Editorial

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

The Ministry of International Relations and Cooperation held a Foreign Policy Review Conference from the 25th to the 29th of July. The conference saw various panels discuss on issues relating to human rights, education, poverty, gender, and the environment.

The Southern Africa Regional Meeting on Global Citizenship Education (GCED) took place on 4 and 5 July in Johannesburg, South Africa.

The UNESCO Better Education for Africa’s Rise (BEAR) Project in collaboration with the Namibia Training Authority (NTA) hosted a workshop facilitated by the training provider Cad4All Software Design & Training from 27 June to 01 July 2016.

In addition, as part of the BEAR Project, 24 trainers as well as 11 centre managers or heads of departments from various training providers (public and private) across Namibia attended a one week training session in Pedagogy and Management in technical and vocational education and training (TVET).

The reflection of the month looks at the 1972 Convention regarding World Heritage. It provides an in-depth understanding of the responsibilities assumed under the World Heritage Convention which is essential to policy setting and decision making.

Our Invitee of the Month is Ms. Rafaëlle Robelin, the Head of Office for the International Organization for Migration (IOM) to Namibia. She provides insight on IOM’s success stories in Namibia, its core policies and strategies that govern the organizations’ activities.

Enjoy your reading!

Rethinking Education and Global Citizenship Education

The Southern Africa Regional Meeting on Global Citizenship Education (GCED) took place on 4 and 5 July in Johannesburg, South Africa. The meeting was organised by UNESCO Regional Office for Southern Africa (ROSA) in collaboration with the South African National Commission for UNESCO. The meeting had two themes, Rethinking Education and Global Citizenship Education.

The overall goal of the workshop was to map country initiatives on what are considered to be global citizenship education related activities and to orient key stakeholders on global citizenship education. This includes ensuring their familiarity with core issues, challenges and identifying opportunities for implementing and stimulating further implementation of GCED at the country level.

The meeting was attended by delegates from countries being served by UNESCO ROSA namely Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia and Zimbabwe. The delegates shared experiences from their countries and contributed to the deliberations towards the implementation of GCED both at country and regional levels.

The Chairperson of South Africa National Commission for UNESCO, Mr Yousuf Gabru welcomed the participants to South Africa and to the meeting. See page 4...
The Foreign Policy Review Conference held from the 25th to the 29th of July saw various panels discuss issues relating to human rights, the United Nations, poverty, gender, and the environment. Of much interest to education stakeholders was the panel on the state of higher education, training and innovation in Namibia and Namibian education institutions’ current relationships with foreign partners.

Dr. Itah Kandji-Murangi, Minister of Higher Education, Training and Innovation, Ms. Ndahafa Nambira, Senior Education Officer of the Ministry of Education, Arts, and Culture, as well as Dr. Juhani Pirttiniemi, Counselor of Education of the Finnish National Board of Education were the presenters at the panel.

Dr. Kandji-Murangi presented a paper on the importance of education and the role education plays in shaping Namibia’s foreign policy and building its economy. Throughout her paper, she emphasized that “education and training is the best investment countries should commit to in order to end strife between and within nations.”

She views partnerships with foreign institutions as one powerful answer to strengthen the Namibian education system. She added that Strong relationships with other higher education institutions “facilitates the movement of a large number of individuals between nations and cultures” and leads to the “infusion of new knowledge into national systems” as well as the “the diffusion of national knowledge on the international scene”.

Dr. Kandji-Murangi called for more focus to be placed on education in the foreign policy and diplomatic discussions as it is largely absent.

By placing more emphasis on education in these discussions, Namibia, she states, can gain greater benefits from “international intellectual capital” and further develop its education system.

Ms. Ndahafa Nambira’s presentation tied education to poverty eradication. Education shortcomings should be at the forefront of the agenda in—

See page 3...
meetings with international stakeholders, especially those in countries that are progressing very well in their education system. She argued for the need to improve the education infrastructure at home and to do that poverty must be alleviated. Children in homes subject to poverty often face greater difficulties in the classroom. By eradicating the impediment of poverty, children can gain a better education.

She also focused on institutional structure stating that for the 2016-2017 financial year, Namibia has allocated 43.2% to its social sector of which 24.6% was allocated to education. Though the numbers are adequate, she stressed that it does not matter how much money is given, rather, how the money is spent that matters. She noted that a public expenditure review will be undertaken soon.

In his presentation, Dr. Pirttiniemi detailed the success of Finnish vocational training. He subsequently underscored the importance of adapting one country’s education system to suit the needs of another country as a directly translated system does not take into account the differences between countries.

He thus argued for Namibian training education leaders to learn from the Finnish vocational training system example but to ultimately develop a uniquely Namibian system.

He stated efforts must be made to change the stigma of vocational training amongst parents, grandparents, and students themselves as training can provide opportunities for youth, especially for those unengaged in society.

Another major fault line upon which Namibia and Finland differ are how teachers are viewed in their respective societies. In Finland, teachers are held in high esteem, in Namibia, however, teaching is no longer a profession of status. Greater reverence of teachers in Namibia can eliminate teacher negativity and improve standards in the classroom.

Audience members welcomed the reports of the presenters and are ready for progress in Namibia’s education system.
He recognised the presence of Dr Fay Chung, a former Minister of Education in Zimbabwe who “contributed immensely to education in Africa”.

Mr Gabru also posed the question “Can you have normal education in an abnormal world?” He talked about the existence of inequality in many societies and said abnormality is becoming the norm. He emphasised that we have to start asking questions about education.

Speaking during the official opening of the meeting, the Director and Representative of UNESCO ROSA, Professor Hubert Gijzen said the world is alarmingly out of balance. He spoke about two types of imbalances; between people and the earth and the imbalance between people, also citing the problem of socio-economic inequality.

Prof Gijzen stressed the seriousness of the imbalance between people, “even more worrisome is the serious imbalance between people. For many, the last century brought unprecedented progress, prosperity, and freedom. For large groups, however, it marked an era of poverty, subjugation, and humiliation” he said. These sharp imbalances and consequent feelings of injustice and inequality have fuelled polarized perceptions, which in turn lead to violence and conflict.

He said that there is urgent need to address imbalances to achieve sustainable development. “A world with such sharp imbalances between people and planet, and between people, is indeed far away from becoming sustainable” he said.

Prof Gijzen added that in order for us to work towards sustainable development, we need to rebalance economy, society and nature. This however requires changing mind-sets and attitudes and rethinking of unsustainable consumption and production patterns. Education is the most powerful way to integrate all dimensions of this agenda.

Prof Gijzen said UNESCO Helped to chart a new course for education in Incheon, South Korea and it led to Sustainable Development Goal (SDG) 4. He said Education is at the heart of agenda 2030 and it is essential in achieving all the goals.

The meeting was guided by SDG 4, target 4.7 which says by 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.

The specific objectives of the sub-regional orientation meeting were;
...From page 4

- To introduce the concept of GCED and how it intersects with other related fields such as peace and human rights education, education for a culture of peace, education for sustainable development, preventing violent extremism through education, etc;
- To explore (sub) regional issues, needs, gaps and relevant entry points to mainstream global citizenship education in education systems (curricula, teacher training and teaching materials, school policies, etc)
- To explore programmatic options and opportunities for implementation (e.g. regional initiatives, national activities, scaling up of existing practices);
- To exchange good policies and practices - identify and share examples of good policies and practices in terms of policy frameworks, interventions and practical tools to integrate GCED in education systems and monitor learning outcomes, in particular sharing new resource tools recently developed by UNESCO on GCED;
- To develop capacity of national and regional education stakeholders (formal, non-formal and informal);
- To identify relevant partners and to build partnerships; strengthen networking and cooperation opportunities.

Ms Carolyn Medel-Anonuevo, Head of the Education Unit at UNESCO ROSA gave the background and objectives of the meeting and said we need to rethink education in the contexts of Sustainable Development. She emphasised that in the Sustainable Development Agenda, education is at the centre.

Session 1 was on Rethinking Education: Towards a Global Common Good. Mr Carlos Vargas Tamez, from UNESCO Headquarters in Paris presented on the subject. He spoke about the rise of the learning society.

“In 1996, lifelong learning was strengthened on the 4 pillars of learning. The issues of learning to live together is important to GCED”.

He also said 20 years ago, the world was a different place. The paradoxes and contradictions in the world today can be seen in exclusion, vulnerability and inequality.

A panel discussion with Dr Fay Chung and Ms Priya Vallabh from Rhodes University discussed the major issues to be taken into consideration in rethinking education. The UNESCO publication of the same name was launched during day one.

Session 2 focused Global Citizenship Education. Results from a GCED Study conducted by Dr -

See page 6...
James Keevy and Mr Raymond Matlala from JET Education Services were presented. The study explored GCED in the nine countries under UNESCO ROSA. Dr Keevy said there is need to understand the meaning of GCED in the nine countries. He said education 15 years ago is different from education now and posed the question how do we put knowledge, skills and values in our curricula?

Dr Chiku Mchombu from the University of Namibia (UNAM) presented on Human Rights Education (HRE) in Namibia. She shared the results from an HRE study that was conducted by the Human Rights Documentation Centre at UNAM. The study was commissioned by UNESCO Windhoek Office in 2015. Dr Mchombu said that HRE is relatively new in Namibia.

Dr Patricia Machawira, UNESCO Regional HIV and Health Education Advisor for Eastern and Southern Africa presented UNESCO’s work on Comprehensive Sexuality Education, a subject matter that is connected to individual responsibility, civic education, and Education for Sustainable Development (ESD). Dr Machawira argued that keeping girls in school is a protective measure against HIV/AIDS. She also mentioned that early pregnancy is the biggest challenge causing girls to dropout from school.

Day two started with a recap on day one by Ms Gertie Steukers from UNESCO ROSA. Ms Adelheid Awases, Director of Planning and Development in the Ministry of Education, Arts and Culture presented Namibia’s commitment to the regional and global agenda.

Session III on day two was on Integrating Human Rights Education, ESD and GCED. Mr Charaf Ahmimed, Programme Specialist for Social and Human Sciences at ROSA presented on Human Rights Education. The following observations were made:

- National and international legal frameworks are not enough
- HRE and GCED is an emerging field, there are initiatives around HRE and GCE but they are not labelled as such
- There is need for partnership building and engagement with various stakeholders

Ms Priya Vallabh presented on Rethinking Education or Rethinking how we learn together in southern Africa. She started her presentation by posing the question, how do we begin to change how we learn in a context of uncertainty in southern Africa? The presentation had Education for Sustainable Development as its point of departure.

During the plenary discussions, Dr Fay Chung asked the question, what are the areas of linking the different types of knowledge? Scientific research also touches on human rights such as the right to clean water.
Giving the way forward, Mr Carlos Vargas Tamez said that globality gives us an opportunity to rethink our focus and our locus. We need to think of the national vis-à-vis the global.

He said citizenship is not about the legal status but ethical commitment. “If we think about citizenship at the country level we are confined, but if we think of it on the global level, we start thinking of sustainable development”.

He said we have to create a conducive environment for peace and take the global as a possibility in thinking about global citizenship.

Recommendations given at the end of the meeting include:

Interventions in GCED, HRE and ESD as well as other areas that are long-term; Adequate monitoring and evaluation; Capacity building for teachers; Advocacy targeting leaners, youth, communities, policymakers and governments; Marketing and communication strategy to raise awareness on GCED; aligning GCED with UNESCO’s Global Action Programme on ESD; and research on GCED and related fields at regional level.
The UNESCO Better Education for Africa’s Rise (BEAR) Project in collaboration with the Namibia Training Authority (NTA) hosted a workshop facilitated by the training provider Cad4All Software Design & Training from 27 June to 01 July 2016.

The main objective of the training is to capacitate participants to be able to render technical drawings by means of the AutoCAD software. This is required in the first place, for the participants to complete test projects in their capacity as experts and adjudicators for the first National Skills Competition to be held from the 14 -17 September 2016.

Moreover, the training will assist the experts who are primarily trainers form various trades in the vocational training centres, to advance in their classes of technical drawings and practical technical training.

The AutoCAD software application in 2D essentials is an extremely powerful software application. Upon completion of the training the participants will be competent to create basic drawings and functions as the fundamentals and essential learning of the AutoCAD software would have been covered.

The experts are all trainers that have been selected in their trades which will be represented for the first-ever national skills competition to be held in Namibia.

The initial trades to participate include Carpentry, Joinery & Cabinet-making, Welding, Auto mechanics, Bricklaying, Plumbing, Refrigeration & air-conditioning, Wall tiling, Electrical installation and Cooking.

See page 9...
Workshop on computer-aided technical drawings for National Skills Competition Experts

...From page 8

After assessing the actual needs of the participating experts and the impending deadline for the National Skills Competition, the experts were required to learn the intermediate 2D functions as well as the Introduction to 3D Modelling.

They will be well equipped with how to create 3D rendered models in AutoCAD from the sketch up to the 3D rendering software, as this will give the participants a greater chance to compete against the rest of the world in future competitions and improve the quality of training in general.

A follow up workshop is scheduled for end of July to accommodate those participants who could not attend the first session as well as to assist others in completion of their test projects for further training on 3D modelling.
Training of trainers in Pedagogy with Joyce Mingard (Transtec).
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24 trainers and 11 centre managers or heads of departments from various training providers (public and private) across Namibia attended a one-week training session in Pedagogy and Management in technical and vocational education and training (TVET).

As part of the BEAR Project, there is a result to train trainers that are involved in the two curricula that were developed under the capacity building in curriculum development, namely Carpentry and Process Plant Operators as well as Electrical General.

Training in pedagogy, technical skills and management should be regarded as a holistic entity. Thus, the trainers in pedagogy will also attend a training session in technical skills at a later date.

The overall objective of the pedagogical training is to transfer skills and knowledge “From Curriculum to Competence”. This means that the focus of the session was aimed at the methodologies available for the transfer of skills and knowledge. Vocational trainers are required to be artisans in their specific trades as well as teachers.

This requires a far more extensive training and educational background as well as practical experience. However, as in so many cases, instructors come from a trade background with sometimes very little access to pedagogical theory and skills. This workshop looked to bridge the gap in some instances, as well as re-iterate the skills already attained in other instances.

See page 11...
...From page 10

The workshop covered topics such as Lesson Planning, Student-centred approaches, Learning Styles, Teaching Styles, Organising group work, Interaction between theoretical and practical work, Using IT in training, Making power point presentations and Presentation skills.

The Management workshop was targeted at training centre heads, deputies and heads of departments. The participants were briefed about the outcome of the pedagogy training. Based upon that they should develop management tools to support the new pedagogical approach.

The workshop focused on two aspects:

- Development of tools to:
  a. Support the teachers in implementing and applying the new pedagogical approach
  b. Monitor the application of the new pedagogical approach
  c. Evaluate the new pedagogical approach

- How to continuously develop skills and knowledge of teachers

The follow up workshops will consist of technical training in Carpentry, Electrical General and process Plant Operators to take place in August 2016.
The adoption of the 2030 Agenda for Sustainable Development and the Paris Climate Agreement in 2015 has set an ambitious new agenda to build a world of dignity for all, in respect of the planet.

This agenda recognizes, for the first time at this level, indigenous peoples as distinct groups, and their role in global efforts to build a better future for all.

On this occasion, we pay tribute to the world’s 370 million indigenous people, and we reaffirm UNESCO’s determination to safeguard and promote their identities, languages and knowledge systems. Indigenous peoples are custodians to rich cultural diversity, carrying unique wisdom of sustainable living and respect for biodiversity.

Nurturing and harnessing this potential calls for inclusive and equitable quality education for all. Too many indigenous peoples are still denied the full right to quality education.

Children of indigenous people remain less likely to be enrolled in school and more likely to underperform than non-indigenous children.

Linked with socio-economic and cultural barriers, this marginalization often creates a vicious circle of disadvantage. This moral and development gap undermines humanity as a whole.

The right to education is fundamental, as stipulated in UN Declaration on the Rights of Indigenous Peoples (2007) and the UNESCO Convention against Discrimination in Education (1960).

Indigenous knowledge systems hold many answers to mitigating the consequences of climate change, and UNESCO will continue to draw on these to bolster scientific cooperation for biodiversity as well as education for sustainable development.

Our key challenge is to bring this wealth of knowledge and culture together for the benefit of all, in full respect of human rights. This is UNESCO’s mandate, and this is our renewed pledge on this International Day.

Message from Ms Irina Bokova, Director-General of UNESCO, on the occasion of the International Day of the World’s Indigenous Peoples, 9 August 2016
An understanding of the responsibilities assumed under the World Heritage Convention is essential to policy setting and decision making. The Operational Guidelines accompanying the Convention have a large bearing on tourism management, providing useful guidance on responsibilities such as periodic reporting. The World Heritage network also offers unique opportunities, and the World Heritage Centre has an array of resources available to tourism managers including public information materials.

**The World Heritage Convention**

1.1.1 The Convention Concerning the Protection of the World Cultural and Natural Heritage, signed in Paris on November 16, 1972, is an international agreement through which nations join together to conserve a collection of the world’s timeless treasures. Each country, or “State Party” to the Convention recognizes its primary duty to ensure the identification, protection, conservation and transmission to future generations of the cultural and natural heritage situated on its territory. To date, more than 170 States Parties have signed the World Heritage Convention, making it one of the most powerful protection instruments in the world. It is the only international legal instrument for the protection of both cultural and natural sites encouraging cooperation among nations for safeguarding their heritage.

1.1.2 The intergovernmental World Heritage Committee includes 21 States Parties elected for a term of six years by the General Assembly of the States Parties to the World Heritage Convention. The Committee is responsible for implementing the Convention and determines which sites to include on the World Heritage List based on the recommendations of two advisory bodies: The International Council on Monuments and Sites (ICOMOS) for cultural sites, and the World Conservation Union (IUCN) for natural sites.

A third advisory body, the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), provides expert advice on monument restoration and the management of cultural heritage. It also organizes training for specialists.

The six-member Bureau of the World Heritage Committee, which helps the Committee to interpret the Convention, meets twice a year to evaluate requests for site inscriptions and financial assistance. The Committee and its Bureau examine “state of conservation” reports regarding sites already inscribed on the World Heritage List.

Both the Committee and the Bureau make recommendations to States Parties on site conservation and provide technical or financial assistance, as appropriate within the available budget, to ensure the protection of the integrity and authenticity of sites.

**Convention Concerning the Protection of the World Cultural and Natural Heritage**

**EXCERPTS ...**

... in view of the magnitude and gravity of the new dangers threatening them, it is incumbent on the international community as a whole to participate in the protection of the cultural and natural heritage of outstanding universal value, by the granting of collective assistance which, although not taking the place of action by the State concerned, will serve as an effective complement thereto. Each State Party to this Convention recognizes that the duty of ensuring the identification, protection, conservation, presentation and transmission to future generations of the cultural and natural heritage... situated on its territory, belongs primarily to that State.
...From page 13

... the States Parties to this Convention recognize that such heritage constitutes a world heritage for whose protection it is the duty of the international community as a whole to cooperate.

An Intergovernmental Committee for the Protection of the Cultural and Natural Heritage of Outstanding Universal Value, called “the World Heritage Committee”, is hereby established within (UNESCO). The Committee shall establish, keep up to date and publish, whenever circumstances shall so require, under the title of “List of World Heritage in Danger”, a list of the property appearing in the World Heritage List for the conservation of which major operations are necessary and for which assistance has been requested under this Convention.

Any State Party to this Convention may request international assistance for property forming part of the cultural or natural heritage of outstanding universal value situated within its territory. The Convention protects hundreds of sites of “outstanding universal value” -- including cultural, natural and mixed sites. To be included on the World Heritage List, a property must meet one or more of the specific cultural or natural criteria, and its value(s) must withstand the test of authenticity and/or integrity. The Convention sets four criteria for natural sites and six for cultural sites as a means of determining values by which a property may be designated a World Heritage site.

1.1.3 An application for a site to be inscribed on the World Heritage List must come from the State Party. The application includes a plan detailing how the site is managed and protected, a description of the site’s World Heritage values and justification for inscribing it on the World Heritage List. The World Heritage Committee decides to inscribe a site on the List after examining the evaluations conducted by ICOMOS and/or IUCN.

1.1.4 World Heritage sites are placed on the List of World Heritage in Danger when the World Heritage Committee decides that a site is threatened by existing or potential threats, such as degradation from uncontrolled urbanization or unsustainable exploitation of natural resources. The Committee can be alerted to possible dangers to a World Heritage site, and then decide in consultation with the State Party whether to place it on the List of World Heritage in Danger.
1.3 World Heritage Centre guidance

1.3.1 Tourism-related activities carried out by the World Heritage Centre.

The World Heritage Centre is engaged in a number of tourism-related activities including carrying out missions to examine tourism development projects affecting a site’s inscribed values.

Who’s Who of the World Heritage Convention

Under the Convention, a 21-member World Heritage Committee is elected by the biennially held General Assembly of all States Parties for six-year terms of office. The Committee receives technical advice from various consultative groups in selecting the sites to be listed and to plan its activities. The Convention specifies, in particular, the role of three advisory bodies to support the Committee on technical issues. The International Council on Monuments and Sites (ICOMOS), a non-governmental organization founded in 1965 with an international secretariat in Paris, assists the World Heritage Committee in the selection of cultural sites to be placed on the World Heritage List.

The International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), an intergovernmental body created by UNESCO in 1956 and based in Rome, provides expert advice on conservation of cultural properties and training activities. The World Conservation Union (IUCN), another intergovernmental agency set up by UNESCO in 1948 and headquartered in Gland, Switzerland, advises the Committee on the selection and conservation of the natural heritage sites. UNESCO’s role as the Secretariat to the World Heritage Committee is specifically mentioned in the Convention.

To coordinate the activities related to World Heritage, which have been undertaken by the different services of UNESCO since the inception of the Convention, the Director-General of UNESCO established the World Heritage Centre in 1992 as the focal point within the Organization. The Centre administers the World Heritage Fund, updates the World Heritage List and database, and organizes meetings of the Convention’s statutory bodies such as the World Heritage Committee. It also organizes technical assistance on request from States Parties, mobilizes international cooperation, especially for emergency actions when World Heritage sites are threatened, and coordinates the reporting on sites’ conditions. Organization of technical seminars and workshops, development of teaching material to raise public awareness of WH.

Criteria for the Inclusion of Cultural Properties on the World Heritage List

The criteria for the inclusion of cultural properties on the World Heritage List are considered in the context of Article 1 of the Convention, that is reproduced below:

monuments: architectural works, works of monumental sculpture and painting, elements or structures of an archaeological nature, inscriptions, cave dwellings and combinations of features, which are of outstanding universal value from the point of view of history, art or science;

groups of buildings: groups of separate or connected buildings which, because of their architecture, their homogeneity or their place in the landscape, are of outstanding universal value from the point of view of history, art or science;

sites: works of man or the combined works of nature and of man, and areas including archaeological sites which are of outstanding universal value from the historical, aesthetic, ethnological or anthropological points of view.

A monument, group of buildings or site -- as defined above -- which is nominated for inclusion on the World Heritage List will be considered to be of “outstanding universal value” for the purpose of the Convention when the Committee finds that it meets one or more of the following criteria and the test of authenticity. Each property nominated should therefore:

1. represent a masterpiece of human creative genius; or
2. exhibit an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture, monumental arts or town-planning and landscape design; or
3. bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared; or
The 1972 Convention regarding World Heritage

From page 15...

4. be an outstanding example of a type of building or architectural ensemble or landscape which illustrates (a) significant stage(s) in human history; or

5. be an outstanding example of a traditional human settlement or land-use which is representative of a culture (or cultures), especially when it has become vulnerable under the impact of irreversible change; or

6. be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance (the Committee considers that this criterion should justify inclusion in the List only in exceptional circumstances or in conjunction with other criteria cultural or natural).

Criteria for the Inclusion of Natural Properties on the World Heritage List

In accordance with Article 2 of the Convention, the following is considered as “natural heritage”:

“natural features consisting of physical and biological formations or groups of such formations, which are of outstanding universal value from the aesthetic or scientific point of view; geological and physiographical formations and precisely delineated areas which constitute the habitat of threatened species of animals and plants of outstanding universal value from the point of view of science or conservation; natural sites or precisely delineated natural areas of outstanding universal value from the point of view of science, conservation or natural beauty.”

A natural heritage property -- as defined above -- which is submitted for inclusion on the World Heritage List, will be considered to be of “outstanding universal value” for the purposes of the Convention when the Committee finds that it meets one or more of the following criteria, and fulfils the conditions of integrity set out below. Sites nominated should therefore:

1. be outstanding examples representing major stages of earth’s history, including the record of life, significant ongoing geological processes in the development of landforms, or significant geomorphic or physiographic features; or

2. be outstanding examples representing significant ongoing ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals; or

3. contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance; or

4. contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation.

To boost management effectiveness, the WH Centre set up an information web site that will enable managers to share case studies and best practices, from which they may select and adapt approaches as appropriate for their sites.

Along with other UNESCO units, the Centre supports the ICOMOS Charter for Sustainable Cultural Tourism. These guidelines include a complete outline of cultural tourism policies that can aid policy development at the country and site level. Many of the recommendations can be adapted for natural areas.

1.3.2 Operational Guidelines.

The Operational Guidelines for the Implementation of the World Heritage Convention set out the steps that States Parties must take to fulfil the protection obligations.

The guidelines contain information on the requirements for monitoring, use of the World Heritage logo and opportunities for technical, training, preparatory and emergency assistance. At the site level, the Operational Guidelines can provide information on the assistance available to managers through the World Heritage network.

For more information please contact
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Invitee of the month: Ms. Rafaëlle Robelin, the Head of Office for the International Organization for Migration (IOM) to Namibia

The organization was established in 1951 (celebrating its 65 years), has 165 member states, a further 8 states holding observer status and offices in over 100 countries. IOM is dedicated to promoting humane and orderly migration for the benefit of all. It does so by providing services and advice to governments and migrants, promoting international cooperation on migration issues, assisting in the search of practical solutions to migration issues and providing humanitarian assistance to migrants in need, be they refugees, displaced persons or other uprooted people.

Our activities are governed by a migration framework, articulated in the four broad areas of migration management: Migration and development, Facilitating migration, Regulating migration and Forced migration. The IOM Constitution recognizes the link between migration and economic, social and cultural development, as well as to the right of freedom of movement. IOM activities that cut across these areas include the promotion of international migration law, policy debate and guidance, protection of migrants’ rights, migration health and the gender dimension of migration.

UW: Can you briefly describe your Organization’s cooperation strategy with the Government of the Republic of Namibia?

Namibia is a member State of IOM since 2009. Based on the principle of partnership, IOM and the Government of the Republic of Namibia are working in close collaboration in the field of migration, including but not limited to promoting dialogue in Southern Africa, capacity building activities for enhanced migration management and the provision of direct and technical assistance to support the GRN priorities. IOM’s mission in Namibia is to build on the expertise of the GRN and its partners to strengthen national capacity in the area of migration, aligned to national development priorities and in close collaboration with the United Nations in Namibia. Based on the principle of partnership, IOM’s mission in Namibia is to build on the expertise of the GRN and its partners to strengthen national capacity in the area of migration, aligned to national development priorities and goals. IOM Namibia’s portfolio consists of several initiatives: Counter trafficking, Labour Migration,
...From page 17

Migration and Health, Refugee resettlement, Disaster Risk management and capacity-building, Migration Profile and research, Climate change and environmental migration, and UKTB. The office implements these projects within the framework of its 2013-2017 strategy, aligned with the Government National Development Plan (NDP) and the United Nations Partnership Framework (UNPAF) in Namibia.

UW: Being associated to the UN family, what are the comparative advantages of IOM and how do you complement other Agencies’ efforts?

IOM: Coordination and complementarity are critical to ensure a joint and coherent approach to development challenges in Namibia and to support adequately the Government. IOM in Namibia is an active member of the UNCT and of the UNPAF process and works closely with other UN agencies to complement existing interventions and to ensure a coordinate approach to come as one to support the Government. This, through its active participation to various coordination platforms (JUTA, EFP group, etc.) and within the project managed by our mission.

Practically speaking and to give you a couple of concrete examples, IOM activities on disaster management and climate change adaptation are designed to complement other agencies activities, such as the ones done by FAO, UNDP, UNFPA or UNICEF by adopting the migration lens and tackling issues related to the displacement of people or environmental migration issues.

In terms of migration and health, IOM complements the activities undertaken by UNAIDS and WHO by increasing the knowledge on health related challenges affecting the well-being of migrants or hosting communities, in port of transit, urban settlement or cross-border areas for instance.

These are only two examples where IOM complement successfully other UN agencies, by adopting the specific migration lens. We could extend this list with other activities to combat trafficking in persons, Labour Migration or Migration related research.

UW: What are some of the key success stories of IOM in Namibia thus far?

IOM: Allow me to reflect on recent development and achievements. Over the years, IOM Namibia has been working closely with the Ministry of Home Affairs toward the future development of a migration policy for the country. A major step was the launch of the first ever migration profile for Namibia, in June, to provide evidence for future policy making.

See page 19...
Another key success story would be the collaboration with the Office of the Prime Minister, through the Directorate for Disaster Risk Management (DDRM) and the rolling out a Camp Coordination & Camp Management (CCCM) and Disaster Risk Management (DRM) capacity-building programme, in all 14 regions, leading to the certification of more than 85 trainers in the country and the sensitization of more than 8,000 individuals from vulnerable communities. The model building on the key principles of partnership, country ownership, leadership, participation, and sustainability has been recognized as a good practice globally and other countries embarked on similar capacity-building approaches for enhanced national disaster management capacities.

More recently, in May 2016, IOM and the Ministry of Health and Social Services officially launched a study on health vulnerabilities of Mobile populations in Walvis Bay to strengthen evidence base for future interventions in HIV prevention, treatment, care, and addressing the specific needs of sea-going personnel, sex workers, and other vulnerable groups they interact with in selected ports in southern Africa.

**UW:** Recently, the Government of Namibia with the support of IOM, has launched the migration profile in Namibia. Can you please give us more details on that?

**IOM:** The Government of the Republic of Namibia and IOM officially launched the first ever Migration Profile for Namibia on the 17th of June 2016, in Windhoek, Namibia. The Migration Profile is a country-owned tool that was prepared in consultation with government and non-government stakeholders.

The launch event reflected on the work of over eighteen months of many stakeholders in Namibia to develop the Migration Profile for Namibia and provide evidence for policy-making.

The result is a ground-breaking publication—the culmination of collaborative efforts and shared wisdom. It also demonstrated the commitment and leadership taken by the Namibian Government to use the Migration Profile for policy-development purposes and address the fifteen findings and recommendations, validated in December 2015.

These recommendations include many different aspects pertaining to the country, such as remittances, diaspora engagement, migration health, disaster risk management and climate change adaptation, human trafficking, border management, labour migration and the migration legal, policy and institutional framework.

As a direct follow-up, IOM Namibia organized a workshop with members of the Government-led Technical Working group to focus on the usage of the migration profile and supporting the Government in mainstreaming migration into National Development Plans and defining the way forward towards the development of a Migration Policy for Namibia.

**UW:** Can you tell us what the definition of a migrant is?

**IOM:** As of today, we estimated that more than 1 billion people are migrants, which means that 1 out of 7 people is a migrant, with 48% of them being woman.
IOM defines a migrant as any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of the person’s legal status; whether the movement is voluntary or involuntary; what the causes for the movement are; or what the length of the stay is. In other words, it encompasses international or internal migrants and for various reasons, may they be to seek economic opportunities, for education or forced migration due to conflict or disasters for instance.

UW: What are some of the pressing issues for IOM in Namibia?

IOM: Namibia is a country of origin, transit and destination for migrants. Although figures are incomplete, the population mobility is high in Namibia and it involves various typologies of migration including cross border migration within and between Namibia, Angola – with which Namibia shares more than 1,300 km of border, Zambia, Zimbabwe, Botswana and South Africa as well as internal migration, with an important rural to urban migration rate leading to increased urbanization.

It is worth noting that human mobility is one of the key drivers of the HIV epidemic in Namibia, with migrants exposed to vulnerabilities with the host communities and vice-versa, especially at the border and in port of transit. Additionally, Namibia, like many other countries in southern Africa, has not been immune to the negative effects of recurrent natural hazards such as floods, wildfires and droughts on the livelihoods of its vulnerable communities.

Such events, such as the current drought experienced in Namibia, significantly reduced peoples resilience and have an impact on human mobility, environmental migration and internal displacement. To give an example, for the period 2008-2012 only, an estimated 126,400 persons have been displaced in Namibia due to onset disasters and we estimate that the effect of climate change has effects on internal migration and urbanization.

Another pressing issue would be linked to forced migration. Namibia is a country of origin and destination for children and to a lesser extent, women, trafficked for forced labour and sexual exploitation, a phenomenon for which the Government has set measures in place to combat. Namibia has also been a country hosting refugees for more than 20 years.

As of today and thanks to the tremendous efforts made by the Government of Namibia to provide durable solutions to the refugee population, Namibia reduced its refugee population in Osire Camp through the provision of durable solutions. However, as in other countries, many people come to Namibia as Asylum Seekers or to seek economic opportunities. Finally, Namibia is a key stakeholder in the Ministerial Migration Dialogue for South Africa (MIDSA) to address the mixed and irregular migration in the SADC region, under which framework issues of unaccompanied minors as well as the registration of undocumented children are key concerns.

UW: Following the adoption of the Sustainable Development Goals (SDGs) last year, can you tell us how they have impacted/will impact on your work in Namibia?

See page 21...
IOM: The 2030 Agenda for Sustainable Development reflects the multidimensional reality of migration and its impact on development. In particular, the SDGs call on countries to implement planned and well-managed migration policies, set measures to combat human trafficking, balance rural to urban migration challenges, respect and uphold the labour rights of migrant workers, support refugees and migrants and reduce the costs of migrant remittances to allow diaspora to invest in their country of origin.

The insertion of migration into targets reflects the importance of this issue and the fact that it can also contribute to development. In Namibia, our work is aligned with the SDGs, which have been officially launched by the Government earlier this year. Understanding who is moving, the causes of mobility and its impact, will significantly advance this agenda and contribute to development.

UW: Which of the 17 SDG’s are your Organization prioritizing in Namibia and why?

IOM: The SDGs are extremely comprehensive and it is always important to prioritize them. In Namibia, we would look at the following SDG: SDG 4 (student mobility); 5 & 16 (trafficking); 8 (trafficking and migrant worker rights), 10 (reduced inequalities through well planned and managed migration policies, and migrant remittances), 11 (Sustainable cities and communities), 17 (data disaggregation, including migratory status) which all have specific references to migration and reflect the GRN priorities. Working on these specific SDGs and prioritizing them through our work in Namibia allows us to take action and to measure the progress made towards development.

UW: Namibia is now categorized as an upper-middle income country and there have been concerns by some development partners that this category will see a decline in donor support for the country. What are your views about this argument and has your Organization been affected in any way?

IOM: Being an Upper-Middle Income Country reflects on the key progress and achievements made by the Namibian Government to tackle poverty issues and develop its economy. As key partner of the Government, we need to continue working to continue addressing the challenges in the country and supporting the good path toward development. The decline of funding associated with the status represents a challenge in terms of resource mobilization for sure, but it is also an opportunity, in the way that continuing providing assistance to the GRN can, in the future, contribute to the full development of the country.

UW: The feminization of international migration is increasing and the vulnerability of women migrants to discrimination, exploitation and abuse is also likely to increase. Why are women immigrants more vulnerable and what measures are in place to protect them?

IOM: Out of the 1 billion migrants in the world, 48% are women. Women and girls face increased risk of exploitation and violence on the migratory routes. On the one hand, governments and civil society try to raise awareness by informing them about the risks on the migratory—
routes and highlighting ways for a safe and secure movement. On the other hand, many governments and partners that operate along well known migratory routes have elaborated projects and programmes in order to identify vulnerable migrants and usually they include a certain focus on women and girls and dedicated response.

**UW: What type of support is IOM providing to refugees?**

**IOM:** In 2015, IOM Namibia assisted with the resettlement of 534 refugees to countries of resettlement, mainly to the United States of America, Australia and Canada. IOM also supports resettlement to countries for medicals and family reunification, such as Denmark and France. The support provided by IOM includes pre-departure, medical screening, cultural orientation and travel assistance to refugees accepted for resettlement. This process is paired with capacity building activities and within the framework of a close collaboration with the Ministry of Home Affairs and Immigration (MHAII) and United Nations High Commissioner for Refugees (UNHCR). Under the request of the MHAII and in order to facilitate the resettlement process, IOM Namibia organized awareness trainings targeting Immigration Authorities in the past to sensitize on the documentation needed by refugees, their situation and the entire resettlement process.

**UW: How does IOM assist the Government to tackle human trafficking in the country?**

**IOM:** In 2015, IOM Namibia started a three years initiative funded by the U.S Department of State through the Office to Monitor and Combat Trafficking in Persons. The initiative is led by the Government of Namibia through an established national coordinating body led by the Ministry of Gender Equality and Child Welfare (MGECW) in coordination with the Ministry of International Relations and Cooperation (MIRCO) and was officially launched in early April 2016, during a high level event. The initiative aims at contributing to the Government and civil society efforts to coordinate anti-trafficking responses, protect victims of trafficking and prosecute traffickers as well as raising awareness on this phenomenon.

First, by strengthening coordination and providing institutional and technical support to the national coordinating body and key national partners.

Second, by ensuring a victim-centred response of criminal justice system and supporting the development of a formal mechanism to define roles and responsibilities in cases of trafficking in Person.

Thirdly, by supporting social service providers to enhance protection and response to victims.
Finally, by launching awareness activities. To give you an example of awareness activities, the Government and IOM organized a press conference on the 29th of July to commemorate for the very first time the World Day against Trafficking in Persons, globally celebrated on the 30th of July.

The conference had key speakers, such as the Deputy Prime Minister, the Minister of Gender Equality and Child Welfare, The US Ambassador and IOM Namibia to convey messages related to trafficking in persons and also to build a partnership with media, on the occasion of this important day.

UW: In 2015 the President of the Republic of Namibia declared war on poverty and called upon all development partners to help his government in this fight. How is IOM contributing to poverty eradication within the context of its mandate?

IOM: Poverty is a multi-faceted phenomenon requiring multi-sectoral responses. Recognizing the positive impact of migration on human development and mainstreaming migration into national development plans, such as NDP 5, can be part of a broader strategy to provide a concerted response to poverty. However, migration is often misunderstood and national development and poverty strategies tend not to recognize the potential of mobility, nor integrate its dynamics into planning and monitoring, which is partly due to the range of other pressing national priorities.

Nonetheless, several reports indicate the role of migration in poverty reduction strategies and there is evidence that migration can empower impoverished communities, notably through skills or social transfers for instance. Very often, there are significant labour shortages at all levels of qualifications in developed and developing countries that need to be fulfilled through labour migration. Being aware of this, the Ministry of Labour, Industrial Relations and Employment Creation (MLIREC) and IOM launched a regional project aiming at developing a model to bring together SADC Member States in order to facilitate South-South labour mobility arrangements.

This initiative is complemented by a national labour migration project in Namibia to support the GRN in developing and implementing a Labour Migration Policy within the context of existing regional frameworks. These initiatives will contribute to the Government priorities to eradicate poverty. Additionally and following the launch of the Migration Profile for Namibia, IOM will continue advocating for the mainstreaming of migration into the national development plan and the development of a framework for diaspora engagement in the country.

UW: What are some of the key opportunities for IOM and the Namibian Government working together to guarantee that migration benefits the country?

IOM: Evidence shows that diaspora members contribute to the diffusion of knowledge in a country and migrant and diaspora communities contribute back to their countries of origin.
Remittances play a key role in human development with more than USD 440 billion of remittances sent to developing countries annually. This provides access to basic services and can contribute to the development needs.

In Namibia, the value of diaspora for the development and benefit of not only the country of destination, but also the country of origin, is increasingly appreciated. The Namibian Government is therefore seeking to engage its diaspora in efforts to contribute to the country's development.

However, the lack of a national policy on diaspora and limited availability of diaspora data, encumbers an effective partnership between the GRN and its diaspora. Additionally, the potential role of migration, the availability of migration data can play an important role in contributing to skills development in Namibia, with a subsequent impact on job creation as a measure to address rural-urban migration.

Finally, working closely with the Ministry of Home Affairs, the importance of the development of a comprehensive migration policy can be key for the Government to be sure that migration benefits the country.

**UW: What opportunities are there for UNESCO and IOM to work together in Namibia?**

IOM: As key complementing organizations and recognizing the core mandate of each agency, IOM and UNESCO have an array of opportunities to work together in Namibia! Primarily, through the dissemination of awareness campaigns addressing issues related to climate change adaptation and natural disasters and by providing training to Media.

Additionally, considering UNESCO's critical work to protect the cultural heritage of indigenous people in the country, there is room to work together when issues of climate change adaptation, land and human mobility, caused by land degradation and desertification, occur in order to provide a complementary response.

Finally, UNESCO is a key player in the field of higher education. Building a strong nation means building capacities to think out of the box and look at the multifaceted challenges faced in the country, through the development of partnership with the Namibian Universities and Researchers, where IOM can contribute to UNESCO efforts.

**UW: The world is currently facing a huge crisis regarding migration due to conflicts, (e.g. Syria, Afghanistan, South Sudan, etc.) political situations (Eritrea) and climate change. What role does IOM play to mitigate the misery of those migrants and to mitigate the flow of those sinking in the Mediterranean Sea, trying to reach Europe?**

IOM: With more than 1,000,000 migrants, refugees and asylum seekers who arrived in the European Union through the Mediterranean in 2015, according to IOM data, Europe is facing what is often designed to be a “migration crisis”. These mixed flows of migration are caused by the unprecedented levels of instability, conflict and economic collapse, with people in need of international protection, vulnerable migrants and also people seeking economic opportunities.
Many of the current movements are underpinned by social, economic and demographic inequalities, as well as instability and conflict, and environmental degradation exacerbated by climate change. These movements are marked by limited regular migration channels.

At the global level, IOM works to promote humane and orderly migration for the benefit of all, through the direct provision of services to migrants, advice to governments, the promotion of international cooperation and the provision of humanitarian assistance for people in need.

In response to the increase of anti-migration stereotypes, IOM has also launched a campaign called “I am a migrant” to create a place for personal stories of migrants and to challenge these stereotypes in politics and society. What we want to show is that migration has a human face and that migration is diverse.

**UW:** For every successful tall tree there is a beginning. Can you tell us a bit about your professional career and how you ended up in this position?

**IOM:** Before deciding to work in the field of international cooperation, I studied Philosophy and specialized in Politics and Ethics by doing a Master Degree. At the time, I always thought I would be a professor in Philosophy, a journalist or a writer. However, having had the chance to initiate small scale international projects, study and work abroad, I then decided to apply this theoretical knowledge practically and undertook a second Master Degrees in Politics and Development Politics in La Sorbonne University, Paris, France. I supported various NGOs in France before joining the International Organization for Migration in Haiti, five years ago. After several years in Haiti, I was shortly deployed to Malawi to support the flood response efforts before taking up duties in Namibia, where I happily found myself in this position for nearly a year and half now!

**UW:** To us you are known as the Head of Office for IOM in Namibia; But please tell us who Ms. Rafaëlle Robelin is besides the title of leadership she holds and what are your hobbies and interests?

Defining ourselves is always a constant challenge! Everyday makes us change, the people we meet on the road often constitute who we are now. In work or in life, I am generally a passionate and dedicated person. One of the key advantage of working abroad is having the opportunity to constantly discover new people and cultures. Besides reading and travelling, one of my key hobby is dancing and listening to music.

**UW:** How do you deal with challenges and balancing between your demanding work and the family?

**IOM:** This is always difficult to balance professional growth and personal life. This is why, it is critical to always keep in touch with new and old friends and family, being there when it is needed and to maintain a balanced life between professional and personal growth.

We have come to the end of our interview, thank you for sharing your time with us. However, before we say goodbye, what advice, quote or words of inspiration would you like to share with our readers?

**IOM:** Continue being inspired by people and have the willingness to grow, learn and discover, always keeping in mind that happiness is the way we look at things.
Highlights of the Month

Third from left: Dr Jean Pierre Ilboudo, Head of UNESCO Windhoek Office attending a braai organised by staff to socialise and strengthen the team spirit of the office.

UNESCO Windhoek Office staff members, Mr Boyson Ngondo and Ms Jackie Wolgast during a braai organised by the office.

Left: Mr Ehrens Mbamanovandu poses for a picture with two of the volunteers from UNESCO Windhoek Office.

Left: Ms Aina Heita, National Professional Officer for HIV/AIDS attended the staff braai.

Mr Racine Iradukunda, UNESCO Volunteer and Ms Lisbeth Kaumbi, Junior Administrative Assistant at UNESCO Windhoek Office.

Mr Ehrens Mbamanovandu, National Professional Officer for the education sector at UNESCO Windhoek Office.

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