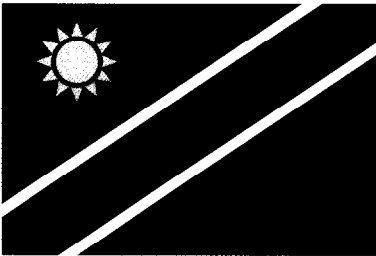




UNESCO - NAMIBIA CO-OPERATION



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INTRODUCTION

“It is in the minds of men that the defences of peace must be constructed.”

These historical words, taken from the preamble to the Organisation’s Constitution, form the basis of UNESCO’s existence. The premise is that tyranny, oppression and wars are all propagated through ignorance and prejudices. UNESCO’s fundamental responsibility, as one of the Specialised Agencies in the United Nations System, is to enhance people’s ability to appreciate the intrinsic values of all human beings, based on a thorough and positive perception of humanity and the ability to cultivate humanistic tendencies.

To achieve these noble ideals, UNESCO pursues activities in the fields of Education, Science and Technology, Social and Human Sciences, Culture and Communications. Its constitution confers upon it the mandate to help orient the minds of men and women towards the pursuance of peace and knowledge for the progress of humanity.

Beginning with 20 countries in 1946, when UNESCO came into being as a specialised agency of the United Nations, the Organisation now has a membership of 185 sovereign nations, all committed to fostering global peace and understanding. Besides its sectoral programmes, the Organisation also has a number of inter-sectoral activities. Thus, for instance, activities for the advancement of women are now undertaken in all areas of its competence. A Culture of Peace Programme has also been established.

These fundamental goals and objectives, enshrined in the UNESCO constitution, remain the driving force behind the Organisation’s activities in member states, implemented from both its Paris headquarters and more than 60 field offices worldwide. The Windhoek office is but one of such offices. Charged with the responsibility of carrying out programmes and projects within UNESCO’s competence, it however, specialises in Communication and Social and Human Sciences in Southern Africa, and Education in Namibia.

The UNESCO Windhoek Office was established in 1991 with the arrival of the Country Representative who is also Regional Communication Advisor for Southern Africa. Since 1991, the staff has expanded to include five programme specialists, two of whom are Associate Experts, and six support staff members. However, only for brief periods have all positions been filled.



As a specialised agency of the United Nations in Namibia, UNESCO works very closely with the other members of the UN system. Co-ordination with other agencies is ensured by the UNDP Resident Representative, who facilitates the implementation of joint programmes in support of the Namibian Government's Development Plan and other programmes. This co-ordination has been notable through several thematic working groups: the HIV/ AIDS Thematic Group, the Gender Thematic Group, and the Poverty Alleviation Thematic Group.

Co-operation with the government, national institutions and organisations is further promoted through the National Commission for UNESCO in each member state. In Namibia, the Commission operates through the Ministry of Higher Education and Vocational Training, Science and Technology.

UNESCO further encourages regional networking among specialists and institutions within Southern Africa in its fields of competence. It cooperates closely with various regional bodies, among them the Southern African Development Community (SADC). UNESCO has up to now been involved in several areas of cooperation with SADC. These cover the media, culture, human resources development, human rights and democracy. It also plans to establish cooperation with the newly created SADC Gender Desk as part of its programme for the advancement of women in Southern Africa.

I **UNESCO'S CO-OPERATION WITH NAMIBIA BEFORE INDEPENDENCE**

UNESCO's work with Namibia dates back to the 1970s, well before the country's independence, when the Organisation provided training for Namibians in exile. Assistance was provided for educational activities for Namibian exiles in the SWAPO Educational and Health Centres in Angola. The Organisation also provided fellowships for educational planning, literacy, and media training abroad. It provided training in radio broadcasting as well as in film and video production to Namibian cadres through group training activities held in Lusaka, Zambia.

A project designed to help enhance the participation of the country's women in development was laid out in 1978 at the first Namibia Nationhood Planning Workshop also held in Lusaka, Zambia. This inter-sectoral project provided upgrading in English, mathematics, agricultural skills and journalism, as well as institutional support to the Women's Council. It was jointly implemented by UNESCO, UNDP, the UN Council for Namibia and SWAPO and ended just prior to independence in March 1990.



The posting of a UNESCO staff member to Windhoek to work along with UNHCR, UNDP and UNICEF just before independence helped to identify and clarify the Organisation's post-independence orientation.

II TOWARDS LIFE-LONG EDUCATION FOR ALL

Education is a priority in UNESCO's activities. Approximately 40% of the Organisation's programme budget is appropriated to the Education Sector.

Its new initiatives to set the goals and standards for educational policy include The International Commission on Education for the Twenty-First Century, chaired by former President of the European Commission, Mr. Jacques Delors, and The World Commission on Culture and Development, chaired by Mr Javier Perez de Cuellar, former Secretary-General of the United Nations.

The key goal of the United Nations System in general, and UNESCO in particular, is to provide the foundations for a peaceful world; one in which human and economic development is not impeded by global disorder through wars, civil strife and intolerance. Education is seen as a key to fostering a culture of Peace and Tolerance, thus contributing to the UN's noble goals.

Apart from these philosophical ideals, a very basic issue constitutes one of the greatest challenges for UNESCO. This is the painful reality that there are more than 900 million illiterates in our world today.

Consequently, the struggle against illiteracy, the promotion of basic education, adult and non-formal education, have become the bedrock of UNESCO'S determination and commitment to fulfilling its primary vocation. Increasingly, therefore, the Organisation's efforts are directed towards helping those groups marginalised from formal educational opportunities. These include street children, girls, women and disadvantaged minorities.

It must be said, however, that although UNESCO's foremost priority is to help member states to create broad-based educational capacities, it does not neglect its equally important role of promoting secondary and tertiary education, indispensable to creating a viable middle class in any society.

UNESCO's co-operation with Namibia took a turn for the better with the establishment of the Windhoek Office. Several projects designed to



improve and strengthen the country's educational system have since been conceived and implemented. Some are already in place while others are to be implemented soon. These projects, it must be emphasised, have been conceived with the cognisance that capacity building is the cornerstone of all development oriented projects and programmes.

Project 2000+

This project is based on ideas that came out of the International Forum on Scientific and Technological Literacy for All, held in Paris in 1993. The main aim of the project is to promote scientific and technological literacy for all. Within this framework, the Namibian Government, through the then Ministry of Education and Culture, in 1994 set up a task force to implement the project. A number of studies were undertaken to identify the areas of greatest need. These have since served as reference documents for activities in this area.

Curriculum Development and Training for In-service Teacher Education

Prior to independence, a unique step towards shaping post-apartheid education was taken at the SWAPO sponsored International Conference on Teacher Education for Namibia held in Lusaka in 1989. The major outcome of the conference, embodied in the SWAPO plan of action, was the movement's emphatic and expressed determination to transform in its entirety, the apartheid educational system after independence. Pre- and in-service teacher education were seen as vital to the plan's success.

A UNDP/UNESCO project was designed to put in motion the Herculean task that lay ahead of the new nation and its government after independence, in conformity with its policy of education for all.

UNESCO, as the executing agency, provided expertise in technical matters. These ranged from assessing the needs of the pupil and teacher population to building the officially recognised in-service education system. This in-service programme, it was decided, was to offer the same qualifications as the new pre-service teacher education "The Basic Education Teacher Diploma" (BETD). When the government's deliberations were finalised, resulting in the Broad Curriculum for the BETD, in October 1992, UNESCO was able to act in accordance with those decisions. The project was officially launched in November the same year and terminated at the end of 1996.

It initially focused on developing syllabi and designing and printing modules for the in-service BETD programme. Workshops were organised in which material writers and college lecturers were trained. The syllabi were also largely designed at the workshops. In 1994, some 500 students



were enrolled for their first-year studies.

The project had a two-pronged objective, firstly, to build capacity within the Ministry of Basic Education and Culture so that the Ministry, through the National Institute for Educational Development (NIED), would be able to sustain and develop an in-service training programme and, secondly, to also develop all the educational materials necessary for the in-service programme.

Educating Girls and Women in Africa

As a follow-up to the Ouagadougou Pan-African Congress on the Education of Girls and Women in Africa, African Ministers of Education met in Lilongwe, Malawi, in January 1994. Here, they approved the development of a Guidance and Counselling Programme for Girls, and the building of a Centre for Guidance and Counselling in Malawi.

Following the Malawi meeting, UNESCO has, during the last two years, assisted in organising seminars in Malawi. At least four participants from Namibia participated in 1997. Follow-up workshops held in each participating country have brought together key personnel such as teachers and principals. Namibia held its first two Guidance and Counselling Workshops in March and April 1997.

International Programme for Street and Working Children

This programme is piloted in six countries world-wide; two in Africa (Mali & Namibia). Although the project is inter-disciplinary and also inter-sectoral, the main long-term focus is on providing educational and training opportunities for street and working children.

In Namibia it was found that most children who were sleeping in the streets actually did have shelter to return to but that various problems, such as alcohol abuse, prevailed in their homes. Government and NGOs were already involved in a number of ways in addressing the problem. What was needed was a more integrated approach. In the short-term, a night-shelter for children sleeping in the streets was deemed the most pressing need as the other programmes focused on providing day-activities.

As the result of a UNESCO consultancy mission in 1995, a night shelter project, implemented by the Namibia National Commission for UNESCO, was started in 1996. The major short-term objective was to establish a night shelter providing accommodation for approximately 30 children. The shelter was officially opened in 1996.

The programme initiates a number of activities, in co-operation with other organisations, including the weekly projection of video films by the



Franco-Namibian Cultural Centre, income generating activities for single mothers, and the placement of a few children with foster parents.

Basic Learning Materials Initiative

It is recognised that providing adequate textbooks and basic learning materials is one of the most cost-effective means of improving educational systems. However, the book:pupil ratios in most developing countries have fallen over the last 20 years. This project aims at redressing this trend by developing national capacities to formulate book policies as well as design, produce and publish educational materials. To this end, further, inter-country co-operation networks are also planned.

To achieve the goals of capacity building in the book industry, the project will evolve primarily around the training of key personnel in the book sector (printers, editors etc.) and educational planners through a number of national, sub-regional and regional workshops. Training materials and technical manuals dealing with various aspects of publishing will also be supplied.

Currently in its second phase (1996-2000), the project is being implemented in 12 countries, one in Asia and the rest in Africa. Namibia is one of the beneficiaries.

Human Resource Development for Community Based Rehabilitation

This is an Inter-agency project (ILO, WHO, UNESCO) in which UNESCO's role is that of a technical partner in the field of education. Workshops were held in 1996 to sensitise teachers, principals and policy makers to the issues of special needs education within the framework of "normal" schools. In Namibia, this project is co-ordinated at the Ministry of Lands, Resettlement and Rehabilitation.

Education for Human Rights and Democracy

In 1994, a consultancy mission from the Danish Centre for Human Rights visited Zimbabwe, Mozambique and Namibia. It was found that to support and consolidate the continuing process of democratisation, it was important to familiarise upcoming generations with the workings and concepts of democracy and of human rights. This was the basis on which DANIDA decided to fund a UNESCO pilot project in Namibia, Mozambique, South Africa and Zimbabwe for an initial period of 3 years. The project, starting in 1997, will seek to integrate aspects of human rights and democracy into the educational system by including them into primary and secondary school subjects.

The project will focus on the production of teaching materials, training of personnel (such as textbook writers, college lecturers, teachers), development of a methodology of how to integrate education for



human rights and democracy into school subjects, as well as facilitating networking among educators and educational institutions.

In the case of Namibia, a resource committee and specialised sub-groups comprising Government officials and NGOs have been established to determine the ways and means of implementing the project. The Committee will also serve as a monitoring unit. Implementation in the four member-states is expected to begin as soon as they sign the Plan of Operations being prepared by the Co-ordinating UNESCO Office in Harare.

III

COMMUNICATION IN THE SERVICE OF HUMANITY

Communication has always been a vital component of UNESCO programmes executed from the Windhoek Office. The stage was set in Namibia's pre-independence era when UNESCO provided training in film, video and radio to SWAPO exiles in Zambia.

Windhoek Declaration

The first seminar on Communication which was organised by the Windhoek Office, in collaboration with the UN Department of Public Information (New York), succeeded in putting Namibia on the map. The seminar adopted the Windhoek Declaration on Promoting an Independent and Pluralistic African Press on its last day, 3 May 1991. The General Assembly of the United Nations later declared the 3rd May, World Press Freedom Day. Journalists the world over come together on this day to commemorate their struggle for press freedom and to draw attention to the persecution of journalists around the world. Three similar seminars have since been held in Alma Ata, Santiago and Sana'a.

Media Institute for Southern Africa (MISA)

The Media Institute for Southern Africa was established, with the support of UNESCO, as the implementing arm of the Windhoek Declaration. Action research on violations of press freedom and freedom of expression constitutes one of MISA's main activities. Several studies on training needs and reform of press legislation are among the successes of MISA. To enhance networking with other institutes, access to the Internet and e-mail is made available to members of MISA chapters in countries where they have been established.

Staff Training Project at The Namibian Broadcasting Corporation (NBC)

The National Radio and Television Corporation of Namibia was restructured after Independence. What was a rather provincial broadcasting station in the colonial era was turned into a national station



catering for all language groups. As a result, new staff had to be trained while more indigenous programmes found room on the airwaves. UNESCO is executing a Human Resources Development Project at the NBC. The project is funded by DANIDA.

In its expanding role and mission, UNESCO has encouraged exchanges and co-productions between NBC and other broadcasting systems in both Africa and the black Diaspora. Such co-productions include one realised with the Jamaica Broadcasting Corporation and another with the Ghana Film Institute. These productions have had inputs from the Ethiopian Broadcasting System, the URTNA Production Centre in Nairobi and Seychelles Television.

South East African News Agency Development (SEANAD)

The Namibian Press Agency (NAMPA) was established after independence and has received assistance from UNESCO during its development. The SEANAD project has linked the computer systems of the national press agencies of the countries in South and East Africa. NAMPA received computer equipment and subsequent training under this programme.

Training for the Press

Funds provided by UNESCO have also been used for training personnel from the press. Course participants have taken up jobs with newspapers such as the New Era, which is a government supported news organ; Namibia Review, a bimonthly magazine published by the Ministry of Information and Broadcasting; and NAMPA. As technology in the print media develops, there is always a need to upgrade skills. UNESCO has together with other donors provided training in desktop publishing techniques. A photography workshop was also held and selected journalists from the public and private media trained in photo-journalism.

Katutura Community Radio Project

Besides supporting the public media in an emerging democracy such as that of Namibia, UNESCO has also assisted community based media. In one of the former black townships near Windhoek, Katutura, a community radio station has been set up with equipment and technical advice provided by UNESCO and other donors.

Film and Video Production

A video training workshop has been held in collaboration with the Ministry of Information and Broadcasting and MISA. Contacts with video production companies in Namibia have been nurtured over the years. Several productions have been contracted to them.



UNESCO has provided technical advice to the Southern African Communications for Development (SACOD), which has members in Namibia as well. SACOD is a source of information for independent film and video producers.

The UNESCO Film and Video Training Project based in Zimbabwe also caters for the training needs of Namibian film-makers.

The Federation of Media Women in SADC

The Federation of African Media Women in SADC countries was established with the help of UNESCO. It has set up national chapters in almost all SADC countries. The Namibian chapter is called the Namibian Media Women's Association (NAMWA) and has, among other activities, monitored press coverage of rape and violence against women. The Federation of Media Women in SADC, under which the Namibian Chapter falls, has just benefited from substantial funding from the German Government with UNESCO as the executing agency. The funding is to enable the organisation expand its activities and consolidate its institutional structures.

SADC Culture and Information Sector

Because the UNESCO office in Windhoek covers SADC countries, co-operation with the regional organisation is imperative. A memorandum of understanding has been signed between the two Organisations. The agreement covers exchanges and stresses the need for consultation on matters of common interest.

Informatics

The Windhoek Office now operates an Internet Centre as part of its documentation facility. The Centre will enable users to access UNESCO's data bases and others worldwide. The Centre will be open to Namibia's educational community, journalists, and others.

IV SOCIAL AND HUMAN SCIENCES AND THEIR APPLICATION TO KEY DEVELOPMENT ISSUES

In the social and human sciences, UNESCO strives to promote the following: research on priority topics; the teaching of social science subjects at the under and post-graduate levels; promotion and consolidation of a culture of democracy, human rights and the ethics of leadership; application of the social sciences to social development and poverty reduction; and programmes for the advancement of women and youth.



Co-operation with the University of Namibia

Programmes of co-operation with the University of Namibia have included support to the research and teaching component of the Gender and Research Training programme based at the Multi-Disciplinary Research Centre of the University of Namibia. This support has mainly been through advisory services and the joint organisation of two seminars in 1993 and 1995. The results of these activities have been published in the report *Evolution of Gender Studies at the University of Namibia*. These activities have also served as a preparatory phase for the current joint Namibia/Netherlands project approved for the Gender Research and Training Programme.

UNESCO has also co-operated with the Human Rights and Documentation Centre in the setting up of a UNESCO Chair on Human Rights and Democracy at the university. Thus a joint University of Namibia, UNESCO, UN Information Centre workshop brought together human rights researchers, teachers, and activists. This led to the publication of the book *Human Rights Education and Advocacy in Namibia in the 1990s* (co-edition with New Namibia Books, 1995). The University of Namibia and UNESCO also organised a Regional Conference on Human Rights: Cultivating Co-operation Amongst Human Rights Institutions within the UNITWIN Southern Africa Network in Windhoek from 12 to 14 March 1996. The conference examined some key human rights issues in the region. These included land and water rights, conflicts between customary and general law, as well as political and economic empowerment. Areas for future regional networking in research and training were discussed. The conference also served as an occasion for the launching of the university's UNESCO Chair on Democracy and Human Rights.

Activities on Human Rights, Democracy, Governance, Gender Issues and the Advancement of Women

UNESCO joined hands with the Namibia National Preparatory Committee for the Beijing Conference in convening a "Regional Meeting of Experts on Women and the Democratisation Process in Africa" in Windhoek in October 1994. It brought together policy makers, academics and NGO's from 14 African countries. Delegates discussed the opportunities and pitfalls that African women are encountering during the current wave of democratisation on the continent.

The meeting's report was made available to the Dakar Preparatory Conference and the Beijing World Conference on Women and Development. A film, *Rethinking Democracy: Perspectives of African Women*, was subsequently produced in co-operation with the Windhoek-based On-Land Productions and the Namibian Broadcasting Corporation.



UNESCO also provided sponsorship to a Workshop on Post-Beijing Strategies for the Advancement of Women organised for four regions in northern Namibia (Ohangwena, Oshana, Omusati, Oshikoto) in Engela, in March 1996. The type of outreach activities for rural women that can be included in the Ohangwena Pilot Poverty Reduction Programme are now being examined.

Namibia has also been involved in UNESCO's programme on parliamentarians. This has been mainly through participation in the Working Group organised by the National Assembly of Malawi and UNESCO in Malawi in April 1996. Further, UNESCO played an important role in the drafting of the Mangochi Declaration and Plan of Action on How to Increase Women's Representation and the Consideration of Gender Issues within Parliaments in Southern Africa.

Among other activities on human rights and democracy, UNESCO provided support for the preparation and subsequent publication of a study on regional and local government elections in Namibia conducted by a research team from UNAM.

A Regional Conference on "Southern Africa after Elections: Towards a Culture of Democracy", was convened in Windhoek in April 1995 by the University of Namibia, the Friederich Ebert Stiftung and UNESCO. It brought together policy makers, members of Parliament, academics and NGO's to debate topics such as political parties and democracy, the functioning of parliaments, relations between the central, regional and local governments, the challenges in maintaining an independent judiciary, democracy and the media, and the role of traditional leaders in democracies.

Participation of Youth in Development

The youth are a special target group within UNESCO's programmes. They are considered key potential actors for catalysing social change. UNESCO's activities aim at tapping their talent and involving them in concrete nation-building tasks.

In Namibia UNESCO has worked with the Ministry of Youth and Sports, some of its regional youth officers, and the National Youth Council. It has also made technical inputs into the drafting of the National Youth Policy. Assistance has also been provided for organising a training programme for regional youth officers.

An international cultural heritage work camp for youth was held by the Coordinating Committee for International Voluntary Service, together with the Ministry of Youth and Sports, in June 1993. Its focus was on rehabilitation of the Old Location cemetery in Windhoek.



In 1997, UNESCO worked out a programme of assistance for the multipurpose youth centre in Ohangwena region. The centre aims at promoting networking between rural youth and setting up training and information programmes for them.

V SCIENCE & TECHNOLOGY

Namibia has been actively involved in the World Solar Summit Process since 1993. Recognising the need for the dissemination of technologies for renewable energy resources to developing countries, this process started as a series of technical consultations culminating in the World Solar Summit held in Harare, Zimbabwe, in September 1996. Recommendations emanating from this summit meeting are being implemented during the decade 1996-2005 as part of the World Solar Programme. In Namibia, implementation is well under way. This was symbolised by the official opening of a solar village in Onamunhama by UNESCO Director-General, Professor Federico Mayor, during his Official Visit to Namibia from 23 - 27 April 1997.

Currently, the solar project provides electricity for a two-block school building housing 500 school children. The project also supplies lighting for an adjacent church, which is also used as a community centre, a guest house, and an old age home that doubles as a clinic. The solar system also caters for the use of a refrigerator and a television. It is hoped a solar-powered pump will subsequently be added and demonstrations on the use of equipment such as mills, solar cookers and improved stoves carried out.

In 1996, a Seminar on Science and Technology Management in Namibia was organised with UNESCO providing financial and technical support. The publication entitled *Management of Science and Technology in Namibia: Opportunities and Challenges* and the further strengthening of working links between the University and the industry stand as major outputs from the seminar.

Also in 1996, Mr. A. Sasson, then Assistant Director-General of UNESCO, led a mission to Namibia and South Africa to look into the possibilities of implementing the Biotechnologies for Development in Africa Project and to discuss areas of co-operation for research and training with the Institutions of Higher Learning in both countries.

Benguela Environment Fisheries Interaction & Training

This is a regional Marine Science and Training Programme that brings together Angola, Namibia and South Africa. Its overall aim is to promote



optimal and sustainable utilisation of the Benguela Ecosystem's living resources. This, it is hoped, will promote job creation and contribute towards food security for the region.

The two main components of the programme are centred on increasing knowledge about fluctuations in fish resources, and developing human capacity for the effective management of the marine resources in the ecosystem.

The first four-year phase of the 10 year programme was launched in Namibia in March 1997 at a ceremony in Swakopmund presided over by the President, Dr. Sam Nujoma. UNESCO, through the Intergovernmental Oceanographic Commission (IOC), has been involved in the programme through funding and technical support as was the case with the workshop held in April 1997.

UNESCO has also provided funds for the purchase of computers and office equipment for the joint UNESCO/United Nations University Chair on Zero Emissions Research (ZERI), a programme for Africa based at the University of Namibia. The programme was initiated in Namibia as a follow-up to the Co-operation Agreement signed in October 1996 by President Nujoma, Chancellor of UNAM, and Prof. Dr. Hector Gurgulino de Souza, then Rector of the United Nations University in Tokyo, Japan.

VI CULTURE

Namibia is well known for its natural beauty: the desert, the huge sand dunes and mountains. San people, or Bushmen, as some people call them, are said to be the oldest inhabitants of the desert. Some of their rock engravings and rock paintings are thousands of years old. They are a cultural monument and need to be preserved.

UNESCO provides assistance to the National Monuments Council of the Government of Namibia. A UNESCO consultant participated in consultative workshops held in 1994 and 1995. As a result, the government of Namibia has drafted a National Heritage Bill. If the government ratifies the Convention Concerning the Protection of the World Cultural and Natural Heritage, then the Brandberg mountains, where some of the rock paintings are found, could be declared a World Heritage Site.

UNESCO has promoted the exchange of information between Namibia and its neighbours in matters of art preservation. The Organisation has also provided both financial and technical assistance for workshops on rock art. Participants have included the World Heritage Centres in South



Africa and Zimbabwe. A UNESCO representative from the Harare office participated in the SARARA (Southern African Rock Art Research Association) meeting which was held in Swakopmund in 1996.

VII JOINT UN INTER-AGENCY/REGIONAL COUNCIL PILOT POVERTY REDUCTION PROGRAMME IN OHANGWENA REGION, NORTHERN NAMIBIA

The most populous and yet one of the poorest of Namibia's thirteen regions is Ohangwena, situated in the north on the border with Angola. The government of Namibia has chosen the region for a joint UN Inter-Agency/Regional Council Pilot Poverty Reduction Programme.

UNESCO has brought its expertise and inputs to some key areas in the project. These have included the setting up of a multimedia-centre that has a community radio station and library. The library also stocks videos and educational materials. Other contributions include support for an educational/information programme within the school curricula, and support to the development of outreach programmes for rural youth and women. A contribution to the assessment of the needs of the San communities in the region, and activities for enhancing their cultural creativity and socio-economic integration, is also foreseen.

All these activities will be implemented in a holistic and integrated manner. For example, the solar village (see page 12) will also serve as a focal point for the development of agriculture, health services, youth and women's programmes, as well as information and training on democracy, governance and human rights.

VIII PARTICIPATION PROGRAMME

The Participation Programme is one of UNESCO's instruments in its efforts to bring development activities closer to the people. It reflects the views and choices of the member states. For each biennium, the member states submit proposals for projects to be carried out through this programme. In Namibia, the government and NGOs can submit such proposals through the National Commission for UNESCO. In general, the largest amount of funding that can be provided is US\$25,000. Larger amounts must come through special authority from the Director-General.

While UNESCO must ensure that the proposed activities fall within the general competencies of the Organisation, it is obliged to respect the



choices of the member states. This also applies to implementation which is the responsibility of the recipient member state.

In Namibia, several projects have been funded through the Participation Programme. For instance, a major initiative in 1996 by the Ministry of Basic Education and Culture, namely, the establishment of a nationwide network of *Community Learning and Development Centres (CLDCs)*, received support from the Participation Programme. UNESCO funded a training course for 15 district literacy organisers who are key agents in fostering a close working relationship between the CLDCs and the communities. Issues such as adult literacy classes and cultural activities were discussed.

The University of Namibia has also benefited from the programme. It has received assistance for the setting up of a language centre and in elaborating a programme of activities for the Gender Research and Training Programme at its Multi-disciplinary Research Centre.

Other UNESCO activities in Namibia's educational sector include funding the construction of laboratories and classrooms at the Ruacana Multipurpose Study Centre.

In other areas, such as culture, support has been given to help ensure that the endangered National Library and Archives are protected.

Activities promoting international co-operation may also be financed through the Participation Programme. Thus, for example, UNESCO supported a workshop in 1996 that finalised an African Programme of Action on South-South Co-operation for the African-Latin American Institute which has secretariats in Namibia and Uruguay. The institute was established after high-level consultations between representatives of government, the private sector and civil society at two meetings held in Punta del Este, Uruguay and Swakopmund in Namibia in 1994 and 1995, respectively.

IX CONCLUSION

Co-operation between peoples and between institutions must be constantly nurtured by goodwill. It is therefore an occasion of singular importance that has been created in the life of the UNESCO-Namibia co-operation by the visit of the Director-General Prof. Federico Mayor to Namibia at the invitation of President Sam Nujoma.



X
CONTACTS

J. A. McClain

UNESCO Representative to Namibia, and Regional Adviser for
Communication in Southern Africa

Ms Carrie Marias

Sub-Regional Adviser for Social and Human Sciences

UNESCO Windhoek Office

Oppenheimer House
5 Brahms Street
Private Bag 24519
Windhoek, Republic of Namibia
Tel: (061) 220966 Fax:(061) 223651
E-mail UHWIN@UNESCO.ORG

Hon. Mr Buddy Wentworth

Deputy Minister of Higher Education and Vocational Training, Science
and Technology, and Chairman of the Namibia National Commission
for UNESCO

Mrs Trudie Amulungu

Secretary-General, Namibia National Commission of UNESCO

Namibia National Commission for UNESCO

Ministry of Higher Education and Vocational Training,
Science and Technology,
Cnr. Stubel/John Meinert Streets
Private Bag 13301, Windhoek, Republic of Namibia
Tel:(061) 253670 Fax: (061) 253672