



United Nations
Educational, Scientific and
Cultural Organization

UNESCO-SADC

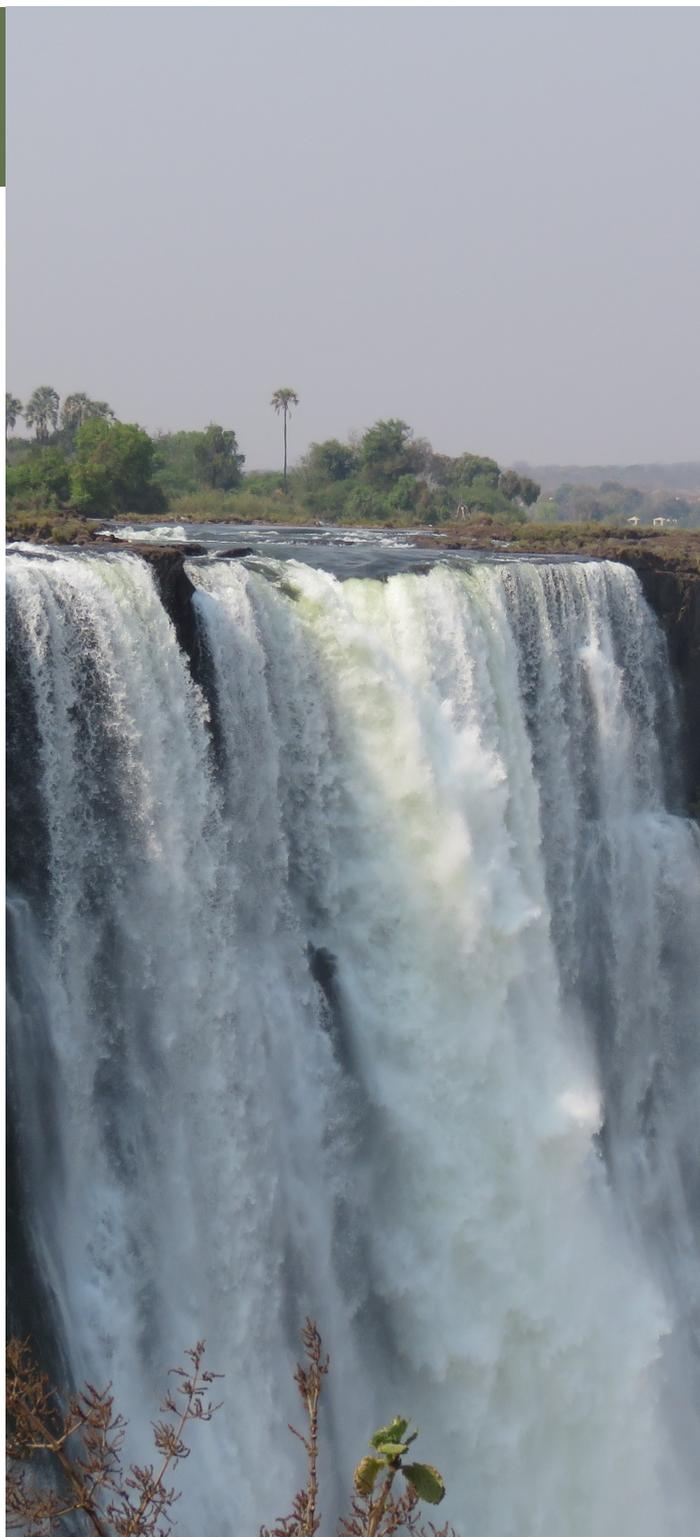
Cooperation - 2019





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Message from the UNESCO Regional Director

It gives me pleasure to present the 2019 UNESCO/SADC Cooperation Magazine. This is the third edition since we introduced the annual bulletin in 2017. The purpose of the magazine is to highlight our work in the region in partnership with SADC.

UNESCO and SADC have a long standing history that culminated in the signing of a Memorandum of Understanding (MOU) in 1996. In 2017, UNESCO and SADC developed a Joint Programme of Action (JPA) which identifies concrete areas of cooperation. These include education; technical and vocational education and training (TVET); youth; HIV and health education; science, technology and innovation (STI); water security, renewable energy and disaster risk management; culture; communication and information (including media for SDGs); and data for development. I am pleased to note that we are on track in terms of implementing the JPA and a number of initiatives are on the cards so we continue to grow and strengthen our cooperation for the benefit of the region.

In 2019, UNESCO and SADC partnered to implement a number of activities, some of which are highlighted in this bulletin. The major highlight was the launch of the “Our Rights, Our Lives, Our Future” (O3) programme that benefits 31 countries (including 12 in SADC). This flagship programme has an ambitious vision of a young African, who is empowered, educated, healthy, resilient and socially responsible.

UNESCO ROSA supported the Joint Meeting of SADC Ministers responsible for Education and Training; and Science, Technology and Innovation that was held in Windhoek, Namibia. The Ministers highlighted the importance of increased investments in education, science, technology and innovation to support industrial development in the region, the need to increase the uptake of TVET to support entrepreneurship and skills development, and the importance of harmonising education policies in the region to facilitate mobility of skills and labour.

UNESCO and SADC also supported the regional workshop on Work-Based Learning (WBL) that took place in Gaborone, Botswana in March 2018. With regards to teachers, finalization of the SADC Regional Framework for Teacher Standards and Competencies drew near. In TVET, UNESCO and SADC partnered to strengthen TVET governance and funding mechanisms as critical components of national and regional development.

The inaugural SADC High-level Regional Conference of Vice Chancellors and Deans of Education, Science, Engineering and Technology was successfully held in Victoria Falls from 19-21 February 2019. 20 University Vice Chancellors from Southern African countries also met to deliberate on the role of higher and tertiary education institutions in achieving the 17 sustainable development goals (SDGs) later in the year.



*Hubert Gijzen, PhD
Regional Director and Representative*

The Regional Capacity Building Programme for Teachers on Education for Sustainable Development (ESD) also kicked off in 2019. The programme targets 11 SADC countries and seeks to strengthen Education for Sustainable Development and the implementation of the Sustainable Development Goals in teacher education institutions for teachers and educators from Early Childhood Care and Education (ECCE), primary, secondary and Technical Vocational Education and Training (TVET). The overall objective is to provide capacity building to support educators to integrate Education for Sustainable Development into all areas of education.

In response to tropical cyclones IDAI and Kenneth that hit some countries in the region, UNESCO led the development of the African Flood and Drought Monitor (AFDM) to strengthen flood and drought risk management. In addition, Post Disaster Needs Assessments for the culture sector in the cyclone affected countries were conducted.

Looking forward, UNESCO and SADC intend to develop several new larger flagship programmes especially in areas such as renewable energy in schools, media for sustainable development, eco-cultural tourism development and higher education. These will take our cooperation to a higher level.

I wish to express our sincere gratitude to all our partners, especially our funding partners for making the UNESCO/SADC cooperation flourish. We remain committed to supporting the SADC region in achieving sustainable development.

About SADC



The Southern African Development Community (SADC) was established as a development coordinating conference (SADCC) in 1980 and transformed into a development community in 1992. It is an inter-governmental organisation whose goal is to promote sustainable and equitable economic growth and socio-economic development through efficient productive systems, deeper co-operation and integration, good governance and durable peace and security among sixteen Southern African Member States.

For more information, visit: <https://www.sadc.int/>

About UNESCO



UNESCO is the United Nations Educational, Scientific and Cultural Organization. It seeks to build peace through international cooperation in Education, the Sciences, Culture and Communication and Information. UNESCO's programmes contribute to the achievement of the Sustainable Development Goals. UNESCO works through its Headquarters in Paris, France and a network of field offices including the UNESCO Regional Office for Southern Africa (ROSA) based in Harare, Zimbabwe.

For more information, visit: www.unesco.org/harare

SADC countries benefit from the UNESCO launched “Our Rights, Our Lives, Our Future” Programme

12 SADC countries started benefitting from the UNESCO-led “Our Rights, Our Lives, Our Future” (03) Programme which was officially launched in Accra, Ghana on 30th January 2019 during the High-Level Dialogue on Comprehensive Sexuality Education and Youth-Friendly Services.

The launch took place in the presence of Ministers of Education and Health and senior officials from 17 countries across sub-Saharan Africa. UNESCO Director General, Ms. Audrey Azoulay and First Secretary/Deputy Head of the Embassy of Sweden in Lusaka (Zambia) spoke at the launch highlighting the importance of comprehensive sexuality education.

“We are gathered here because we believe that Africa’s youth are its future and most precious resource,” said Ms. Azoulay.

Sub-Saharan Africa is home to 158 million young people between the ages of 15 and 24. This demographic dividend represents tremendous potential, but risks being derailed if barriers to young people’s health and education,



With the financial support of Sweden and Ireland, the O3 Programme builds on current efforts by UNESCO to improve health education for adolescents and young people. It envisions a sub-Saharan Africa where all adolescents and young people attain positive health, education, and gender equality outcomes.

UNESCO Regional Director for Southern Africa, Prof. Hubert Gijzen said the O3 programme was not just another programme.

“We are launching a regional flagship programme and a partnership. We are launching a fight against HIV, EUP (early and unintended pregnancy), and GBV (gender-based violence); a fight particularly for adolescents and young people; a programme of hope for young people and commitment to end AIDS as a public health threat by 2030,” he said.

The O3 programme has an ambitious vision of a young African, who is empowered, educated, healthy, resilient and socially responsible. It targets adolescents and young people in Sub-Saharan Africa, and equips them with skills necessary for:

- ◆ Realising positive health, education and gender equality outcomes;
- ◆ Protecting themselves from HIV;
- ◆ Preventing early and unintended pregnancy; and
- ◆ Protecting them from gender based violence and child marriage.

The Programme will help to:

- ◆ Secure and sustain political commitment for adolescents and young people’s access CSE and services;
- ◆ Deliver accurate rights-based and good quality CSE; and
- ◆ Strengthen the evidence base on CSE and safer school environments.

By 2022, the programme seeks to have reached 20 million learners in 64,000 primary and secondary schools; 47 000 pre-service teachers and 367,000 in-service teachers; 30 million community members (i.e. parents, guardians, religious leaders and out of school youth); and 10 million young people via social media platforms.

Angola, Botswana, Democratic Republic of Congo (DRC) Eswatini, Lesotho, Madagascar, Malawi, Mozambique, Namibia, South Africa, Zambia and Zimbabwe are the SADC countries that are participating in this programme.



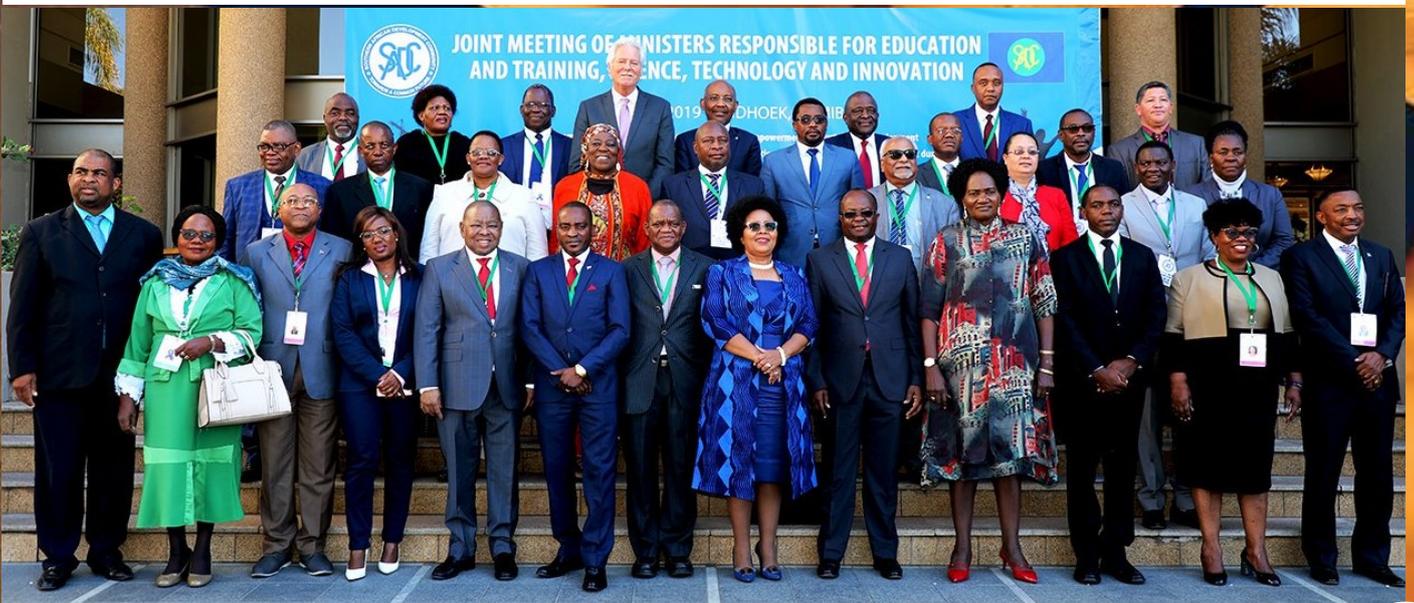
UNESCO attends Joint Meeting of SADC Ministers of Education and Training and Science, Technology and Innovation

UNESCO Regional Office for Southern Africa participated in the joint meeting of SADC Ministers responsible for Education and Training; and Science, Technology and Innovation (ET-STI) held in Windhoek, Namibia from 20-21 June 2019.

12 SADC Member States and key regional and international partners including the African Union (AU), the International Science Council (ISC), International Labour Organisation (ILO), Regional Universities Forum for Capacity Building in Agriculture (RUFORUM), Southern Africa Regional Universities Association (SARUA), and NEPAD Southern African Network of Water Centres of Excellence (SANWATCE) attended this annual meeting.

The Ministers endorsed the Report on SADC Engineering Needs and Numbers Study. They acknowledged that the gaps in technical and engineering professions and energy deficit challenges were negatively affecting economic development and growth within the region and recommended that Member States should introduce STEM (Science, Technology, Engineering and Mathematics) subjects at early stages in the education curriculum to increase the number of students taking up studies in engineering fields.

Noting the significant progress on the SADC capacity building and development of a regional training programme on STI Policy and Governance for Parliamentarians and Senior Officials, which is being supported by UNESCO, the stakeholders were mandated to finalise the training programme and take into consideration issues on the Fourth Industrial Revolution, and outcomes of the First SADC Regional Report on Research and Development Investment as well as outcomes of the First SADC Regional Conference of Vice Chancellors and Deans of Education, Science, Engineering and Technology.



In a bid to increase the participation of women in science, engineering and technology, Member States were urged to establish respective National Women in Science, Engineering and Technology Chapters by March 2020. The participants recognised the urgent need to train a critical mass of renewable energy technicians and experts, including in other balance of system components such as battery technology and inverter systems. Steps should be taken to promote research and development in renewable energy in the region, leading to the fabrication of some renewable energy components in the region.

The Ministers present commended the UNESCO Regional Office for Southern Africa for supporting SADC Secretariat and individual countries in the implementation of the Decisions taken at the joint meeting of Ministers in June 2018 and requested UNESCO to continue to provide the same for the decisions of 2019.

UNESCO supports SADC to improve education quality

UNESCO identified school support and alignment and accreditation of qualifications as two critical areas in ensuring quality education in Southern Africa and implementation of the SADC protocol on education and training development.

Speaking at the joint meeting of ministers responsible for education and training, science, technology and innovation in Windhoek, Namibia, UNESCO Regional Director for Southern Africa, Professor Hubert Gijzen, reiterated UNESCO's commitment to support SADC member states in ensuring quality education from early childhood to adult education.

The SADC protocol on education and training development implores member states to work towards the reduction and eventual elimination of constraints to better and freer access by citizens of member states, to good quality education and training opportunities within the region.



In order to achieve the protocol, UNESCO says under the schools support area, the enrolment in and quality of primary and secondary education needs to be improved. The number of qualified teachers, teaching methods and career guidance, require attention. Consideration needs to be given to harnessing technology and the “flipped classroom” approach to reach the large numbers currently excluded from quality education.

“As we know, quality education begins with teachers. Therefore, our strategy of focusing on teachers has led us from supporting member states to develop their national teacher professional standards and competences, to crafting the reference SADC Regional Framework for

Professional Teacher Standards and Competencies, and more recently, to commissioning country studies to review continuous professional development (CPD) for teachers. We stand ready to support you further in developing a SADC Framework on CPD,” said Prof. Gijzen.

He also said economic transformation in the region requires more attention to green skills.

The SADC Regional Environmental Education Programme is instrumental in developing training modules and in generating a critical mass of educators and change agents. With financial support of the Japanese and the Swedish governments, UNESCO is building on this rich SADC experience and is ready to partner with SADC as they start implementing new initiatives.

On the issue of harnessing Information Communication Technologies (ICTs) for education, Prof. Gijzen said they were engaging with governments in developing innovative solutions in the classrooms.

He added that through the financial support of the Chinese and South Korean governments, UNESCO was able to upgrade teachers and teacher colleges in the use of ICT in education, and the piloting of e-schools.

“Building on the success of these initiatives, we stand ready to support member states also in reaching the hard to reach, such as special needs schools and schools in remote areas, especially those that are off-grid. The strategy for this is laid down in the new concept programme entitled, ‘Renewable energy and ICTs for schools and communities’,” he said.

On the second area of recommendation, UNESCO sees the alignment of qualifications and development of accreditation standards as important for mobility in the region.

For this area of recommendation, Prof. Gijzen said he wished to recall the relevance of the Addis Ababa Convention

on the Recognition of Studies, Certificates, Degrees, and Other Academic Qualifications in Higher Education in African States and remind of the importance of ratifying the convention in SADC countries.

Furthermore, Prof. Gijzen said it was high time for the continent to unleash Africa’s full potential – by investing in education, science, technology and innovation with the aim to eradicate poverty, and to push the rich natural, mineral, human and cultural resources of the continent higher up in the value chain, thus generating economic growth, jobs and prosperity for all people in SADC.



39th SADC Summit agrees on measures to stimulate regional development

UNESCO Regional Director for Southern Africa, Prof. Hubert Gijzen attended the 39th Ordinary Summit of the Heads of State and Government of the Southern African Development Community (SADC) held in Dar-es-Salaam, United Republic of Tanzania from 17-18 August 2019.

The Summit which took place under the theme, “A Conducive Environment of Inclusive and Sustainable Industrial Development, Increased Intra-Regional Trade and Job Creation” agreed on various measures aimed at advancing regional development.

On industrialisation, the region approved the SADC Protocol on Industry, which aims to improve the policy environment for industrial development and support implementation.

The Summit noted with great concern the slow growth in the intra-SADC trade levels, and that the region continues to export unprocessed raw material to the rest of the world, thereby forfeiting the potential benefits of the resource endowments. To this effect, leaders agreed to accelerate the implementation of the industrialisation strategy.

With respect to the food security situation in the region, SADC agreed to work together in assisting affected populations with food supplies as well as providing emergency livestock supplementary feeding to save livestock, and importing grain to supplement reduced yields. The SADC Secretariat was directed to expedite the operationalization of the SADC Disaster Preparedness and Response Mechanism as part of the regional measures to respond to effects of climate change.

The Summit adopted Kiswahili “as the Fourth SADC Official Working Language” and this is expected to deepen cultural relations among citizens in the region.

On the proposed transformation of the SADC Parliamentary Forum into a regional parliament, the summit “directed the SADC Secretariat in collaboration with the Parliamentary Forum Secretariat to develop the model that the proposed SADC Parliament would assume, in terms of mandate, powers and functions; and to develop a Roadmap towards the transformation of the SADC Parliamentary Forum into a SADC Parliament”.



Capacity Building Programme for Teachers on ESD

The UNESCO/SIDA supported Capacity Building Programme for teachers on Education for Sustainable Development (ESD) kicked off in 2019. National workshops were held in Botswana, Namibia and Zimbabwe (the three countries that benefitted from the project in 2019).

After the national workshops, an Advanced Regional Training Programme (ARTP) targeting teacher and TVET educators was held from 25 September - 5 October 2019 at Rhodes University in South Africa. The ARTP developed a shared understanding of the context for ESD in the three countries; deepened theoretical and practical knowledge on ESD change processes relevant to teacher and TVET education in SADC; expanded understanding of the importance of transformative learning and assessment processes to support change; and strengthened ESD professional networks in southern Africa.

With funding from SIDA, the programme responded to the major issues pointed out in the Global Education Monitoring Report (2016), that teacher education needed to be more adequately aligned with the SDGs, and teachers needed to be supported to understand and implement Education for Sustainable Development. The programme strengthened implementation of the Sustainable Development Goals (SDGs) in teacher education institutions for teachers and educators from ECCE, primary, secondary and Technical Vocational Education and Training (TVET). Special focus was given to Sustainable Development Goal 4, oriented towards the achievement of educational quality within a lifelong learning framework.

Delegates from nine southern African countries joined Namibia to celebrate the awarding of the 2018 UNESCO-Japan Prize on Education for Sustainable Development to the Namib Desert Environmental Education Trust (NaDEET) from 27-29 March 2019. The celebrations took place in Windhoek and the Namib Desert within the framework of a regional activity on Education for Sustainable Development (ESD).

Sustainability Starts with Teachers

Capacity Building Programme for Teacher Educators on Education for Sustainable Development

Transforming SADC through quality higher education, science, technology and innovation

The inaugural SADC High-level Regional Conference of Vice Chancellors and Deans of Education, Science, Engineering and Technology was successfully held in Victoria Falls from 19-21 February 2019 under the theme, "Transforming SADC through quality higher education, science, technology and innovation towards realization of the SADC Industrialization Strategy 2063".

The conference created a forum to revitalise higher education, science, technology, engineering and mathematics (STEM) training research and innovation towards achieving sustainable development goals (SDGs) in Southern Africa in line with the provisions of the SADC Industrialisation Strategy.

It also deliberated on key issues on sustainable and inclusive quality higher education in the region and sensitized stakeholders on the ratification and implementation of the provisions of the 2014 Addis Convention on higher education including the regional protocols. It further provided a unique platform for stakeholders to discuss higher education policies and strategies to accelerate development of critical skills for socio-economic development. The conference elaborated the role of STEM higher education institutions for sustainable development and identified measures to strengthen linkages and partnerships for development.



Speaking at the meeting attended by about 150 delegates, guest of honour, Zimbabwe's Minister of Higher and Tertiary Education, Science and Technology Development, Professor Amon Murwira, said modern education systems and universities must be designed to improve the quality of life through producing superior goods and services.

"In order to produce goods and services, the universities in the 21st century must shift focus from only analysis to analysis and creation. We should design our systems so that they produce the goods and services," Murwira said.

"We need to change the design of the education system to make STEM effective for industrialisation. STEM that is practised and operates in the right environment will always cause industrialisation," he added.

Prof. Murwira said post-independence education systems in the SADC and in many parts of Africa have, to a large extent, not evolved away from their colonial origins. In Zimbabwe, for instance, the higher education environment is characterised by high literacy levels of around 94%, low skills levels of 38%, an 88% deficit in STEM-related fields, a disconnect between industry and universities, and low university rankings. The current environment has resulted from design problems; a mismatch between the design and the desired output, he said.

Chairperson of the SADC ministers grouping, and Namibia's Education Minister, Itah Kandjii-Murangi, said SADC can only industrialise with quality higher education that emphasises STEM education at school, vocational and higher education levels, as stipulated in the SADC strategy which is anchored on the three pillars of industrialisation, competitiveness and regional integration from 2015 to 2063.

"STEM must form the core of our school curriculum and should be integrated into all other disciplines such as languages and the arts to produce a coherent educational platform that promotes interdisciplinary and applied approaches," Kandjii-Murangi said.

She added that the knowledge of STEM must be deepened and effectively harnessed to accelerate industrialisation and sustainable development of SADC member states.

"To meet the fourth industrial revolution in the SADC, the human resource of the future must be conversant with emerging technologies in a number of fields such as robotics, artificial intelligence, nanotechnology, quantum computing, big data, biotechnology, fifth generation wireless technology and 3D printing," she said.

Kandjii-Murangi also called for internationalisation of higher education in the region through the encouragement of student and staff mobility and the collaboration of universities.



Minister Amon Murwira



Minister Itah Kandjii-Murangi

Intra- and inter-university collaboration is seen as one of the key outputs for achieving the regional agenda through high-level skills development.

UNESCO Regional Director for Southern Africa Professor Hubert Gijzen said for SADC nations to achieve regional and national goals and targets, it was imperative to mobilise science, technology and innovation as the foundation for innovations and new technologies.

The conference resolved to review STEM curricula in order to align programmes towards achieving social development goals and emerging development agendas. It also resolved to revitalise higher education and training in STEM to respond to the region's agenda for industrialisation and modernisation while focusing on gender transformative approaches to STEM education, youth employment, entrepreneurship and diversity.

The conference also resolved to:

Establish a biennial high-level forum for vice-chancellors, deans and captains of industry and commerce, and other stakeholders to take stock of progress made towards achieving the regional agenda through high-level skills development;

- Establish a region-wide steering committee to monitor and evaluate the progress and achievement of education that translates knowledge into goods and services;
- Develop a framework and action plan to ensure that higher education institutions review their programme qualification mix to ensure that institutions respond to social, economic, national and regional imperatives to make sure that STEM graduates can create employment and generate wealth, in the process enhancing the industrialisation of the entire SADC region;
- Review STEM curricula to align programmes towards achievement of the Sustainable Development Goals and emerging development agendas for revitalising higher education and training in science, engineering and technology, to respond to the region's agenda for industrialisation and modernisation with a focus on gender transformative approaches to STEM education, innovations, youth employment, entrepreneurship, diversity and inclusion;
- Identify key areas for SADC-wide intra-inter-university collaboration for high-quality joint training and priority research initiatives, including establishing and strengthening staff and student exchange and mobility programmes; and
- Harmonise entry qualifications, minimum bodies of knowledge and credit transfer systems; and expedite alignment of national qualification frameworks to the SADC region framework, among others.



Strengthening water resource management in SADC through technology

30 participants from African countries and 2 participants from India were trained on application of satellite remote sensing for water resources management in Africa. The training was held at the University of KwaZulu Natal Pietermaritzburg, South Africa from 12 to 19 January 2019.

The participants who included water resources managers and officials from government agencies and institutes, policy makers, researchers, NGOs and corporate sector were given hands on training on the use of Arc GIS which is a geographic information system application for working with maps and geographic information.

They were taught on remote sensing, a process of collecting and analysing data to obtain useful information of the size and characteristics of an object or phenomenon without being in direct physical contact with it. They focused on the use of satellites for earth observation, which can result in a number of applications such as determining plant species, delineating wetlands, determination of water quality and quantity.

The Climate Risk Informed Decision Analysis (CRIDA) Training Workshop was held in Cape Town, South Africa from 27-31 May 2019. It trained Southern African stakeholders on the use of the different steps of the CRIDA approach and laid the groundwork for the development of a full project proposal to generate a CRIDA case study in the region. The CRIDA approach provides guidelines to assess water security vulnerabilities due to climate variability and change, and provides guidance on the development of adaptation pathways for robust water resources management.

In response to Cyclone Idai, UNESCO and SADC also focussed heavily on developing the appropriate monitoring and early warning tools to warn potentially affected communities of upcoming water-related hazards, providing information to allow a proactive response and to limit the negative impact of these disasters. This comprehensive approach to disaster risk reduction provides medium to long-term solutions to enable vulnerable communities to become more resilient to the negative impacts of disasters.



Global Citizenship Education in Southern Africa: Learning to live together- the role of teachers

As Global Citizenship Education (GCED) embraces a wide scope of topics and contents, contextualizing the educational and the pedagogical approaches at the local level is key. In SADC countries, the GCED spirit and approach are present in curricula in some form. However, contextualizing curricula by including local cultural practices, knowledge and values, building capacities of teachers, as well as partnerships and networks beyond schools are areas in which governments need to be supported.

While the region is indeed considered one of the most developed regions in Africa, it still faces challenges of exclusion, intolerance, discrimination and violent behaviour against migrants, women and others who are considered outsiders, especially among the youth. Integrating GCED in national curricula with specific emphasis on addressing intolerance is essential in creating platforms to address these contemporary challenges in schools, while cultivating a culture of peace and non-violence among learners.

UNESCO ROSA organised the second regional GCED networking meeting in Johannesburg, South Africa from 28 to 29 October 2019 to take stock of GCED in the region and discuss how GCED could be integrated in curricula and teacher education to strengthen and expand the existing networks of GCED stakeholders and partners.

The networking meeting titled, *“Learning to live together: the role of GCED and teachers”* highlighted the importance of contextualizing curricula by bringing local cultures, practices, knowledge and values. Capacity building of teachers and partnerships beyond schools were noted as important areas in which Governments need support.

Officially opening the meeting, Regional Director and Representative at ROSA, Professor Hubert Gijzen explained that GCED aims to develop in learners the values, attitudes and behaviour that support responsible global citizenship, creativity, innovation, commitment to peace, human rights and sustainable development.

The networking meeting was designed to facilitate strengthening a sub-regional network of GCED stakeholders that supports teachers to integrate GCED in their practices. It brought together GCED experts and stakeholders to develop learning strategies for GCED, address Southern Africa challenges and review GCED competencies for teachers.

The two-day conference focused on:

- ◆ Framing GCED in the context of Southern African realities - its role in fighting prejudice including sexism, gender-based violence and xenophobia and promoting human rights;
- ◆ Sharing experiences of GCED related curriculum content, both formal and non-formal education;
- ◆ Identifying the competencies teachers require to deliver GCED effectively and the implication for teacher education;
- ◆ Sharing good practices such as the National Liberation Movement Heritage education as a platform for building unity and solidarity as well as social consciousness across the region; and
- ◆ Developing strategic partnerships and a network that strengthens GCED in the region.



Developing skills for sustainable development in SADC

The UNESCO Regional Office for Southern Africa (ROSA) in collaboration with the International Labour Organisation (ILO) hosted a Southern Africa Regional Workshop and a Zimbabwean National Consultation meeting on Skills for Sustainable Development from 27 to 28 February 2018 in Harare, Zimbabwe.

The workshop gathered around 50 policy makers and managers from government ministries/departments in charge of Tertiary Education and Technical and Vocational Education Training (TVET), Tourism and Environment, Labour and TVET sectors from the SADC region. 31 stakeholders from professional training institutions in Zimbabwe, social partners and private sector players joined the workshop on the second day for national consultative purposes.

The workshop created awareness and understanding of the relationship between education, training, sustainable development and the transition to a green economy. It showcased good practices from countries in the region on advancing policy and transforming learning environment and accelerating sustainable solutions to development through the promotion of green human capital, skills for green jobs and the greening of economies.

Current international agendas show a growing attention with regard to the shift in skills requirements across the economy, making skills policy pivotal to successful achievement of the sustainable development goals. A transition to a green economy in particular, can offer an opportunity to invest in skills development while building a new socio-economic model aligned with the most compelling challenges of the 21st century, among them environmental crisis and unemployment.

Regional teacher workshop offers opportunities for harmonised Continuous Professional Development implementation

A two-day regional workshop on Continuous Professional Development (CPD) for teachers concluded in Lilongwe, Malawi on 9th April 2019 with delegates committing to seize existing opportunities for well-coordinated and harmonised implementation processes of CPD programmes in SADC countries.

Held under the theme, “Harmonising and strengthening Continuous Professional Development Policies and Practices for Teachers,” the meeting brought together researchers and Education Ministry representatives from Botswana, eSwatini, Lesotho, Namibia, Mozambique, Malawi, South Africa, Zambia, Zanzibar and Zimbabwe.

The delegates were reacting to findings of desk studies commissioned by UNESCO to assess status of CPD in nine participating countries. The studies exposed several gaps hampering effective implementation of CPD programmes, chief among them being the absence of policy framework and lack of sustainable funding to enhance harmony and achieve intended results of CPD activities.

The two-day workshop offered an opportunity for skills, knowledge and experiences sharing. Delegates learnt from each other, particularly from those registering positive strides in their countries’ CPD implementation processes. The delegates also cited the presence of a regional framework that countries could use to develop national guidelines as well as donors’ willingness to support CPD activities as fertile ground for member states to achieve results-oriented CPD programmes.



Promoting Sustainable Development Goals in Southern Africa through the Man and Biosphere Programme

The second sub-regional meeting of the Southern African chapter of the African Network of Biosphere Reserves (AfriMAB), took place in Maputo, Mozambique from 21-23 August 2019 under the theme, “Promoting sustainable development goals in southern Africa the UNESCO Man and Biosphere Programme”.

The 3-day meeting brought together regional Man and Biosphere (MAB) focal points, MAB experts and officials of National Commissions for UNESCO of the Southern African Region, to strengthen the basis for future collaboration within the sub-regional MAB network.

The meeting sought to promote the sustainable development goals (SDGs) in Southern Africa through UNESCO’s MAB programme. It consolidated selected topics from the kick-off meeting held in 2018, in Lesotho and addressed remaining and new challenges identified in the course of bilateral cooperation; with the overall aim of strengthening the institutional capacities of the participating stakeholders.



Regional Training of Trainers on Cultural Policy Monitoring in Africa

During a three-day training of trainers workshop in Pretoria, South Africa from 17 to 19 September 2019, cultural policymakers, creative workers, artists and civil society representatives exchanged good practices, lessons and challenges in order to strengthen peer-to-peer learning network in the region on cultural policy monitoring. UNESCO organised the workshop in partnership with Tshwane University of Technology and the Department of Arts and Culture of the Government of South Africa.

Participants came from Botswana, Eritrea, Eswatini, Ethiopia, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, South Africa, South Sudan, Uganda, United Republic of Tanzania, Zambia and Zimbabwe, as well as selected members of UNESCO's Expert Facility and UNESCO staff from Addis Ababa, Harare, Juba, Nairobi, and Paris Headquarters.

During the training, participants were introduced to the newly updated quadrennial periodic report (QPR), an obligatory form submitted by Parties to UNESCO's 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions every four years. The QPRs contain detailed questions on the current state of cultural policies and the cultural and creative sectors, and reveal achievements and challenges encountered by each Party over the past four years.



UNESCO and SADC promote quality assurance in higher education

The UNESCO Regional Office for Southern Africa (ROSA) in collaboration with the SADC Technical Committee on Certification and Accreditation (TCCA) hosted a capacity workshop on quality assurance in higher education from 3 - 4 April 2019. The workshop which was held in Lusaka, Zambia, was attended by 46 delegates who included, senior officials from Ministries of Education, National Quality Assurance Agencies and Councils on Higher Education, and Institutional quality assurance departments from some universities.



Speaking at the workshop, Prof. Stephen Simukanga of the Zambia Higher Education Council and UNESCO ROSA Senior Education Specialist, Ms. Carolyn Medel-Anonuevo stressed the importance of capacity building for a more responsive higher education system in the region.

The workshop gathered a compendium of good practices and lessons learnt in quality assurance from Southern Africa countries. It strengthened capacities for national policy formulation on quality assurance for effective implementation and created a better understanding of national qualification frameworks.

Workshop delegates acknowledged several challenges with regards to quality in higher education. These include massification of higher education; gaps in the quality of higher education provided by public and private universities; inadequate funding for quality assurance activities; cross border delivery/ illegal training providers; and regulating the offering of foreign qualifications within national borders among others.

Some of the agreed action points from the workshop include the need to urge the Ministers of Education to ratify the Addis Convention aimed at providing an enabling environment across Africa for the recognition of higher education qualifications such as certificates, diplomas, degrees and other academic qualifications. The ratification will facilitate the mobility of learners, academics and workers across the continent. Other key action areas include

the balancing of policies between access and quality, the need for higher education to give more emphasis on quality rather than mere expansion of access, harmonisation of national quality assurance systems, more government funding for regulators of quality, enhancement of the implementation of national qualification frameworks and the harmonisation of processes at the levels of the Councils of Higher Education and National Quality Assurance Agencies.

Delegates were pleased with the knowledge gained from the workshop and further recommended the setting of standards; recognition of prior learning and learning outcomes; development of quality assurance frameworks by countries that do not have one (especially to assist students to see options for different pathways); and improvement in the quality and employability of future graduates.

Improving the quality of higher education through the promotion of quality assurance, accreditation of higher education institutions and programmes, as well as the recognition of academic qualifications among higher education institutions are key areas of interest for stakeholders in higher education to address issues of quality. This is in line with a renewed commitment of Ministers of Education in Africa post the Kigali Conference held in 2015 which emphasized that every child, youth and adult, including minorities and the most disadvantaged groups complete high-quality education from the level of Early Childhood Care and Education (ECCE) to higher education. With the current increase in demand for higher education in Southern Africa, there is a call for greater efforts in assuring quality in the delivery of higher education in the region.

Meanwhile, 20 University Vice Chancellors from Botswana, Malawi, Mozambique, Namibia, South Africa, Tanzania, Zambia and Zimbabwe met in Harare from 21-22 October to deliberate on the role of higher and tertiary education institutions in achieving the 17 sustainable development goals (SDGs). Deans of Faculties of Sciences and Engineering from Zimbabwe and development partners also attended the meeting which took place under theme, "Transforming Higher and Tertiary Education in the Agenda 2030 era".

Higher and tertiary education play a critical role in the attainment of SDG 4 on quality education as well as all the other 16 goals. In his remarks, UNESCO Regional Director for Southern Africa, Prof. Hubert Gijzen, pointed out how higher and tertiary education institutions' missions are core to achieving the global Agenda 2030 and continental Agenda 2063.



Southern Africa reviews SDG 4 implementation and monitoring

Nine countries covered by the UNESCO Regional Office for Southern Africa (ROSA) met in Johannesburg, South Africa from 9 to 11 December 2019 to review implementation of Sustainable Development Goal 4 (SDG 4). 40 representatives from Ministries of education's education management information systems (EMIS), planning, and coordination units from Botswana, Eswatini, Lesotho, Malawi, Mozambique, Namibia, South Africa, Zambia and Zimbabwe attended the three-day working session that focused on monitoring and coordinating the implementation of SDG4, whose targets reach far beyond the improvement of access envisaged through Education For All, to considerations of equity, quality and relevance of education.

Presentations by UNESCO and SADC colleagues provided background information and guidance on the structure of SDG4 and its targets and sub-targets, how these relate to the Continental Education Strategy for Africa (CESA), and achievements and challenges experienced to date. Countries reported their progress in implementation, and challenges experienced in monitoring their achievements. Implementation modalities were discussed, with individual countries, particularly Botswana, demonstrating how they aligned national and regional policies into comprehensive SDG4 implementation plans. Through group work sessions, participants identified their countries' key legislation and policy frameworks related to SDG4 and CESA, and corresponding gaps; as well as coordinating mechanisms operating in individual countries, where institutionalisation of SDG4 and CESA processes were generally found to need strengthening, advocacy and awareness.



Enhancing integration of ICTs in education in SADC

Two SADC countries, Mozambique and Zimbabwe benefitted from the UNESCO/Korea-Funds in Trust (KFIT) project, “ICT Transforming Education in Africa” which concluded in 2019. Through this project, in Mozambique, an e-school model for basic education was developed and piloted in 22 primary and secondary schools in the 13 provinces of the country. Over 500 teachers and ICT technicians were trained on the pedagogical use of ICT, using the developed ‘ICT for Pedagogy’ course and the ‘Basic ICT Manual’. ICT equipment and digital materials based on open educational resources (OER) were made available to the schools. Over 263 lesson plans in digital format were produced and linked to 286 various online educational resources for eight science subjects for primary and secondary education. In the area of ODL, the project strengthened the institutional capacities of the Institute for Open and Distance Learning (IEDA) to shift from the paper-based to ICT-blended open and distance learning. The activities focused on the development of teacher training programmes and materials to be used in the pilot e-schools as well as on the creation of resources for the existing in-service teacher training mechanism that currently allows IEDA to reach about 40,000 teachers a year. The project also supported the development of an ICT in Education policy, officially launched in July 2019, as well as the establishment of a national Information for All Programme (IFAP) committee.

In Zimbabwe, 20 schools piloted the e-school model designed by a Ministry task team, including two schools catering for learners with special needs. The project supported the equipment of the schools and facilitated a training programme for over 400 teachers as well as the development of a repository of OER with about 1 300 entries. The project supported the creation of a mobile app to host the training programme and made it available to teachers in Zimbabwe. About 160 teachers attended workshops on the creation and use of OER. The ODL area of the project improved institutional

capacities of several higher education institutions in using technology for teaching and learning, by promoting training programmes, including on gaming and digitization of learning materials. A teacher training institute was supported through equipment and capacity development to become a model institution for open and distance learning. The ICT policy for higher education was successfully developed and the national IFAP committee was established. Activities in the framework of the Youth Mobile initiative, equipping young people with ICT skills, also took place.

Through the UNESCO/China-Funds-Trust (CFIT) project, on enhancing teacher education for bridging the education quality gap in Africa, four SADC countries (DRC, Namibia, Tanzania and Zambia) were supported to equip their teacher educators and teachers with the competences in use of ICTs as a pedagogical tool for quality teaching and learning. The project also addressed issues of knowledge creation and delivery of ICT capacity building programmes and more importantly networking and partnerships to enhance knowledge sharing and school-based continuous professional development. Zambia hosted its first National Forum on the integration of ICT in education.



SADC STI Systems Capacity Building Workshop held

The Southern Africa Development Community (SADC) Science, Technology and Innovation (STI) capacity building workshop was held in Pretoria in December 2019.

The workshop reinforced capacities of policy-makers of SADC countries in formulating and analysing effective, inclusive and gender transformative STI policies and also increased knowledge and awareness among SADC Parliamentarians on the importance of STI in advancing socio-economic development and growth.

Speaking at the workshop, UNESCO Regional Office for Southern Africa Science Specialist, Martiale Zebaze-Kana, who was representing the Regional Director for Southern Africa, Hubert Gijzen, said it was high time to unleash Africa's full potential.

"It high time we unleash Africa's full potential – by investing in science, technology and innovation with the aim to eradicate poverty, and to push the rich natural, mineral, human and cultural resources of the continent higher up in the value chain, thus generating economic growth, jobs and prosperity for all people in SADC," he said.

He reiterated UNESCO's commitment to continued cooperation in STI promotion for SADC's sustainable development.

African governments are increasingly recognizing the need to invest in STI capacities in order to respond to the continental and regional socioeconomic challenges they face and to achieve sustainable development goals (SDGs). A clear demonstration is the adoption by the 23rd Ordinary Session of the Assembly of African Union Heads of State and Government in June 2014 of the STI Strategy for Africa -2024 (STISA-2024).

The global Agenda 2030 and African Union (AU) Agenda 2063 provide an opportunity for member states to revise or develop robust STI policies in meeting the targets and aspirations through harnessing the power of STI. The SADC Protocol on STI of 2008 has now entered into force with its overall objective to foster co-operation and promote the development, transfer and mastery of STI in member states.





Building peace in the minds of men and women

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