activities on heritage for teachers at the moment. We are however working on the recommendations by the NIED/Museums Association of Namibia (MAN) Working Group on ways in which Namibia can insert 'Heritage into Education' more	1	0	2013	Education Officer: History

		effectively. The curriculum review process is currently underway and there will be a need for materials to be developed to help teachers to integrate Namibian heritage into their teaching within the context of the existing curriculum.				
School programmes to raise awareness and promote all forms of cultural heritage among youth implemented in the last 2 years (Number of programmes)	Y	At the site level, site managers have programs, but not at the national level	1	1	2013	NHC
Media campaign intended to raise awareness of heritage among the general public launched in the last 2 years	Y	Heritage Week, which is publicized with various medium. It's also an activity that schools get involved in, and in addition the Know Namibia program addresses the media.	1	1	2013	NHC
Stimulating Support			40%	50%		
Specific measures to involve civil society and/or private sector in heritage protection, conservation, and transmission implemented in the last 2 years (Date of adoption)	Y	Private sector is included in the Joint Management Committees at sites	1	1	2013%	NHC
Existences of formal agreements with tour operators for the protection, conservation and transmission of heritage sites	N		1	0	2013	NHC
Existence of private foundations or associations working for heritage advocacy and funding protection initiatives	N		1	0	2013	NHC
TOTAL	0.57					

Table 29: Multidimensional public framework for heritage sustainability

THE USE OF THE CDIS FOR ADVOCACY, POLICY-MAKING AND OTHER DEVELOPMENT PURPOSES

CDIS is a new concept that still needs to be further explored and understood by all. In Namibia, this is just the starting point for culture to get the recognition it deserves. Culture has so much potential and it is quite a shame no one realises the impact it can make to the national development process. The omission of culture from the NDP4 forces the culture sector to take major steps in being more visible. The lack of cultural statistics contributed largely to the omission. Now, the Ministry of Youth, National Service, Sport and Culture (MYNSSC) has started to review the rather outdated cultural policy of 2001 as they are heading in the direction of showcasing culture's influence in the developmental process of Namibia.

Some stakeholders that attended the workshop initially seemed keen and interested in the CDIS project but a lack of awareness and advocacy seems to have allowed enthusiasm to fade, but UNESCO Windhoek has vowed to continue advocating for CDIS until the national stakeholders agree to use this tool (CDIS). What the audience saw in the presentation of the Final Workshop was only a snapshot of a much bigger picture. This tool will not only aid the Ministry of Youth, National Service, Sport and Culture, but it has the potential to also benefit other stakeholders such as the NGOs and other line ministries with their strategic plans, as well as in making policy recommendations. So the national counterparts are urged to make use of CDIS in planning, monitoring and evaluation.