UNESCO WINDHOEK CLUSTER: STRATEGIC PRIORITIES AND ACTIONS

2003 - 2007

Agreed at the Cluster Consultation, Windhoek, Namibia
April 27 - 29, 2003
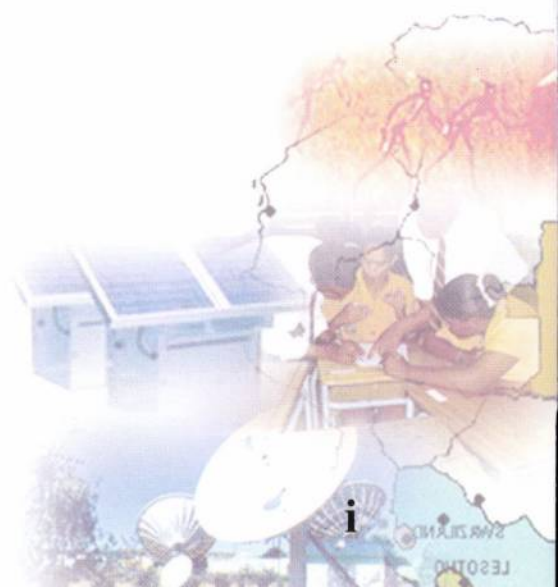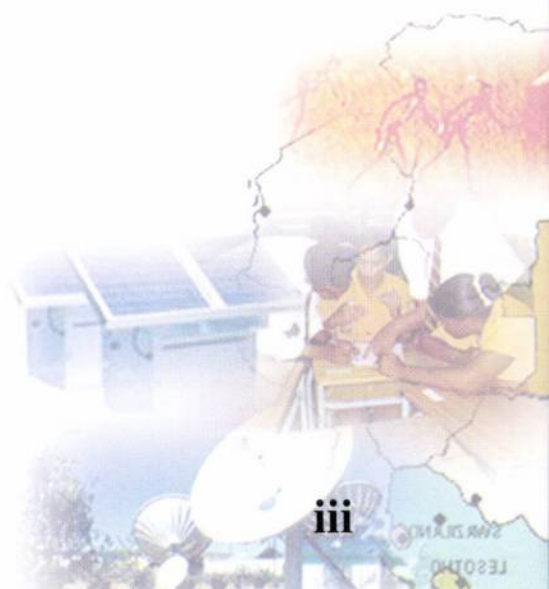
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ACKNOWLEDGEMENTS

LIST OF ACRONYMS

ASP Network	Associated Schools' Project Network
AU	African Union
CCA	Common Country Assessment
CBO	Community Based Organisation
CSO	Civil Society Organisation
EFA	Education for All
EHRD	Education on Human Rights and Democracy
ICT	Information and Communication Technologies
MDG's	Millenium Development Goals
MINEDAF	Ministers of Education of Africa
MHETEC	Ministry of Higher Education, Training and Employment Creation
MWACW	Ministry of Woman Affairs and Child Welfare
NBC	Namibia Broadcasting Corporation
NATCOM	National Commission for UNESCO
NEPAD	New Partnership for Africa's Development
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
OCPA	Observatory of Cultural Policies in Africa
ODA	Overseas Development Agencies
OVCs	Orphans and Vulnerable Children
PAF	Programme Acceleration Funds
SADC	Southern African Development Community
STV	Secondary Technical and Vocational Education
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV/AIDS

UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNEVOC	UNESCO International Centre for Technical and Vocational Education and Training
UWB	World Bank Funds through UNAIDS
WSSD	World Summit for Sustainable Development

INTRODUCTION

The document was derived from extensive consultations with, and subsequent validation by, Member States of the UNESCO Windhoek Cluster countries: Angola, Lesotho, Namibia, South Africa and Swaziland at the Cluster Consultation, which took place from 27-29 April 2003. It outlines the strategic directions which the Cluster will follow during the period 2003-2007, within the parameters of the UNESCO international programmes (31 C/4, 31 C/5, 32 C/5; 33 C/5).

The plan was informed by:

- priority needs within the countries contexted by initiatives of:
    - the Southern Africa Development Community (SADC)
    - the NEPAD Initiative of the African Union
    - the UNESCO Medium Term Strategy (2002-2007) for the Africa Region
    - the United Nations Development Assistance Framework (UNDAF) of each of the countries aimed at facilitating the achievement of the Millennium Development Goals;

- the value added that can be contributed given the mandate and comparative advantage of UNESCO.

The Strategy document sets out priorities; action areas within those priorities; expected results and resources required to achieve those results; strategies to mobilise those resources, and mechanisms for public information and collaboration among countries in the cluster and with the UNESCO Windhoek Cluster Office[1]. All priorities and actions address poverty reduction and HIV/AIDS, which are being dealt with as cross-cutting issues. The planning, implementation, monitoring and evaluation of actions are also informed by a gender-/culture sensitive approach.

The Strategy is premised on the assumption that within the UNESCO framework, Member States in the Cluster will work as a team and activities will be implemented by Member States in close collaboration with the UNESCO Windhoek Cluster Office. It recognizes, however, that Member States are also members of SADC and the African Union (AU) and therefore, that team linkages will frequently need to be wider than those defined by the Cluster. It also recognises that requirements of the wider UNESCO Organisation, and indeed the Member States, dictate that the actions outlined in the document are not the only ones to be taken. However, the results to be achieved are the priority ones to be pursued by the Cluster within the UNESCO framework.

In order to fully integrate Angola into the Cluster and the regional process, the other four Member States agreed to place a special focus on this country. The priorities outlined here are consistent with the national priorities outlined by the Angolan Government for its period of transition and to guide its planned UNDAF 2005-2008.

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[1] For Namibia the UNCT has developed a resource mobilisation (advocacy) document, the items of which correlate well with those in this document.
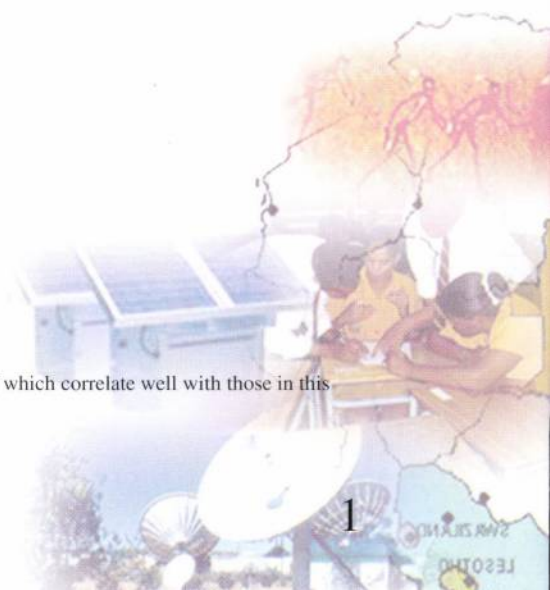
OBJECTIVES

1. To use the comparative advantage of UNESCO in its spheres of competence to contribute to priority areas within Member States' Development Plans.

2. To contribute to the development and implementation of the UNDAF in each of the cluster countries, such that the Member States are facilitated in achieving the Millennium Development Goals, particularly:

   - Achieving universal primary education
   - Combating HIV/AIDS, malaria and other diseases
   - Promoting gender equality and the empowerment of women
   - Ensuring environmental sustainability
   - Eradicating extreme poverty and hunger

3. To win goodwill, financial, human and other resources, in order to achieve objectives 1 and 2.

4. To facilitate and improve the effective functioning of the Cluster as a Team.

AGREED STRATEGIC PRIORITIES FOR THE UNESCO WINDHOEK CLUSTER CONSULTATION:

A.   *Advocating and Supporting Quality Education for All (EFA)*

   1. Supporting the development of national policies, plans and management systems
   2. Statistical Capacity Building
   3. Inclusive Education (OVCs, children with disabilities, youth at risk and other excluded groups).
   4. Girls in Science Education
   5. Secondary Technical and Vocational Education
   6. Teacher Education for all of the above
   7. Promoting Quality in Education
   8. Promoting Distance Education to expand educational opportunities
   9. National Qualifications Framework (NQF)

B.   *Preservation, Development, Promotion and Marketing of the Tangible and Intangible Cultural Heritage*

   10. Preserving and promoting the tangible and intangible heritage
   11. Promoting cultural and community based tourism
   12. Supporting the development of legal instruments for copyright and neighboring rights for protection of indigenous knowledge and practices.

C.   *Promoting Environmental Sustainability through Water Management and Renewable Energy*
   13. Promoting sustainable water management.
   14. Promoting the development and use of renewable energy
   15. Identifying, developing and promoting basic indigenous technologies
   16. Supporting follow-up activities to the WSSD Plan of Action
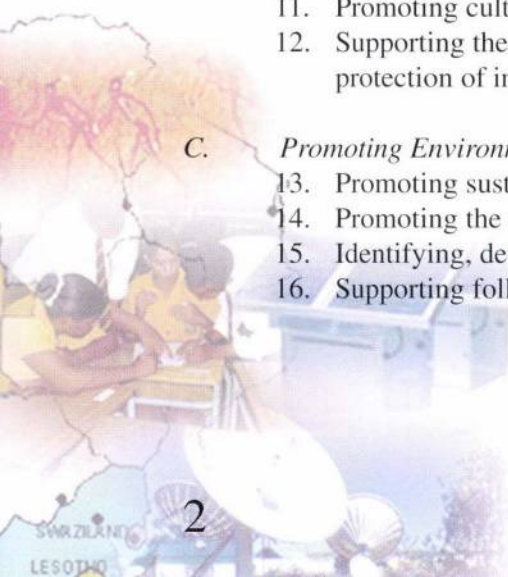
D. *Fostering Knowledge Societies and Promoting the Use of Technology through Multi Media Centres and Diverse Media*

17. Promoting the increased use of multi-media centres, information technologies and indigenous media, particularly at the level of the community
18. Strengthening and improving community media
19. Promoting press freedom
20. Facilitating media training

E. *Promoting and Protecting Human Rights and Building a Culture of Peace.*

21. Elaborating Core Human Rights Concepts for Regional Integration and Management of Diversity
22. Fostering a Culture of Peace and Conflict Resolution
23. Mainstreaming EHRD into the Curriculum of schools, Colleges and the University
24. Promoting cultural rights in the SADC region
25. Building capacity for reporting on covenants and conventions
26. Strengthening grass root programmes for promoting a culture of peace, human rights and democracy

F. *Addressing HIV/AIDS Issues*

27. Promoting a cultural approach to HIV/Aids prevention and care. Additionally, addressing HIV/AIDS and the reduction of poverty are cross-cutting themes for all actions.
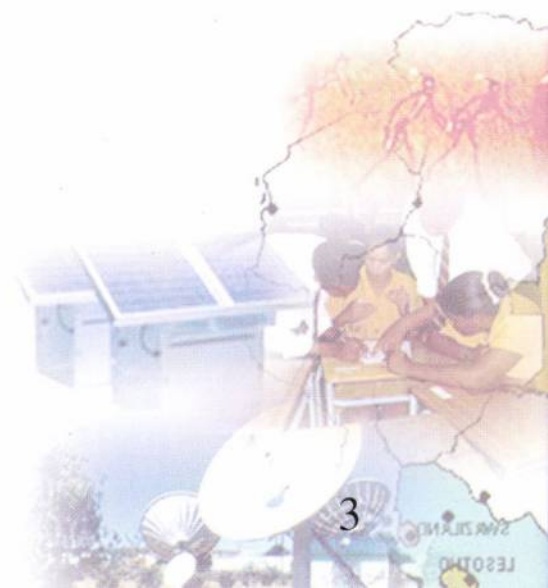
GRAPHIC PRESENTATION OF UNESCO WINDHOEK CLUSTER PRIORITIES INFORMED BY NATIONAL NEEDS AND SUB-REGIONAL, REGIONAL AND INTERNATIONAL COMMITMENTS

MILLENIUM DEVELOPMENT GOALS

Eradicate extreme poverty and hunger

Achieve universal primary education

Promote gender equality and empower women

Reduce child mortality

Improve maternal health

Combat HIV/AIDS, malaria and other diseases

Ensure enviromental sustainability

Development a global partnership for development
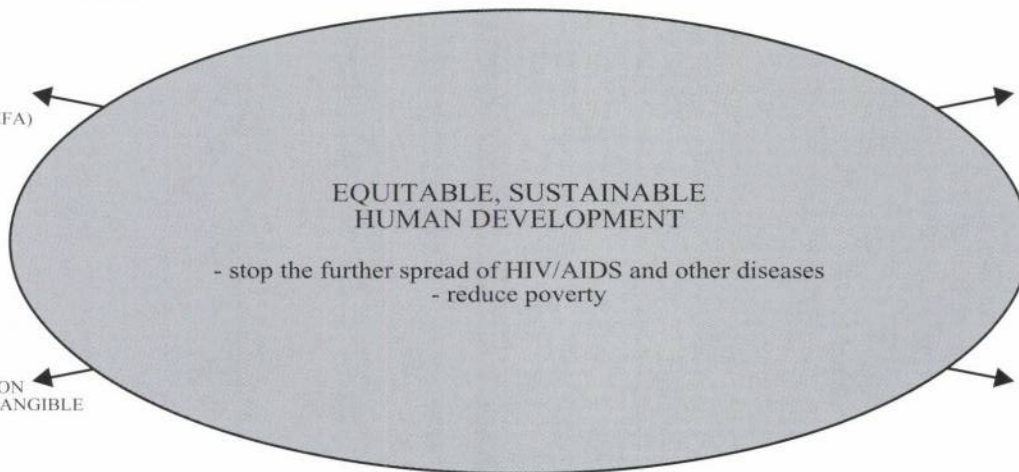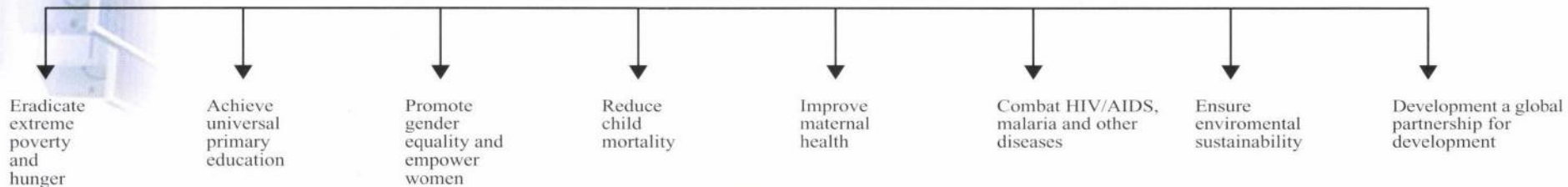
ADVOCATING AND SUPPORTING QUALITY EDUCATION FOR ALL (EFA)

PROMOTING ENVIRONMETAL SUSTAINABILITY THROUGH WATER MANAGEMENT & RENEWABLE ENERGY

EQUITABLE, SUSTAINABLE HUMAN DEVELOPMENT

- stop the further spread of HIV/AIDS and other diseases
- reduce poverty

PRESERVATION, DEVELOPMENT, PROMOTION AND MARKETING OF THE TANGIBLE |& INTANGIBLE CULTURAL HERITAGE

FOSTERING KNOWLEDGE SOCITIES AND PROMOTING THE MULTI MEDIA CENTRES & DIVERSE MEDIA

PROMOTING AND PROTECTING HUMAN RIGHTS AND BUILDING A CULTURE OF PEACE

ANGOLA   LESOTHO   NAMIBIA   SOUTH AFRICA   SWAZILAND

NATIONAL DEVELOPMENT PLANS OF FIVE CLUSTER COUNTRIES[1]

1 Also informed by AU, NEPAD agreemens and SADC protocols

RESOURCE MOBILISATION STRATEGIES

The United Nations Educational, Scientific and Cultural Organization, UNESCO, was formed on November 16, 1945. UNESCO is a specialized United Nations agency and not a *"donor"* agency, as sometimes misunderstood. UNESCO aims to contribute to development, human rights and peace in the world by promoting collaboration among nations through education, science, culture and communication, in order to further universal respect for justice; the rule of law; the human rights and fundamental freedoms which are affirmed for the people of the world, without distinction of race, sex, language or religion. The Organization works to break down the diverse barriers to the spread of knowledge, while fostering dialogue among cultures in its 188[1] Member States and five Associate Members.

As UNESCO is not a funding agency, its' regular budget, financed on the basis of assessed contributions, is catalytic and complementary to other financial sources. The UNESCO Windhoek Cluster Consultation held in Windhoek, Namibia, 27-29 April 2003, therefore agreed to raise additional funds for its priorities and actions 2003-2007. The meeting concluded:

➢ Fundraising will be undertaken by the UNESCO Windhoek Cluster Office in close collaboration with the Division of Co-operation with Extra-budgetary Funding Sources within the Sector for External Relations and Co-operation.

➢ National Commissions will support action on the priorities in developing partnership relations and raising extra-budgetary funds from various state institutions and agencies, international organizations, the private sector, service clubs or individuals. Additionally, National Commissions will submit proposals to the Participation Programme in accordance with the agreed priorities.

➢ Resource mobilisation will be engaged with a variety of partners, including: Overseas Development Agencies of the Member States; UNESCO Chairs/Institutions/Networks; other agencies in the United Nations System; the SADC, AU and NEPAD Secretariats; the Private Sector, Labour Unions, donor partners, relevant government departments/ministries and local and regional government structures and civil society including universities/ NGOs/CSOs/CBOs.

➢ UNESCO Goodwill Ambassadors and other well known personalities will assist in attracting additional funds.

➢ Funds will be raised through fees for services and sales of products by stakeholders in the Member States (For example: fees at cultural heritage sites).

MEDIA STRATEGY

The Cluster will design a media strategy to keep the public abreast of efforts in education, the natural, social and human sciences, culture and communication and information. Public information is one of the Organization's principal mechanisms in the pursuit of its fundamental objectives of development, human rights and peace.

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[1] As of June 2003

MECHANISMS FOR WORKING WITHIN THE CLUSTER

The success of the cluster programme requires a consolidated strategy among the Cluster Member States and with the Cluster Office. Important in the strategy is the reinforcement of networking and better coordination.

The UNESCO Windhoek Cluster Consultation held in Windhoek, 27-29 April 2003, agreed on the following mechanisms:

➢ A programme specialist at the UNESCO Windhoek Cluster Office will be identified as a focal point for each country. Missions should be undertaken to the cluster country by the focal point.

➢ Each National Commission will identify a specialist counterpart in each sector to liaise with the sector programme specialist in the cluster office.

➢ The Windhoek Cluster Office should have specialists in each of the areas of UNESCO's competence.

➢ Governments' response to projects and activities should be timely.

➢ Use of electronic communication techniques: National Commissions should make use of the e-mail for liaising with the UNESCO Windhoek Cluster Office in order to facilitate and make the communication more effective as well as to decrease the cost of the delivery of documents.

➢ Missions to Cluster Countries by the Director, Programme Specialists and other staff, as appropriate to ensure effective relationships and programme implementation.

➢ At least, one cluster meeting per year to enhance the consultative process.
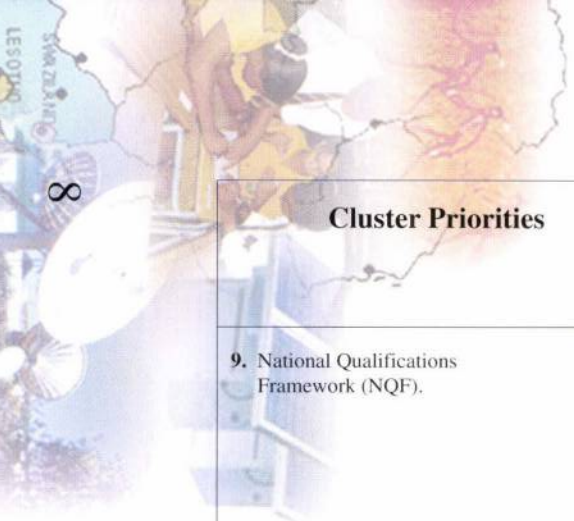
SUMMARY OF AGREED PRIORITIES AND ACTIONS SHOWING LINKS TO THE MEDIUM-TERM STRATEGY (2002-2007)

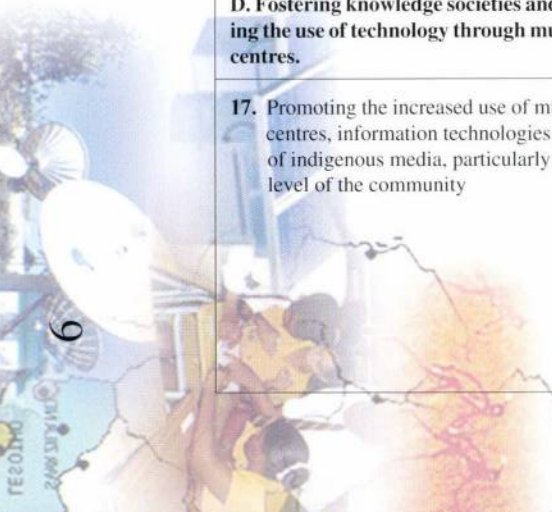## FOR THE AFRICA REGION (UNESCO,2002),THE 32 C/5 (UNESCO, 2003) AND NEPAD-UNESCO,2003

Cluster Priorities	Medium-Term Strategy 2002-2007 for the Africa Region (UNESCO, 2002)	Draft 32 C/5 (UNESCO, 2003)	NEPAD (UNESCO, 2003)
A. Advocating and supporting quality Education For All (EFA)	Ensuring an effective follow-up to EFA in Africa, para.15, pg.7	Basic education for all, para. 01101	Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
1. Supporting the development of national policies, plans and management systems	Pursuing the six goals of EFA, as defined at the World Education Forum in Dakar, Para.18, pg. 8.	Ensuring gender equality in EFA.	Ensure access to and complete free and compulsory primary education of good quality, para.(i-ii), pg. 16
2. Statistical Capacity Building		Promoting education and capacity-building in science and technology, para. 01212	
3. Inclusive Education: - Orphans and Vulnerable Children (OVCs) - children with disabilities - youth at risk - excluded groups including adults who have not had opportunities for literacy or other education - others		Making the right to education a reality for all children, para. 01111. Promoting lifelong learning through literacy and non-formal education. Main line of action 1-3. Ensuring gender equality in EFA. Reforming technical and vocational education and training, para. 01213.	
4. Girls in Science Education			
5. Secondary Technical and Vocational Education		Renewing secondary education, para. I.2.1.	Expand access to secondary education and improve its relevance to Africa's development. Promote networks of specialized research and higher education institutions, para. 14. pg.7.
6. Teacher Education for all the above	Encouraging the training of qualified Teachers para. 20,(iii), pg.10	Supporting teachers and educational personnel, para. 01215.	
7. Promoting Quality in Education	Improving the quality of education through the diversification of contents and methods and the promotion of universally shared values. Strategic objective 2.	Improving the quality of education, Para. I.1.1, main line of action 4.	Work with donors and multilateral organizations to achieve the international development goal relating to universal primary education by 2015, para. 14, pg.7.
8. Promoting Distance Education	Spread and replicate successful examples of alternatives to traditional formal education, para.10, (ii), pg.5.	Assisting Member States for the development of appropriate policy to foster lifelong learning trough for distance education and e-learning, para.01214	The improvement of teaching/learning methods and tools, including not only content but innovative development and production in decentralized systems, pg. 22 The establishment of networks of institutions that contribute to reinforcing educational capacities, in particular through intellectual exchanges, pg.22

Cluster Priorities	Medium-Term Strategy 2002-2007 for the Africa Region (UNESCO, 2002)	Draft 32 C/5 (UNESCO, 2003)	NEPAD (UNESCO, 2003)
9. National Qualifications Framework (NQF).		UNESCO will support the drafting of national policy frameworks covering all levels of education. These could affect educational diversity and intellectual property rights as well as initiatives such as open courseware and borderless education through e-learning, para. 01221.	
B. Preservation, development, promotion and marketing of the Tangible and Intangible Cultural Heritage.			
10. Preserving and promoting of tangible and intangible heritage	Safeguarding the heritage, para. 56, pg. 21 Rehabilitate and conserve the cultural heritage, introduce heritage education into schools and universities, protect, promote and revitalize the intangible cultural heritage in its entire dimensions. Strategic objective 7, parag.57, pg. 22.	Support to the World Heritage governing bodies para. 04211. Protecting cultural diversity through the preservation of cultural heritage in all its forms and through normative action, para. IV.2.2. Encouraging arts and crafts for sustainable development, para. IV.3.1. Combining economic growth and poverty reduction through crafts and design, para. 04312.	To encourage greater recognition of the role of intercultural dialogue in the safeguarding of cultural diversity. Drawing on the lessons learned from the adaptation for educational purposes of the general history of Humanity and regional Histories and the pilot projects conducted with indigenous peoples, para. 2, pg. 44.
11. Promoting cultural and community based tourism	Promote skills transfer in the area of developing, promoting cultural and community based tourism. Promotion of cultural pluralism and cultural diversity and strengthening links between culture and development. Para.56, pg. 21	Strengthening the role of cultural creation in human and economic development, parag.IV.3.2. Cultural industries and copyright: policies and partnerships, para. 04321.	Give special attention to the protection and nurturing of indigenous knowledge, which includes tradition-based literacy, parag.53, and pg.20.
12. Supporting the development of legal instruments for copyright and neighboring rights for protection of indigenous knowledge and practices			Take urgent steps to ensure that indigenous knowledge in Africa is protected through appropriate legislation, para. 53, pg. 20.

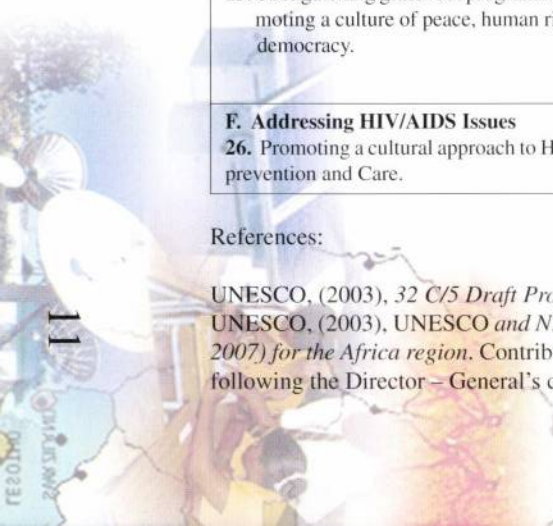| Cluster Priorities	Medium-Term Strategy 2002-2007 for the Africa Region (UNESCO, 2002)	Draft 32 C/5 (UNESCO, 2003)	NEPAD (UNESCO, 2003)
C. Promoting environmental sustainability through water management and renewable energy.			
13. Promoting sustainable water management	Contribute to the alleviation of poverty by promoting training and research on sustainable and more productive use of available resources, para. 29. pg. 14. To improve the management of ecosystems and natural resources, especially water, para.30, pg.14.	Global change and water: advancing hydrological sciences for improved assessment, para.02111. Water for human needs, parag.02112. Water education and capacity building for sustainable development and security, para. 02113. Land-water interactions: towards sustainable development, para. 02114.	Assimilate and adapt existing technologies in order to diversify manufacturing production. Generate a critical mass of technological expertise in targeted areas that offer high growth potential, especially in biotechnology and natural science, para. 24, pg. 12.
14. Promoting the development and use of re newable energy	Efforts will be made to facilitate the increased utilization of renewable energies that offer great potential for Africa, para. 34.pg 15.		
15. Identifying, developing and promoting basic indigenous technologies			
16. Supporting follow-up activities to the WSSD Plan of Action			
D. Fostering knowledge societies and promoting the use of technology through multi media centres.			
17. Promoting the increased use of multi-media centres, information technologies as well as of indigenous media, particularly on the level of the community	The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society, para.67, pg.25.	Promoting research, principles and policies for knowledge societies, para. 05111.	Achieve "e-readiness" for all countries in Africa.

Cluster Priorities	Medium-Term Strategy 2002-2007 for the Africa Region (UNESCO, 2002)	Draft 32 C/5 (UNESCO, 2003)	NEPAD (UNESCO, 2003)
D. Fostering knowledge societies and promoting the use of technology through multi media centres.			
	Promoting the free flow of ideas and universal access to information and broaden access to global sources of information, para. 69, strategic objective 10.	Increasing community access through multimedia/telecentres, libraries, archives and other information service providers, para. 05113. Enhancing public service broadcasting, para. 05114. Promoting the expression of cultural and linguistic diversity through communication and information, parag. V.1.3. Supporting culturally diverse and multilingual contents, para. 05131. Promoting independent media in conflict situations, para. 05212.	Develop and produce a pool of ICT-proficient youth and students. Develop local content software, based especially on Africa's cultural legacy. Para. 65, pg. 24 Focus on Africa Development through: -promoting Community Access -freedom of expression . -ICTs for Basic Education. -Communication Development -preservation of diversity, pg.47 Promote cross-border cooperation and connectivity by utilizing knowledge from across the continent, parag.24. pg. 12.
18. Strengthening and improving community media 98. Promoting Press Freedom 20. Facilitating media training	Strengthening public service media so as to reinforce their educational and cultural dimension, para.71, pg.26.	Fostering media development, para. 05221. Strengthening capacities of communication and information professionals and institutions, para.05112. Promoting freedom of expression and the independence and pluralism of the media, para. 0521. Promoting press freedom, freedom ofexpression and democracy, para. 05211.	

Cluster Priorities	Medium-Term Strategy 2002-2007 for the Africa Region (UNESCO, 2002)	Draft 32 C/5 (UNESCO, 2003)	NEPAD (UNESCO, 2003)
E. Promoting and protecting human rights and building a Culture of Peace 21. Elaborating Core Human Rights Concepts for Regional Integration and Management of Diversity	Analysis of social transformations and policy advice – social sciences (good governance, multicultural and multi –ethnic societies, human insecurity,etc. para. 41, pg.18.	Promotion of human rights and the fight against discrimination, programme III.2. Human rights development, para. 03201. Gender equality and development, para. 03202. Fight against racism and discrimination, para. 03203. International migration and multicultural policies, para. 03402.	Progress towards regional and continental integration.. The Democracy and Political Governance initiative involving consolidating basic good governance processes and practices, para.40. pg. 17.
22. Culture of Peace and Conflict Resolution & Mainstreaming Education on Human Rights and Democracy (EHRD) into the Education Curriculum and training teachers and teacher educators 23. Promoting cultural rights in the SADC region 24. Capacity-building for reporting on covenants and conventions 25. Strengthening grass root programmes for promoting a culture of peace, human rights, and democracy.	UNESCO has, for example, considered racism and discrimination as priority areas since its creation, and it played a key role in combating apartheid by means of research and training, para. 41. Pg. 17.		Support measures for conflict prevention and management and promote a culture of peace, reconciliation and tolerance, para.14, pg. 7.
F. Addressing HIV/AIDS Issues 26. Promoting a cultural approach to HIV/AIDS prevention and Care.	Combating HIV/AIDS, para. 45,pg. 19.		

References:

UNESCO, (2003), *32 C/5 Draft Programme and Budget 2004 – 2005*.
UNESCO, (2003), UNESCO *and NEPAD: From Vision to Action.* UNESCO Contributions to NEPAD, 2001-2003: The First Steps.UNESCO, (2002), Medium – *Term Strategy (2002 – 2007) for the Africa region*. Contributing to peace and human development in an era of globalization through education, the sciences, culture and communication. Document drawn up following the Director – General's consultation with the National Commissions for UNESCO of the Africa region.

APPENDIX 1

INDICATIVE PLANNING MATRIX

Priorities	Action Areas	Desired Results	Indicators	Activities
A. **Advocating and supporting quality Education for All**	1. Supporting the development of national policies, plans and management systems.	Established effective frameworks for the provision of Education for All.	Agreed policies and plans in place	Work with government officials to develop and revise policies and plans. Provide technical assistance, training, sharing best experiences, seminars. Building capacity in management of educational systems. Support EFA Week and related initiatives and mechanisms to promote EFA. Work with government officials, parliamentarians, private sector and civil society on advocacy for EFA.
	2. Statistical Capacity Building.	Planning and development of education informed by verified statistical information.	% more government officials have the capacity to prepare and read statistics. % more statistics prepared are a true reflection of the reality. % more statistical information available and accessible.	Conduct training workshops and seminars for government officials. Provide technical assistance. Share best practices. Facilitate creating a clearing house for statistical information.

Priorities	Action Areas	Desired Results	Indicators	Activities
Advocating and supporting quality Education for All	3. Inclusive Education: - Orphans and Vulnerable Children (OVCs) - children with disabilities - youth at risk - excluded groups including adults who have not had opportunities for literacy or other education - others	Enhanced capacity in policy development for all excluded groups. All groups regardless of race, gender, sex, ethnicity, vulnerability (HIV/AIDS orphans or affected) geographic location have access to quality education Standard of living improved as a result of better education and skills of excluded groups.	Agreed policies developed and implemented in all 5 countries. Increased resource allocation to OVC's, children with disabilities, youth at risk, excluded groups and others. X % of OVCs, excluded groups, children with disabilities in kindergartens and schools. Demonstrated improvements in the standard of living of excluded groups.	Facilitate policy development for the education of OVC's and other excluded groups. Sensitize, advocate and work with government officials on developing, revising, and implementing policies on inclusive education through training workshops, seminars, conferences, sharing experiences and best practises. Sensitise, advocate and work with NGOs, CBOs and directly with communities on work related to OVCs and other excluded groups.
	4. Girls in Science Education	Improved standard of living and greater gender equality through increased number of women in science.	X % more girls in Science Education Increased resources allocated for Girls in Science Education (including scholarships, sciences clubs at school)	Pre- and in-service training and advocacy on Girls in Science Education. Supporting activities such as science clubs at schools and role modeling.

Priorities	Action Areas	Desired Results	Indicators	Activities
Advocating and supporting quality Education for All	5. Secondary Technical and Vocational Education	Policies harmonised across cluster and SADC. Better conditions for quality TVE Youth educated and well prepared to work in technical vocational areas. Decreased unemployment.	Agreed policies formulated and implemented. X% more trained educators in Technical and Vocational education. Better physical facilities for TVE X% more youth educated in technical and vocational areas. X% of technical and vocational youth graduates are employed or self-employed in technical vocational areas. X% more students well prepared for working in the labour market.	Advocate the development of harmonised policies. Train teachers and develop materials on Technical and Vocational education. Provide career, entrepreneurship and employment guidance for youth. Monitor areas of skills training to ensure relevant to deliver market.
	6. Teacher Education for all of the above	Improved standard of education. Educators have truly adequate skills and knowledge to teach all of the above mentioned groups adequately	% more teachers, directors, school managers trained in the above areas. X % more educators well trained and specialised. % more children (OVCs, girls, excluded, with disabilities) succeeding school.	Conduct research on improving the effectiveness of teacher training. Develop training programes and materials for teacher training. Conduct training workshops and seminars. Share experiences and best practices. Support centres of excellence. In all of the above, we pay close attention to language issues, specially local languages.

Priorities	Action Areas	Desired Results	Indicators	Activities
Advocating and supporting quality Education for All	7. Promoting Quality in Education	All educational programmes reach agreed standards of quality.	Evidence that programmes are routinely evaluated. Periodic impact assessment of all programmes. X% more schools have the needed educational materials and appropriate facilities. Agreed standards and monitoring mechanisms functioning and programmes evaluated.	Facilitate process of setting and agreeing on standards. Facilitate establishment of monitoring mechanisms. Facilitate conduct of impact assessments.

Priorities	Action Areas	Desired Results	Indicators	Activities
Advocating and supporting quality Education for All	8. Promoting distance education to expand educational opportunities	Policy statements reviewed and established to facilitate introduction of distance education. More universities and other institutes of higher learning add modules of distance education to existing programmes. Increased higher education places available for African students, particularly for women.	Increased number of African students and women in distance learning programmes.	Review of current policies to establish distance education frameworks Support introduction/expansion of distance education programmes.
	9. National Qualifications Framework(NQF)	Standarised framework of qualifications (including for distance education) across SADC countries facilitating easier and freer movement of people and skills. Recognition of prior learning and/or experience facilitated. Life long learning is encouraged.	Developed NQF in Member States Harmonised NQF across cluster and SADC. Number of institutions in countries implementing National Qualifications Framework (NQF)	Facilitate workshops, seminars and related activities between the cluster countries and SADC.

Priorities	Action Areas	Desired Results	Indicators	Activities
B. Preservation, development, promotion and marketing the Tangible and Intangible Cultural Heritage	10. Preserving and promoting tangible and intangible heritage	Relevant heritage sites in all five cluster countries have been included in the World Heritage List. Local communities are able to generate wealth from heritage sites through their adequate involvement in researching, preserving, developing, promoting and marketing tangible and intangible heritage.	Number of heritage sites in Cluster Countries included in the World Heritage List. More members of local communities make their livelihoods from involvement in managing and marketing tangible and intangible heritage.	Develop a databank and a website including heritage sites and relevant issues related to the preservation and promotion of tangible and intangible heritage. Initiate a promotional campaign and develop promotional material using a variety of approaches and media such as posters, community and indigenous radio services, community based theatre for development. Develop guidelines for adapting participatory approaches in researching and managing tangible and intangible heritage. Facilitate and monitor the implementation of guidelines mentioned above. Facilitate and monitor processes of having heritage sites declared and enlisted as World Heritage Sites. Preserve, restore and rehabilitate heritage sites where necessary.

Priorities	Action Areas	Desired Results	Indicators	Activities
Preservation, development, promotion and marketing the Tangible and Intangible Cultural Heritage	11. Promoting cultural and community based tourism	Local communities are able to generate wealth from setting-up businesses related to cultural and community based tourism. National, regional and international visitors are in a position to learn more about the cluster countries' cultures by making use of the services and products offered by cultural and community based tourism establishments.	More members of the community make their livelihoods from their involvement in cultural and community based tourism. Increased number of national, regional and international visitors with greater awareness and knowledge of local cultures of the various cluster countries.	Support identification, development, maintenance and promotion of sites and related businesses. Business training. Support countries initiative on a regional route linking cultural tourism sites. Facilitate networking among businesses in the cultural and community based tourism sector on local, national and cluster level.
	12. Supporting the development of legal instruments for copyright and neighboring rights protecting indigenous knowledge and practices[1]	Respect for copyright and neighbouring rights protecting indigenous knowledge and practices.	Processes for developing national legislation and legal instruments have been established. Local, national and regional authorities have an increased awareness and support the development of legislation concerning the above. Legislation and legal instruments developed are being implemented. Artists routinely paid for their work.	Identify what legislation and legal instruments are in place and what are the ones that need to be developed in the various cluster countries. Initiate and facilitate processes of developing national legislation and legal instruments concerning the above.

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[1] Cross-cutting with priority on Human Rights.

Priorities	Action Areas	Desired Results	Indicators	Activities
C. **Promoting environmental sustainability through water management and renewable energy.**	13. Promoting sustainable water management	Ultimately, quality fresh water resources available for all. In the short and medium terms, local communities' access to quality fresh water improved (for drinking, sanitation, etc.) Improved health of local communities	X% more people have increased access to fresh water. Fewer individuals and communities affected by water-borne diseases.	Conduct research on availability, access, maintenance, management and distribution of water resources. Develop training programmes and educational material on the sustainable use of quality fresh water and, access to water as a basic human right and related issues. Facilitate conduct of training courses on the above. Initiate an awareness raising campaign on the above using diverse media. Monitor development regarding availability, access, maintenance and distribution of water resources. Facilitate the development of relevant policies. Conduct impact assessments.

Priorities	Action Areas	Desired Results	Indicators	Activities
Promoting environmental sustainability through water management and renewable energy.	14. Promoting the development and use of renewable energy.	Positive impact on environment through use of renewable energies (solar, wind, water, animal dung, etc.). Proper use of renewable energies thus decreasing the depletion of earth's resources.	Less felling of trees. Noticeable attitude change regarding the development and use of renewable energies. Increased demand for the development and use of renewable energies. Development and use of renewable energies is part of public discourse.	Conduct research on availability, access, and use of conventional and renewable energy, potential and constraints for promoting development and use of renewable energies and related issues. Develop training programmes and education and information material on relevant aspects regarding the development, use and management of renewable energies. Conduct training workshops on the above. Initiate an awareness raising campaign on the above using diverse media. Facilitate the development and distribution of relevant renewable energies. Monitor development regarding availability, access, use, maintenance and cultural adequateness of renewable energies and related issues. Conduct impact assessments.

Priorities	Action Areas	Desired Results	Indicators	Activities
Promoting environmental sustainability through water management and renewable energy.	15. Identifying, developing and promoting basic indigenous technologies	Wealth generated by local communities using basic indigenous technologies based on local resources	A network of communities developing, promoting and using basic, indigenous technologies has been set-up. Number and quality of indigenous technologies have been developed and are being used to create wealth. Products are being marketed locally, regionally, nationally and internationally. Extent of wealth created by and for local communities involved.	Identify suitable basic, indigenous technologies. Implement pilot projects for the development and promotion of basic indigenous technologies identified. Develop marketing and networking strategies. Promoting networking among communities using indigenous technologies. Evaluate the projects.

Priorities	Action Areas	Desired Results	Indicators	Activities
Promoting environmental sustainability through water management and renewable energy.	16. Supporting follow-up activities to the WSSD Plan of Action	Enhanced capacity and increased resource allocation for relevant action contributing to biodiversity and sustainable development.	Harmonised and implemented policies. WSSD Plan of Action integrated into NEPAD-UNESCO framework. Positive impacts on biodiversity and sustainable development.	Facilitate examining WSSD Plan of Action within NEPAD Framework of action in the context of UNESCO-NEPAD concerns. Facilitate integration of WSSD Plan of action into NEPAD-UNESCO framework. Conduct relevant research, training and education programmes.
D. Fostering knowledge societies and promoting the use of technologies through Multi Media Centres and Diverse Media	17. Promoting the increased use of multi-media centres, information technologies as well as of indigenous media, particularly on the level of the community.	Cluster countries demonstrate characteristics of knowledge societies. Cluster countries are in the position to address their information and learning needs through improved and increased access, development and use of multi-media centers and information and communication technologies (ICTs). Improved local film making, development of the theatre and arts (oral and written) history and indigenous knowledge systems, possibly linked to multi-media centres.	Local communities have improved access to information and communication. Increased training and implementation of programmes in developing multi-media centers, oral and written history, film making, theatre, arts and use of ICTs. Evidence that more people from different age groups, male and female and across the ethnic spectrum have visited multi-media centres.	Identify and prioritise information and learning needs in the various cluster countries using participatory approaches. Address the information and learning needs prioritized through promoting the development and use of a variety of media and technologies. Develop relevant training programmes and material. Facilitate conduct of training programmes. Share best practices. Exchange programmes for professionals including journalists and artists.

Priorities	Action Areas	Desired Results	Indicators	Activities
Fostering knowledge societies and promoting the use of technologies through Multi Media Centres and Diverse Media	18. Strengthening and improving community media	An informed community using the media to reach its goals with respect to issues such as HIV/Aids prevention and poverty reduction.	Strong community media existing in cluster countries Effective use of community media to supplement mainstream media in community issues such as HIV/Aids awareness, poverty reduction, etc.	Develop relevant training programmes and material. Facilitate conduct of training programmes. Share best practices. Exchange programmes. Support development of community radio, TV and newspapers.
	19. Promoting Press Freedom	A better informed public able to access diverse information sources. Better trained journalist to use their press freedom responsibly.	Less restrictive laws. Better researched news. Improved access to newsmakers and partnerships between practitioners and newsmakers. A sense of trust between practitioners and law makers. Improved media legislation and regulations. Fewer clampdowns and persecutions. A journalistic mindset with a foundation of responsibility.	Facilitate sensitization campaigns. Develop relevant training programmes and material. Facilitate conduct of training programmes. Organise/facilitate workshops and seminars. Facilitate monitoring and evaluation of progress and devise ways to improve if required.

Priorities	Action Areas	Desired Results	Indicators	Activities
Fostering knowledge societies and promoting the use of technologies through Multi Media Centres and Diverse Media	20. Facilitating media training	An informed community A well trained and educated media force Focused, accurate, responsible, gender and culturally sensitive reporting. Engendered newsrooms. .	More community voices heard in the mainstream media. More effective use of new technologies Less friction between newsmakers and practitioners X % more female newsmakers and reporters More women in decision making positions in media houses.	Develop training prorammes and materials. Facilitate conduct of training programmes including seminars and workshops. Mount sensitization campaigns about the importance of a trained media force Do research, facilitate seminars and advocacy to encourage gender balance in media houses Introduce and train on the use of new technologies Facilitate skill transfer Facilitate Exchange programmes
E. Promoting and protecting Human Rights and building a Culture of Peace	21. Elaborating Core Human Rights Concepts for Regional Integration and Management of Diversity	SADC instruments being implemented guided by principles of governance and human rights as part of the SADC initiative. Improved common understanding concerning human rights and management of diversity. Consolidated democracy and good governance on national and sub-regional level.	Improved relations within the region Harmonised legal languages and cultures as part of the SADC initiative.	Establish an inventory of human rights, to be found in the constitutions of the SADC member states and other legal texts. Support empirical research about perceptions and concepts of human rights people have in various countries. Organize regional human rights debates Contribute to facilitating regional integration of human rights and management of diversity at regional level (SADC).

Priorities	Action Areas	Desired Results	Indicators	Activities
Promoting and protecting Human Rights and building a Culture of Peace	22. Culture of Peace and Conflict Resolution	Peace and human rights as a value is generally practiced.	A degree of tolerance observable	Conduct relevant research on values, human rights and peace, tolerance and causes of conflict and principles of conflict resolution.
		A society characterised by a culture of peace and respect for human rights	Increased peaceful resolution of conflict and mutual respect across diverse groups	Sensitise and reinforce the capacities of educators and leaders about rights and duties of the citizenry, and for promoting and protecting human rights and democratic principles.
		Stability and sound relations in society		
			Issues and differences are debated openly , frankly but without rancour and violence	Sensitise and mobolise the citizenry to embrace peace, tolerance, respect for human rights and democracy
	23. Mainstreaming EHRD into the Curriculum of Schools, Colleges and the University	Fostered mutual respect, tolerance, equality and mutual understanding	Increased awareness and observance of rights and responsibilities	Educating on peace, human rights and democracy.
		Learners and students developed values, concepts and skills essential for living as responsible citizens in free democractic societies	Increased capacity to claim rights and learners and students to protect themselves against violations of their rights leading to fewer instances of domestic violence	Facilitate curriculum reform concerning education on values and tolerance through the integration of EHRD
		Instilled a culture of peace and tolerance	Improved peaceful relations and greater tolerance	Establish and support UNESCO Chairs as co-facilitators of the desired results
		Developed a peaceful, democratic, anti-tribalistic, non-sexist and anti-racists communities	Increased peaceful situations, democratic practices and strive for the equality of all	
		Created participatory democracy into the school leadership, management and student/learner relationship	Improved and greater participation of learners and students in school leadership and management matters	Support the work of ASP Schools as pioneers to enhance human rights and democracy practice

Priorities	Action Areas	Desired Results	Indicators	Activities
	24. Promoting cultural rights in the SADC region	Respect for Cultural rights as a basic human right and guaranteed in the Constitutions of the various SADC countries	An increased number of people claiming cultural rights. Cultural rights matter of public discourse.	Establish an inventory of cultural rights, to be found in the constitutions of the SADC member states and other legal texts in order to have a state of affairs[1]. Conduct empirical research about perceptions and concepts of cultural rights people have in various countries. Facilitate regional seminars to create awareness on issues related to cultural rights.
Promoting and protecting Human Rights and building a Culture of Peace	25. Capacity-building for reporting on covenants and conventions	Adherence to Governments' obligation to report thoroughly and accurately on covenants and conventions. Representatives of Government and civil society have the capacity to contribute objectively to reporting. Increased visibility of what has been achieved in the promotion of human rights.	Number of representatives of Government and civil society reporting periodicaly on Human Rights. Frequency of reports. Increased quality of national reporting on covenants and Conventions.	Train representatives of governments and civil society in reporting procedures on covenants and conventions. Facilitate monitoring of the reporting process. Training on policy-research on the implementation of covenants and international conventions.[2]

[1] Cross-reference with priority on Tangible and Intangible Heritage.

[2] This could include for instance training on policy-research on the state of migrants' rights and the International Convention on the Rights of All Migrant Workers and Members of their Family (1990)

Priorities	Action Areas	Desired Results	Indicators	Activities
Promoting and protecting Human Rights and building a Culture of Peace	26. Strengthening grass root programmes for promoting a culture of peace, human rights and democracy.	Respect for human rights, peace and democracy as embraced by the constitutions of the various cluster countries.	Number of agents for social change trained in peaceful conflict resolution, human rights and democracy. Agents for social change are leading discussions, analyzing situations and advocating for a culture of peace, human rights and democracy on local and regional level. Reduced number of violations of human rights actions contradicting democracy, fewer conflicts being treated by means of violence, fewer incidents of violence against women and children.	Develop relevant training programmes and conduct training of agents for social change such as youth, women, traditional leaders, traditional healers etc. as ambassadors for peace, human rights and democracy. Facilitate monitoring and backstopping to the trained agents of social change. Conduct seminars for traditional healers and traditional leaders on constitution and perceptions on conflict resolution, human rights and democracy. Develop relevant training manuals and material.
F. Addressing HIV/AIDS Issues[1]	27. Promoting a cultural approach to HIV/AIDS prevention and Care	Increased knowledge and awareness regarding HIV/AIDS. Addressed cultural-sexual behaviours and behaviour change such that the spread of HIV/AIDS is stopped.	Cultural-sexual behaviours have been addressed and behaviour change is taking place. Sexual behaviours are discussed in cultural sensitive ways in the communities and in public discourse. Reduction in HIV/AIDS infection rates.	Survey on sexuality among selected groups / in selected regions using gender-/culture sensitive participatory tools. Analysis of survey results to inform the planning of training programmes and the development of educational material. Develop training programmes and educational material. Conducting relevant training courses and disseminate the material developed.

[1]Cross-cutting in all the priorities as well as specific focus in this one.

APPENDIX 2

PARTICIPANTS IN THE UNESCO WINDHOEK CLUSTER CONSULTATION, APRIL 27-29, 2003

1. Angola

➢ Mr. Afonso Valentim (Coordinator Culture Sub-commission of the Angolan National Commission)
➢ Mr. Pedro Berry Escalivo Makiesse (Legal Adviser in charge of UNESCO Clubs)
➢ Dr. Aida Maria Siveiro Pinto Pegado (Chief International Relations Department, Agostinho Neto University)

2. Lesotho

➢ Ms. Kekeletso Tsekoa (Secretary General, Lesotho National Commission for UNESCO)
➢ Ms. Ntsebe Kokome (Deputy Principal Secretary and EFA Coordinator)
➢ Dr. Nqosa Mahao (Pro-Vice Chancellor, NUL)

3. Namibia

➢ Mr. Buddy Wentworth (Deputy Minister of Higher Education, Training and Employment Creation and Chairperson of the Namibia National Commission for UNESCO)
➢ Ms. Trudie Amulungu (Secretary General, Namibia National Commission for UNESCO)
➢ Ms.Esther Limbo, Ministry of Basic Education, Sports and Culture
➢ Mr. Andre Strauss, Director, Culture, Ministry of Basic Education, Sports and Culture
➢ Professor Manfred Hinz, UNESCO Chair for Human Rights and Democracy, University of Namibia (UNAM)
➢ Dr. Nico Horn, Director of the Human Rights Documentation Centre, University of Namibia (UNAM)

4. South Africa

➢ Mr. Jacob Stranger Kgamphe (Secretary General, South African National Commission for UNESCO)
➢ Professor Nasila Rembe (Oliver Tambo UNESCO Chair of Human Rights, University of Fort Hare)
➢ Mr. Ghaleep Jeppie (Director, International Relations Department of Education)

5. Swaziland

➢ Mrs. Dorothy Littler (Secretary General, Swaziland National Commission for UNESCO)
➢ Mr. Jabulani G. Kunene (Principal Secretary)
➢ Ms. Thulie Dladla (Chief Executive Officer Sebenta)

6. UNAIDS

➢ Ms. Gloria Billy, Programme Officer, UNAIDS

7. UNESCO Headquarters, Paris

➢ Mr. Warren Mellor, Deputy Director, Bureau Field of Coordination, Headquarters, Paris

8. UNESCO Windhoek Office

➢ Ms. Claudia Harvey, Director and UNESCO Representative

- Ms. Aune Naanda, Education Programme Specialist
- Ms. Mui Sifuniso-Chabala, Assistant Education Programme Specialist
- Ms. Elke Zimprich Mazive, Social and Human Sciences Programme Specialist
- Mr. Ben Boys, National Project Officer, Education
- Mr. Steve Leukes, Communication Programme Officer
- Ms. Amaia Unzueta, Basque Volunteer, Education and Social and Human Sciences Departments, Consultation Logistics Coordinator
- Ms. Helen Rakotomalala-Smythe, Administrative Officer
- Ms. Martha Petrus, Documentalist
- Mr. Kophi Ayisa, Project Coordinator of the project "Training and Advocacy for the Development of San Communities in the Ohangwena Region"
- Ms. Lelly Nghihulifwa, Student Intern
- Mr. Albert Mbanga, Student Intern

9. Participants from Polytechnic of Namibia

- Ms. Marylin Katjitundu, Student, Department of Media Technology
- Mr. Immanuel Kooper, Students, Department of Media Technology

10. Interpreter

- Mr. Gilberto dos Santos Luceu – Embassy of Angola to Namibia