Editorial

The United Nations Educational, Scientific and Cultural Organization (UNESCO) Windhoek Office implemented several key activities during the month of August 2016.

Dr. Jean Pierre Ilboudo visited Deutsche Höhere Privatschule (DHPS) Windhoek for a presentation on sustainable development goals 4 and 5 as part of the 5,000 girls campaign.

The president of WorldSkills International, Mr. Simon Bartley, was in Namibia to catch up with the WorldSkills Namibia team.

53 Life skills teachers completed an online course on Comprehensive Sexuality Education during a 5 days’ workshop in Oshakati.

The technical training workshops for Carpentry, Electrical and Process Plant Operators took place in Windhoek.

The UNESCO Institute for Statistics (UIS) in conjunction with UNESCO Office in Windhoek held a successful regional workshop on education statistics.

UNESCO, as a member of the organizing committee, met with key heritage and tourism institutions to assess progress and pave the way forward for the 2016 Heritage week.

The Ministry of Information and Communication Technology with support from UNESCO made progress drafting the Access to Information Bill (ATIB), Government Communication Strategy, National Information Policy and Social Media Policy.

The reflection of the month is about sustainable development begins with education and highlights the strategic role of education to facilitate sustainable development.

The office has welcomed the new Finance and Administrative Officer, Mr Stephane Ouéi.

Enjoy your reading!

Stéphane Ouéi (Côte d’Ivoire) began his career with UNESCO at Headquarters in 2005 at the Bureau of the Comptroller. He was appointed in January 2010 as the Finance and Administrative Officer of UNESCO office in Port-au-Prince (Haiti). He was later on successfully posted to Samoa (Apia), South Sudan (Juba). He has an excellent approach on team management and organisation as well as a strong UN Operation Management Team (OMT) aspect given his active participation in the various working groups such as HR, Finance and Procurement.

Your comments and feedback are greatly appreciated.

Please contact: jp.ilboudo@unesco.org
The United Nations (UN) System in Namibia’s female empowerment programme ‘Prosperous Paths’ surpassed its target of educating 5,000 girls about Goal 5 of the Sustainable Development Goals (SDGs), namely gender equality.

Yesterday, another 150 learners at Deutsche Höhere Privatschule (DHPS) Windhoek took part in the campaign, increasing the total amount of girls now traveling along prosperous paths and actively combating gender inequality to 5,560 pupils.

The students warmly welcomed Dr. Jean Pierre Ilboudo, the Representative to Namibia of the United Nations Educational, Scientific and Cultural Organization (UNESCO) Windhoek Office along with the United Nations Information Centre (UNIC) Windhoek team for the ‘Prosperous Paths’ outreach.

Dr. Ilboudo then took the stage, emphasizing the importance of education in achieving the Sustainable Development Goals (SDGs) as well as in promoting gender equality.

He outlined that the 2030 Agenda for Sustainable Development, a plan of action which seeks to strengthen universal peace and freedom, was adopted by 19 member states in September 2015.

Honing in on Goal 4 and Goal 5 of the 17 SDGs, ‘Quality Education’ and ‘Gender Equality’ respectively, Dr. Ilboudo explained that the goals are built on the achievements of the Millennium Development Goals and are anchored on the principle of ‘Leaving No One Behind’ as mentioned in the Harambee Prosperity Plan.

Starting with the 4th SDG, Dr. Ilboudo said that the Goal calls for inclusive, equitable and quality education as well as lifelong learning for all.

He said, “This SDG is the foundation that will anchor global efforts to deliver education for all children, including Namibian girls and boys.”

In terms of Namibia’s achievement of Goal 4, he mentioned that the country ranks third on the Education for All Development Index and has made incredible progress in primary education enrolment, which currently stands at approximately 99%.

Stressing the importance of education, Dr. Ilboudo said, “If we look at the SDGs – which echo the sentiments of the Namibian Harambee Prosperity Plan – individually and unpack them carefully, we can begin to realize the potential of education as a catalyst for development.”

He then applauded Namibia’s Ministry of Education for its efforts towards achieving equitable, quality education for all children through the introduction of Universal Primary — See page 3...

Although Namibia has made great strides in education, Dr. Ilboudo mentioned that challenges such as poverty, income inequality and high rates of school dropouts must continue to be addressed in order to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.’

Dr. Ilboudo then moved on to discuss the 5th SDG: achieve gender equality and empower all women and girls. Explaining the interconnection between the various SDGs, he mentioned one of the targets of Goal 4 which aims to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable.

He further spoke on adopting and strengthening sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

Upon the conclusion of Dr. Ilboudo’s presentation, the learners asked many questions regarding gender equality and education, prompting an in-depth and engaging discussion.

One student mentioned the importance of women empowering themselves and another emphasized the need for women to also pursue Technical, Vocational Education and Training (TVET) fields.

Passionate about the topic at hand, the students continued to ask Dr. Ilboudo questions even after the programme had come to a close.

‘Prosperous Paths’ programme, which surpassed its target of educating and empowering 5,000 girls by over 500 students, has proven to be a success. UNIC Windhoek is excited to see the positive change these students will promote along their individual prosperous paths.
The president of WorldSkills International, Mr. Simon Bartley, was in Namibia from 18-20 July 2016, to catch up with the local WorldSkills Namibia team during the preparations for the first-ever National Skills Competition and Expo to take place from 14 – 17 September 2016.

There are 117 competitors registered to participate in the competition in 10 different vocational trades, including Auto mechanics, Bricklaying, Carpentry, Cooking, Joinery, Wall & Floor Tiling, Welding, Plumbing, Refrigeration and Electrical Installation. Ten selected young people will have the opportunity to compete against trainees from around the world during the bi-annual WorldSkills competition to be held in Abu Dhabi in 2017.

“I’ve seen and heard of the preparations that are being made. This is a major step in what the government has planned for its people. I see a future of high level skills available for all throughout the country, which will improve the economy of Namibia to be better placed to be able to compete in a global market, a market that extends beyond your borders through southern Africa, to the continent of Africa and indeed around the world. I thank everybody who has participated in this exercise and give credit for a job well done.” Bartley stated.

WorldSkills International is a non-political organization that promotes skills excellence through the staging of a bi-annual international skills competition, and establishing networking and sharing platforms for members to learn from and with each other.

International competitions are held every two years and its the biggest vocational education and skills excellence event in the world that reflects the global vocational industry. The participants represent the best of their peers and are selected from skills competitions in WorldSkills member countries and regions.

Participants have to demonstrate technical abilities in executing specific tasks for which they have studied and are expected to one day perform in the workplace.
According to Mr. Bartley, the main legacy of the WorldSkills competitions is to give visibility and importance to professional education as one of the true tools of socio-economic transformation. The competition also provides leaders in industry, Government and education the opportunity to exchange information and best practices regarding industry and professional education.

Sens Shoolongo, who is WorldSkills International Technical Delegate for Namibia and Manager of WorldSkills Namibia, said it will be the first time for Namibia to stage a National Skills Competition. Namibia joined WorldSkills International in 2011 as an associate member and became a full member in 2015, the year in which the first four Namibian competitors represented the country at the WorldSkills Competition that was held in Sao Paulo, Brazil in August 2015.

“This year we’ve grown the coverage, whereby we will have ten skills areas for our inaugural skills competition. We have between ten to twelve young Namibians in each skill area. These competitors were drawn from different institutions, the Private sector, Government, NGOs and even Correctional services and Armed forces,” said Shoolongo.

Selection competitions were held from 27 to 28 May in various regions, from which the competitors for the 2016 National Skills Competition were selected. The competition is expected to be an exciting platform. Apart from walking away with big prizes, ten competitors, (one from each of the 10 participating skills categories) will be chosen to represent Namibia at next year’s international competition in Abu Dhabi.
Judges (or experts) for the National Skills competition are drawn from a pool of trainers from various vocational schools and experts from industries.

A series of training sessions were held in order to train our judges/experts to understand what skills competitions are about, what the required skills standards are, how to prepare the test projects and – most importantly – how to objectively judge the test projects.

In terms of technical expertise, WorldSkills Namibia is accompanied by a technical advisor from Korea, Dr. Youngil Cho, to specifically assist us with the setting up of our inaugural National Skills competition.

Dr. Cho is assigned to Namibia from the Global Institute for the transfer of Skills (GIFTS), a subsidiary of Human Resources Development Service (HRD) Korea, as part of the international implementing partner contract with UNESCO’s Better Education for Africa’s Rise (BEAR) Project.

The competition is staged in a different member country every second year. Out of 75 member countries, six countries - namely Egypt, Morocco, Namibia, South Africa, Tunisia and Zambia - now represent the African continent.

The National Skills Competition and Exposition is also a key deliverable under the Namibian Government’s Harambee Prosperity Plan, which advocates for the staging of a “National Vocational Education and Training skills competition bi-annually, to promote TVET as an education subsector of choice”.

WorldSkills President Simon Bartley in Namibia, July 2016, during a televised Interview.
53 Life skills teachers went through and completed an online course on Comprehensive Sexuality Education (CSE) during a 5 days’ workshop held from 08-12 August 2015 in Oshakati.

The workshop was organized and facilitated by United Nations Educational, Scientific and Cultural Organization (UNESCO) and United Nations Population Fund (UNFPA) in collaboration with Ministry of Education Arts and Culture.

This online course has been developed as an accessible resource to support the training of teachers and other educators to deliver school-based sexuality education in East and Southern Africa (ESA).

It contributes to the targets of the ESA Ministerial commitment on why young people need CSE and Sexual and Reproductive Health Services.

For many countries in the ESA region, the capacity and performance of teachers in delivering CSE curricula remains a significant implementation challenge. Sexuality-related topics can be culturally and religiously sensitive.

If teachers are to empower the young people in their care with the potentially life-saving knowledge, they need to be competent and comfortable to deliver the information that life skills based CSE offers.

Therefore, this online CSE module aims at supporting effective implementation of life skills based/life orientation curriculum by equipping teachers with knowledge and skills related to the delivery of age appropriate, human rights and gender-based CSE in schools through the use of ICT.

The teachers completed the following modules during the course:

- **Module 1:** Sexuality Overview
- **Module 2:** Adolescent Social and Emotional Development
- **Module 3:** Sexual and Reproductive Anatomy and Physiology
- **Module 4:** Fertility, Pregnancy and Reproduction
- **Module 5:** Preventing STIs and HIV
- **Module 6:** Gender
- **Module 7:** Relationships

The participants came from 4 regions of the country namely, Ohangwena, Zambezi, Oshana and Omusati.
Training of Trainers in Carpentry

Fifteen carpentry trainers were afforded the possibility of attending the same technical training on AutoCAD software as the Skills Competition experts. The training was held from 25 July to 5 August 2016. The rationale behind this training lies therein that the newly developed Carpentry qualification contains 1605 “produce computer-aided technical drawings”. Since technical drawings in general are a difficult subject for trainers and trainees alike and the subject is still only offered by hand, the opportunity lent itself well to equip these trainers and artisans with a computer-aided program.

The main objective of the specific training course for AutoCAD was to capacitate the participants to render technical drawings by means of the software for use in Carpentry and Joinery trades and training. The final output was to select and draw a real-life example and bring it to life through a carpentry model. The training is aimed to assist the trainers from various vocational training centers throughout Namibia, to advance in their technical drawing classes and practical implementation.

Software design knowledge is a major need in Carpentry and Joinery and plays a major role in the design and manufacturing processes, as it is used for various functions from 2D design drawings to custom client drawings; presentation drawings; 2D manufacturing and assembly drawings; production of cutting lists for the production teams; CNC cutting machine files; shop fitting and space planning.

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The first week of training was focused on essentials of AutoCAD ranging from basic drawing and editing commands; creating basic drawings; drawing precision and making changes. A brief introduction to 3D plotting was also included.

During the second week of training, the participants moved to the Namwater training centre in Okahandja, 60km north of Windhoek. The setting was ideal for the practical implementation of the previous week’s learning.

After having handled the basics for the AutoCAD software application, a real-life Carpentry example was proposed to the learners both, in terms of its design in AutoCAD and to build as a model. This example was intended to assist in the facilitation for learners in their respective centres all across Namibia. Upon completion of the training the participants were found to be competent to create basic real-life based drawings and functions as the fundamentals and essential learning of the AutoCAD software.

Training of Trainers in Electrical installations

The workshop focussed on four modules. One of them was on Electro-Technology Fundamentals. The aim of this module is to outline the basic atomic theory; the principle of direct current flow; fundamentals of resistance and conductance of materials; fundamentals of energy and power; the concept of alternating current theory; and to demonstrate knowledge of magnetism and electromagnetism.

In addition, the second module focussed on how to draw and interpret basic electro technology drawings and symbols with the objective to identify and interpret circuits and symbols; explain electrical circuit diagrams for a given electrical product or equipment and prepare basic drawings for electro technology installation.

Furthermore, the third module focussed on how to perform basic installations and testing of wiring for...
Training of Trainers in Electrical installations

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single phase domestic and industrial electrical circuits. This module focusses on how to plan to install and test electrical circuits; prepare to install and test electrical circuits and installing electrical circuits and testing electrical circuits.

Finally, the last module focussed on how to develop innovative ideas for the electrical workplace; to be able to identify the need for innovation in the workplace; generate ideas; collaborate with others; analyse and reflect on ideas, and represent ideas.

Other modules were covered with an extension in PLC training. Workshop participants could join a separate training on the subject offered to competitors in the National Skills Competition in order to further their learning. However, the period spent on PLC training was too short and a rescheduled training will take place in the near future pending availability of the facilitator and the participants.

Training of Trainers for Process Plant Operators

A technical training workshop for Process Plant Operators (PPO) was conducted in Windhoek from 15-19 August under the Better Education for Africa's Rise (BEAR) project. The workshop was facilitated by Mr. Olivier Crouzier, a technical expert contracted by Transtec. The purpose of the training was aimed at designing a tool and model for trainers (current and new) to present the qualification and short courses that will allow a trainer to facilitate the PPO courses.

Due to the highly specific and technical nature of this qualification, practical training needed to be presented on site at one of the mines involved in the development of the qualification. However, due to the high security risks that needs to be addressed and clearance required for external people...
to be present on the mining sites, no on-site training was conducted for the first session of the PPO training.

Upon the arrival of the technical expert, Mr. Crouzier, he familiarised himself with the background and content of the qualification. The workshop primarily focussed on extracting elements from the newly developed qualification that require specific attention, as deemed necessary by the experts and trainers involved in the development of the qualification.

These experts are ultimately the trainers that are involved in current training at their various mines and who will in future be implementing the roll-out of the national qualification. The outcome of the technical training workshop through Transtec, realised that the curriculum document needs to be simplified in order to better facilitate the training.

Since the qualification covers specialised trades within PPO, such as pyrometallurgy, hydrometallurgy, mineral processing and metallurgical processing, the workshop participants aimed at developing a generic tool for trainers to cover processes which are similar in the process for plant operations.

The rationale behind the tool and model for trainers is to prepare trainees in general processes that will allow them to move easily between mines that have process plant operations in place but differ in terms of the minerals that are being extracted. Specific processes can then be concentrated on at higher levels and by the mines training centres themselves.

The finalisation of the tool, additions to the curriculum document, benchmarking for a Level 5 qualification in PPO that will allow senior trainers to be at a level higher than the intended level 4 qualifications to be registered, accredited and implemented, are activities that will be explored and presented at a session planned for September or October 2016.
The UNESCO Institute for Statistics (UIS) in conjunction with UNESCO Office in Windhoek held a successful regional workshop on education statistics at the Safari Hotel, Windhoek, during 18 to 22 July. This was the second such workshop co-organized by UNESCO Windhoek since 2010, and the UIS’s eighth regional workshop covering East, West and Southern African countries since 2002.

Under the overarching goal to improve the quality and coverage of internationally comparable data produced by the UIS, the regional workshop on education statistics sought to reinforce the quality of data reported by countries through training on UIS questionnaires, providing a forum for countries to share best practices in the production and utilization of data for national planning and policy making, and reinforcing collaboration between UIS and member states.

Since the establishment of the UIS in 2001, its global mandate to produce internationally comparable indicators on culture, communication, education and science has become more and more relevant in the post-2015 development agenda.

In the domain of education alone, UNESCO’s close partnership with countries in Africa, Asia, Latin America, the Caribbean, and Europe ensures that its global database on education informs policy makers and key global reports - including the Global Education Monitoring Report, the Human Development Index, World Development Indicators, among several others.

During the workshop, national statisticians from 21 African countries benefited from training delivered by the UIS on the Institute’s annual surveys on education systems, students and teachers, educational expenditure, tertiary statistics, school resources, literacy, and education attainment. Over 50 representatives from Botswana, Eritrea, Ethiopia, The Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Mauritius, Mozambique, Namibia, Nigeria, Seychelles, Sierra Leone, Somalia, South Africa, Swaziland, Uganda, Tanzania and Zimbabwe participated in the workshop.

The UIS engaged extensively with regular UIS education related questionnaire respondents to determine the availability and coverage of data requested in UIS questionnaires. Statisticians representing Ministries of basic education, higher education and central statistics offices had the opportunity to examine prevailing challenges in reporting data to the UIS global database on education.
The Gambia, Ghana, Mauritius and South Africa were among the countries that presented to the forum their national best practices in the production and utilization of education statistics generated by national education management information systems.

In its role as the lead United Nations agency with a mandate to produce internationally comparable statistics to measure the Sustainable Development Goal (SDG) 4 on education, the UIS took the opportunity at the workshop to present the global thematic monitoring framework including the results of the first UIS survey to assess countries' readiness to collect data required to measure SDG4.

In this regard, countries were exposed to 43 proposed thematic indicators, among them those related to: participation and provision of education, knowledge, equity, skills, school readiness, school environment, learning outcomes, completion, policy, scholarships and teachers.

The UIS congratulated countries for their efforts to highlight existing data gaps to measure SDG4 and cited opportunities for future collaboration to reinforce data collection while appreciating that in the sub-Saharan Africa region compared to Latin America, the Caribbean and the Arab states where the SDG4 data survey was also administered, the region had one of the highest rates of response.

Partnerships between UNESCO and other education stakeholders were notable during the session on the global initiative on out-of-school children. Namibia, Ghana, Liberia, and Ethiopia were among the countries that shared their experiences on the UIS-UNICEF global initiative on out-of-school children, in particular on how the countries intend to implement key recommendations arising from national studies on out-of-school children including plans to improve data quality to better identify profiles of out-of-school children.

The success of the workshop was marked by strengthened capacities by national statisticians to report internationally comparable data, countries' ability to report several UIS questionnaires prior to the conclusion of the workshop, and by further commitments from countries to provide key data that will remain crucial for UNESCO, governments, civil society, non-governmental organizations, and all global education stakeholders to continually monitor the implementation of the SDG4 now and in the future.

For more information on the UIS, data on SDG4, and UNESCO and Data for development, please visit www.uis.unesco.org.
The National Coordinating Committee held a meeting on Thursday 11 August 2016, at the United Nations House in Windhoek to finalise the UNESCO-China Funds-in-Trust (CFIT) Phase II Country Project Document which will guide the overall implementation and monitoring of the project. The Country Project Document is entitled “Enhancing Teacher Education for Bridging the Education Quality Gap in Africa”.

In Namibia, the project which focuses on improving the quality of teacher education does this through various capacity development activities for improved quality in Pre- and Lower Primary Teacher Education. One of the means to harness technology for quality teacher training is through the integration of Information and Communication Technology in the teacher training programmes.

The overall project addresses the need for more and better qualified teachers, which is a priority for Namibia as well as for the Southern Africa region. High quality teacher education programmes which are closely aligned with actual classroom practices as well as innovative pedagogy will contribute to addressing this challenge.

There are three overarching components which will guide the process through expected results and activities to ensure smooth implementation. These components are:

I. Scaling up and improving linkages between teacher education programmes and classroom practices;

II. Harnessing Technology for quality education and

III. Strengthening policy and teacher management structures

The implementation of the CFIT Phase II Project is facilitated through a National Coordinating Committee which is composed of representatives from key national stakeholders in the education fraternity drawn from institutions such as amongst others Ministry of Education, Arts and Culture, the Ministry of Higher Education, Training and Innovation, the University of Namibia’s Faculty of Education, the Namibian University of Science and Technology and national experts as deemed necessary.

The CFIT Project focuses on Improving Quality Teacher Education in a selected number of countries in Sub-Saharan Africa and will also benefit Namibia in Phase II. The first phase span over the period 2014-2015 followed by an approval of a second phase spanning 2017-2018. This second phase saw an allocation of an amount of 215 000 USD to be spent over the two years and will start in January 2017.
All of humanity is part of this story, in its transgressions and good deeds. It would be a mistake and a crime to cover it up and forget.

Through its project *The Slave Route*, UNESCO intends to find in this collective memory the strength to build a better world and to show the historical and moral connections that unite different peoples.

In this same frame of mind, the United Nations proclaimed the International Decade for People of African Descent (2015-2024). UNESCO is contributing to it through its educational, cultural and scientific programmes so as to promote the contribution of people of African descent to building modern societies and ensuring dignity and equality for all human beings, without distinction.

Message from Ms Irina Bokova, Director-General of UNESCO, on the occasion of the International Day for the Remembrance of the Slave Trade and its Abolition, 23 August 2016.

In the night of 22 to 23 August 1791, men and women, torn from Africa and sold into slavery, revolted against the slave system to obtain freedom and independence for Haiti, gained in 1804. The uprising was a turning point in human history, greatly impacting the establishment of universal human rights, for which we are all indebted.

The courage of these men and women has created obligations for us. The United Nations Educational, Scientific and Cultural Organization (UNESCO) is marking International Day for the Remembrance of the Slave Trade and its Abolition to pay tribute to all those who fought for freedom, and, in their name, to continue teaching about their story and the values therein.

The success of this rebellion, led by the slaves themselves, is a deep source of inspiration today for the fight against all forms of servitude, racism, prejudice, racial discrimination and social injustice that are a legacy of slavery. The history of the slave trade and slavery created a storm of rage, cruelty and bitterness that has not yet abated. It is also a story of courage, freedom and pride in newfound freedom.

A statue commemorating the history of slavery in Gorée Island, Senegal.

Source: http://answersafrica.com/remembrance-slave-trade-abolition.html
The “intangible cultural heritage” means the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage.

This intangible cultural heritage, transmitted from generation to generation, is constantly recreated by communities and groups in response to their environment, their interaction with nature and their history, and provides them with a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity.

The role of UNESCO is to provide technical support and backstopping for the 2016 Heritage week. As an outcome of this meeting, it is clear that the preparations for the 2016 edition of the heritage week are well under way. This year’s week will feature among others: See page 17...
Preparations for the Heritage Week 2016 are on track

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1. A drawing exhibition (hosted by: National Art Gallery of Namibia)
2. A doodle sessions children’s workshop (hosted by: National Art Gallery of Namibia)
3. Omaruru artist’s trail & workshop (hosted by: National Art Gallery of Namibia)
4. A drama production: “first year” hosted by: National Theatre of Namibia)
5. Olufuko festival: a photographic exhibition by christian goltz (hosted by: Franco-Namibian Cultural Centre)
6. Discover your heritage (hosted by: National Heritage Council of Namibia)
7. Geology & culture national earth science museum special exhibition (hosted by: Museum Association of Namibia)
8. Tsumeb ‘Changing History’ mobile exhibition (hosted by: Museum Association of Namibia)
9. The Kavango Museum mobile exhibition ‘Omukwa: Africa's Tree of Life' and tree planting by local schools (hosted by: Museum Association of Namibia)
10. The Kavango Museum art exhibition (hosted by: Museum Association of Namibia)
11. Walvis Bay new mobile exhibition on migrant labour (hosted by: Museum Association of Namibia)

The week encourages all Namibians to celebrate and commit themselves to protect our wonderful natural and cultural resources. Namibia's major heritage institutions have joined together as a team to organize Namibian Heritage Week.

The specific objectives of the heritage week are:

- To celebrate Namibia’s rich and diverse heritage
- To promote the safeguarding and protection of all cultural heritage in Namibia irrespective of their religious or ethnic identity
- To recognize that all forms of cultural heritage in Namibia are valued as equal in importance

To promote understanding across diverse communities of the communal value of heritage
To recognize that the holdings of cultural repositories are also locations of the tangible expressions of human history
To preserve knowledge of the indigenous communities of Namibia
To develop, maintain and support a wide network of contacts and partners dedicated to the preservation of cultural heritage through effective practices

Many Namibians across the spectrum are encouraged to celebrate their culture and the diversity of their beliefs and traditions, in the wider context of a nation that belongs to its entire people.

Youth in various Namibian traditional wear. © Joseph Iilonga/UNESCO
The world has made tremendous progress in education since 2000, when the six Education for All (EFA) goals and the Millennium Development Goals (MDGs) were established. Those goals were not, however, reached by the 2015 deadline and continued action is needed to complete the unfinished agenda. With Goal 4 of the 2030 Agenda for Sustainable Development and its associated targets, the world has set a more ambitious universal education agenda for the period from 2015 to 2030. Every effort must be made to guarantee that this time the goal and targets are achieved.

“Education is a fundamental right and the basis for progress in every country. Parents need information about health and nutrition if they are to give their children the start in life they deserves. Prosperous countries depend on skilled and educated workers. The challenges of conquering poverty, combatting climate change and achieving truly sustainable development in the coming-decades compel us to work together. With partnership, leadership and wise investments in education, we can transform individual lives, national economies and our world. — BAN KI-MOON, UNITED NATIONS SECRETARY-GENERAL

Education is at the heart of the 2030 Agenda for Sustainable Development and essential for the success of all Sustainable Development Goals (SDGs). Recognizing the important role of education, the 2030 Agenda for Sustainable Development highlights education as a stand-alone goal (SDG 4) and also includes targets on education under several other SDGs, notably those on health; growth and employment; sustainable consumption and production; and climate change.

In fact, education can accelerate progress towards the achievement of all of the SDGs and therefore should be part of the strategies to achieve each of them.

The renewed education agenda encapsulated in Goal 4 is comprehensive, holistic, ambitious, aspirational and universal, and inspired by a vision of education that transforms the lives of individuals, communities and societies, leaving no one behind.

The agenda attends to the unfinished business of the EFA goals and the education-related MDGs, while effectively addressing current and future global and national education challenges.

It is rights-based and inspired by a humanistic vision of education and development, based on the principles of human rights and dignity, social justice, peace, inclusion and protection, as well as cultural, linguistic and ethnic diversity and shared responsibility and accountability. Education is not only an end in itself but also a means to achieving a broad global development agenda.

There are numerous ways in which education can advance the proposed post-2015 sustainable development goals. It is important to underscore that sustainable development for all countries is only truly possible through comprehensive cross-sector efforts that begin with education as an enabler in achieving other sustainable development goals.

Education is among the strategies to achieve goal 1 which focuses on poverty reduction. Education does so indirectly by lowering fertility and the number of...
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dependents per family. But schooling also directly equips people with competencies that increase their income. **Education enables those in paid formal employment to earn higher wages.** Better-educated individuals in wage employment are paid more to reward them for their higher productivity. On average, one year of education is associated with a 10% increase in wage earnings. Returns to schooling are highest in sub-Saharan Africa, highlighting the need to invest in education in the region. Education helps protect working men and women from exploitation by increasing their opportunities to obtain secure contracts.

**Education also offers better livelihoods for those in the non-formal sector.** Many of the poor work as daily labourers or run microenterprises. The more educated they are, the more likely is that they will start a business and that their businesses will be profitable. **Education boosts the income of farmers.** In low income countries, most people do not earn regular wages but instead depend on agriculture.

Educated farmers can better interpret and respond to new information, for example to better utilise fertilizers, adopt soil conservation and erosion-control measures, cultivate cash crops or introduce new seed varieties. Education also enables rural households to take up opportunities to diversify their income sources. **Education is critical to escape chronic poverty.** For some people, poverty is transitory. But the more vulnerable remain poor for long periods, even all their lives, passing on their poverty to their children. Education is a key way of reducing chronic poverty. Education prevents the transmission of poverty between generations.

**The Improvement of Nutrition - goal 2,** is very important as one in four children under the age of 5 suffers from moderate or severe stunting, a sign of chronic malnutrition, the underlying cause in more than a third of child deaths globally. For those children who survive, poor nutrition affects their brain development and ability to learn. While it is important to grow more food in order to improve nutrition, education is also essential.

In low income countries, 1.7 million fewer children would suffer from stunting if all women had completed primary education, rising to 12.2 million if all women had completed secondary education. Education leads parents to apply appropriate health and hygiene practices. **Education helps ensure a varied diet that includes vital micronutrients.** Young children lacking vitamin A and iron are more likely to be malnourished and more prone to infections and anaemia. In **high income countries, education helps reduce obesity.** A different manifestation of poor nutrition, obesity, has increased in many high-income countries, especially among children. Evidence from Australia, Canada, the Republic of Korea and the United Kingdom shows that education contributes to lower obesity levels. Receiving advice on healthy eating and weight control tends to be more effective with better-educated people.

Education also has a bearing on **Goal 3 which aims at Ensuring healthy lives and promote well-being for all at all ages,** as educated people are better informed about specific diseases, so they can take measures to prevent them or act on early signs. They also tend to seek out and use health care services more often and more effectively. This is partly — but not only — because they can afford to spend more on health care, are less exposed to risky or stressful work and living environments, and imitate the good health-related habits of their peers. Education strengthens people’s confidence and belief in their ability to achieve goals and make necessary changes to their life. Most of all, educated people tend to have healthier children. **Mothers’ education has saved millions of children’s lives.** Between 1990 and 2012, the number of deaths of children under 5 fell from 12.6 to 6.6 million, of which 6.1 million were in low and lower middle income countries.

Maternal education accounts for half of all lives saved through lower child mortality rates, while economic growth accounts for less than a tenth. To eliminate preventable child deaths by 2030 urgent action is needed, and education must be part of it. If all women in low and lower middle income countries completed secondary education, the under-5 mortality rate would fall by 49% — an annual saving of 3 million lives. Educated mothers are also likely to ensure their children are **vaccinated.** For example, if all women in low and lower middle income countries had completed secondary education, the probability of a child - **See page 20...**
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receiving immunization against diphtheria, tetanus and whooping cough, would have increased by 43%, controlling for factors like household wealth or the average community education level. Maternal education reduces all the factors that put children most at risk of dying from pneumonia, including failure to carry out measles vaccination or the use of traditional cooking stoves that give off harmful smoke and fine particles. Likewise, educated mothers can prevent and treat childhood diarrhoea, the third biggest killer of children, accounting for 0.8 million or 11% of child deaths. **Education plays a major role in containing disease.** According to the World Health Survey, completing lower secondary school increased the odds of not reporting poor health by 18% compared with having no education or less than primary education. Malaria is one of the world’s deadliest but most preventable diseases. Improved access to education cannot replace the need for investment in drugs and in bed nets treated with insecticide — one of the most cost-effective ways to prevent malaria — but it has a crucial role to play in complementing these measures.

In line with education provision, **goal 4** which focuses on ensuring inclusive and equitable quality education and promote life-long learning opportunities for all, encapsulates a more ambitious and transformative education agenda. This includes enabling all young people to complete a basic education cycle including quality pre-primary education; acquiring knowledge, skills and competencies for work, entrepreneurship and life; experiencing good quality teaching and inclusive classroom practices; and accessing educational opportunities based on equity, flexibility and adaptability. The targets outlined in this proposed Goal would not only guide the world towards progress across many education outcomes, but, in doing so, would also facilitate sustainable social and economic development for countries and communities.

**When learning starts in infancy, achievement and attainment are greater in primary school and beyond.** Stimulating children’s cognitive development early has large positive effects on children’s future trajectories. Twenty-one studies from Latin America, sub-Saharan Africa and South and Southeast Asia showed consistent positive impacts on child development when children’s cognitive development was stimulated.

Good early childhood care and education has a more significant positive impact on children from disadvantaged groups, making it a sound investment, and linking it to long-term positive impacts on education outcomes.

**Good quality is crucial for benefits to flow from education; this entails efficiency gains for societies and governments.** Access to education is a necessary but not sufficient condition for education to positively impact development outcomes. Where children are not learning due to poor quality, they are more likely to repeat grades and ultimately drop out. **Equity and inclusion in education are crucial for enabling the best possible learning outcomes.** Results from the Programme for International Student Assessment show that the highest-performing school systems allocate educational resources more equitably to under-performing schools.

When non-formal and second-chance learning programmes are available, new opportunities open up for young people to become educated and acquire skills. Socially marginalised young people are more likely to permanently leave the formal education system, thereby exacerbating patterns of entrenched poverty. Investing in education now, in a balanced way across levels and in equitable ways across population groups, will increase the effectiveness of education systems to deliver the anticipated benefits and will have a multiplier effect across the sustainable development agenda.

Education can be part of a social transformation process involving men, women, boys and girls towards developing a more gender just society in the quest to accelerate **goal 5** which focuses on “**achieving gender equality and empower all women and girls**”. Education can empower women to overcome forms of gender discrimination so they can make more informed choices about their lives.

Such empowerment benefits women but also benefits the living conditions of their children and strengthens society. **Education becomes a passport for women to enter the labour force.** When society becomes more accepting of women’s work, women with more education are in a stronger position to get paid work.

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In Mexico, while 39% of women with primary education are employed, the proportion rises to 48% of those with secondary education.

Education helps women have a voice. In India, young women with at least secondary education are 30 percentage points more likely to have a say over their choice of spouse than women with no education. Women’s education helps avert child marriage. Around 2.9 million girls are married by the age of 15 in sub-Saharan Africa and South and West Asia, equivalent to one in eight girls in each region. If all girls had secondary education in these two regions, child-marriage would fall by 64%, from almost 2.9 million to just over one million.

Education gives women more control over when to have their first child. As many as 3.4 million births occur before girls reach age 17 in sub-Saharan Africa and South and West Asia, affecting one in seven young women. In these two regions, early births would fall by 59% from 3.4 to 1.4 million if all women had secondary education. Education can boost women’s confidence and perception of their freedom. In Sierra Leone, where the expansion of schooling opportunities in the aftermath of the civil war led to a steep increase in the amount of education completed by younger women, an additional year of schooling reduced women’s tolerance of domestic violence from 36% to 26%.

In Pakistan, while only 30% of women with no education believe they can have a say over the number of their children, the share increases to 52% among women with primary education and to 63% among women with lower secondary education. In some parts of the world, education has already been a key factor in bringing forward the transition from high rates of birth and mortality to lower rates. In sub-Saharan Africa women with no education in the region have 6.7 births, on average, compared with 5.8 for those with primary education, and 3.9 for those with secondary education. If all women had secondary education, births would fall by 37%, from 31 to 19 million. Women with higher levels of education are less likely to get married or have children at an early age.

Goals 6 & 7 on water and energy sustainability aims to ensure availability and sustainable management of water and sanitation; and access to affordable, reliable, sustainable, and modern energy for all.

While the links between education and sustainable use of water and energy resources have not been studied in great detail and vary according to context, education can still have an impact on how people make use of these resources, especially in areas of resource scarcity. Educated households are also more likely to use different methods of water purification through filtering or boiling. By increasing awareness and concern, education can encourage people to reduce their impact on the environment by taking action such as using energy and water more efficiently. Such behaviour becomes increasingly important as people in high-income countries are called upon to modify their consumption and take other measures that limit environmental harm.

For goals 8 and 9 which both focusses on economic growth through the promotion of sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all and building resilient infrastructure, promoting inclusive and sustainable industrialization and foster innovation, Education plays the catalytic role in generating productivity gains that fuel economic growth. An increase in the average educational attainment of a country’s population by one year increases annual per capita GDP growth from 2% to 2.5%. This is equivalent to increasing per capita income by 26% over a 45-year period, roughly the working lifespan of an individual. These estimates take into account factors such as the level of income at the beginning of the period, the share of the public sector in the economy and the degree of openness to trade.

Quality of education is vital for economic growth. Spending more time in school, while important, is not enough. Children need to be learning. Some analysts have suggested that a proof of the economic effect of education would require measures of quality and learning outcomes. Countries need to monitor their students’ learning over a sufficiently long period in order to assess the effects of education and quality on economic growth. A more equitable distribution of education opportunities reduces income inequality which is the focus on goal 10. Education plays a major role in facilitating the structural transformation of the economy and encourages educated workers to make the transition into the non-agricultural sector.

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Expanding education, in particular ensuring that most people have completed secondary schooling, is an essential condition to reducing inequality within countries. Across several countries, income inequality fell when those with secondary education took over from those with primary education as the largest educational group in the population.

Goal 11 focuses on making cities and human settlements inclusive, safe, resilient and sustainable as the world is rapidly urbanizing, especially in developing countries. Worldwide the urban population exceeded the rural population for the first time in 2007; by 2030, dwellers of urban areas will reach 60% of the population (and almost 40% in low-income countries). While this movement of people into cities generates great opportunities, it also brings major challenges. Education has traditionally expanded earlier and more extensively in urban areas and thus acted as a motivating source for migration. The flourishing of education in cities also pulls in ambitious, risk inclined and talented individuals and can encourage vitality, innovation and creativity in the labour market. The concentration of educated populations in urban areas drives local economic development and innovation. The benefits of education do not only accrue to individuals; a critical mass of knowledgeable and skilled individuals, often accelerated by the prevalence of higher education institutions, can spill over to benefit other workers too. Education helps respond to the problems of urban life. While education expansion fuels economic productivity, it can also have negative consequences. For example, the more educated in the world’s fast growing cities are more likely to possess a private vehicle and less prepared to abandon its use despite the toll that traffic congestion and air pollution take on the environment.

Crime is another negative and costly consequence associated with life in cities. Schooling increases the returns to work and therefore can reduce the incidence of crime by making illicit behaviour less attractive, especially if the penalty is certain imprisonment. Equitable education service delivery is critical to tackle the roots of discontent in cities. Threats to personal or family security are often the result of discontent that follows from widespread exclusion and high levels of intra-urban inequality. Segregated neighbourhoods and gated communities are often observed in cities with great disparities in how opportunities are apportioned. As poor rural (and often unregistered) migrants concentrate in unregulated areas, many governments are ambivalent towards providing the same water.
sanitation, health and education services as to other urban residents.

Goals 12, 13, 14 and 15 which focusses on environmental protection / resilience, calls for action against the multiple threats posed by environmental degradation and climate change which assumed an unprecedented urgency. By improving knowledge, instilling values, fostering beliefs and shifting attitudes, education has considerable power to change environmentally harmful lifestyles and behaviour. As it becomes increasingly clear how much human action has led to environmental degradation and climate change, especially through the release of greenhouse gases, attention turns to education and the need to tap its potential.

Education increases environmental awareness and concern. One vital role education can play is in improving understanding of the science behind climate change and other environmental issues. Education helps change behaviour by making citizens more engaged. People with more education tend not only to be more concerned about the environment, but also to engage in activism that promotes and supports political decisions that protect the environment. Education also helps people adapt to the consequences of climate change. The need for adaptation is becoming increasingly urgent for many populations confronted with increasing temperatures, rising sea levels and more frequent extreme weather events. Adaptation is especially important for poorer countries, where the capacity of governments to act is more limited and threats to livelihoods will be felt most strongly. Farmers in low income countries are especially vulnerable to climate change, as they depend heavily on rain-fed agriculture.

Goal 16 promotes peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. Education’s vital role in promoting human rights and the rule of law is enshrined in the Universal Declaration of Human Rights. It states that ‘every individual and every organ of society … shall strive by teaching and education to promote respect for these rights and freedoms’. Good quality education enables people to make informed judgements about issues that concern them and engage more actively and constructively in national and local political debates.

Education strengthens inclusive, participatory and representative decision-making and is a key mechanism in promoting tolerance to diversity. Education helps prevent conflict and heal its consequences. Education is essential for the justice system to function. More educated people are more likely to claim their rights and not be excluded from the legal system.

It is evident from the aforementioned outline that Education can accelerate progress towards the achievement of each of the proposed sustainable development goals for 2015 and beyond in a multiplicity of ways. Not only is education a basic human right but, as this paper has shown, it is vital for development. Education enables individuals, especially women, to live and aspire to healthy, meaningful, creative and resilient lives. It strengthens their voices in community, national and global affairs. It opens up new work opportunities and sources of social mobility. In short, the effects of education are significant across many development sectors. Education deserves to be a prominent cornerstone in the post-2015 development framework.

The political and financial commitments to education by countries and donors need to be secured and renewed. There is a pressing need for closer collaboration across sectors to enable these synergies to take shape and take root.

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The Ministry of Information and Communication Technology (MICT) in Namibia with support from the United Nations Educational, Scientific and Cultural Organization (UNESCO) Windhoek Office convened during several consultative meetings to draft the Access to Information Bill (ATIB), Government Communication Strategy, National Information Policy and Social Media Policy.

Dr Jean Pierre Ilboudo, the Head of UNESCO Windhoek Office and a Communication for Development specialist provided consultative support during the process. He called on MICT staff to ensure that the four above mentioned documents are on par with international standards.

According to Dr Ilboudo speaking at the ATIB workshop, the State should be able to keep some information confidential in line with legitimate purposes and processes set out in international standards and trends.

These international standards that should underpin freedom of information legislation are:

**Principle 1:** Maximum disclosure

**Principle 2:** Obligation to publish

**Principle 3:** Promotion of open Government - Public bodies must actively promote Government

**Principle 4:** Limited scope of exception - Exception should be clearly and narrowly drawn and subjected to strict “harm” and public interest tests

**Principle 5:** Process to facilitate requests for information should be processed rapidly and fairly and an independent review of any refusals should be available.

**Principle 6:** Costs – Individuals should not be deterred from making reports for information by excessive costs.

**Principle 7:** Open meetings – Meetings of public bodies should be open to the public

**Principle 8:** Disclosure takes precedence - Laws which are inconsistent with the principle of maximum disclosure should be amended or repeated

**Principle 9:** Protection for whistle blowers – Individuals who release information on wrongdoing, whistle blowers must be protected.

However, information from administrative and executive authorities, concerning for example laws and public expenditure, should generally be accessible to everyone. The four documents are aimed at establishing an interrelation between the various State structures, to maintain a very fruitful dialogue between the administration and the various components of the national community through the implementation of all the related support in order to facilitate the circulation of information and to make transparency and good governance become concrete realities.

The roll-out plan for the four documents was announced early this year during the World Press Freedom Day commemoration in Windhoek. The Announcement was made by Mr Frans Nghitila, Director of Media Relations at MICT who spoke on behalf of Mr. Stanley Mutumba Simatata, Deputy Minister of Information and Communication Technology and President of the 38th session of the General Conference of UNESCO.
Highlights of the Month

Dr Jean Pierre Ilboudo (3rd from left), Ms Kiki Gbeho (4th from right) and Mr Rod April (far right) from NATCOM stand in solidarity with members from the UN system.

Dr Ilboudo together with staff from UNESCO Windhoek office and UNESCO Institute for Statistics (UIS). © Joseph Iilonga/UNESCO

Dr Jean Pierre Ilboudo together with some of the participants from the UIS regional workshop on education. © Joseph Iilonga/UNESCO

Some of the participants who attended the UIS regional workshop on education statistics at Safari Hotel. © Joseph Iilonga/UNESCO

Many of the participants at the UIS regional workshop on education statistics were female. © Joseph Iilonga/UNESCO

The participants from the UIS regional workshop on education statistics at Safari Hotel. © Joseph Iilonga/UNESCO

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