



Message by the UNESCO Regional Director

I am pleased to present this First Bulletin where we focus on cooperation between UNESCO and the Southern African Development Community (SADC) in 2017. It is our hope that we will publish this Bulletin once every year, to concretely project our work with SADC in the region.

The two organisations, UNESCO and SADC, have a long history of cooperation. We have an existing Memorandum of Understanding (MOU) which was signed in 1996. In 2017, we embarked on a process of strengthening our cooperation via the establishment of a Joint Programme of Action. This cooperation framework provides concrete areas of cooperation, including: 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 and tourism development; communication and information; and data for development.

UNESCO and SADC partnered to implement several strategic activities in the region in 2017 which are presented in this bulletin. One of the major highlights was my visit to the SADC Executive Secretary, Dr. Stergomena Lawrence Tax on 12th June 2017 where we reaffirmed our commitment to strengthen cooperation between our organisations.

We collaborated with SADC in the development of the SADC Regional Framework for Teacher Standards and Competencies.



SADC Executive Secretary, Dr. Stergomena Lawrence Tax with Prof. Gijzen

By end of 2017, a draft framework was ready for country consultations. We also partnered in the development of the Second Strategic Framework for the development of TVET in SADC (2018-2027).

UNESCO and SADC also developed a flagship programme on water security, the SADC Integrated Water Resources Management Initiative (SADC-WIN). The initiative was launched by SADC ministers of water on the sidelines of the 2017 World Water Day celebrations in Durban, South Africa.

In the area of culture, UNESCO partnered with SADC Regional Peacekeeping Training Centre to promote the protection of cultural heritage during armed conflicts. In communication and information, we developed a flagship programme on 'Media for Sustainable Development Goals.' You will find information on many more strategic initiatives the two organisations embarked on in 2017.

I wish to reiterate that UNESCO values its cooperation with SADC and I look forward to strengthening collaboration between our two organisations.

Prof. Hubert Gijzen
UNESCO Regional Director for Southern Africa

UNESCO and SADC agree to strengthen cooperation on SDGs implementation

UNESCO Regional Office for Southern Africa Director, Prof. Hubert Gijzen met the Southern Africa Development Community (SADC) Executive Secretary, Her Excellency Dr. Stergomena Lawrence Tax on 12th June 2017, in Gaborone, Botswana.

Prof. Gijzen, who is also UNESCO's representative to SADC, was joined in the meeting by the Director of the UNESCO Regional Office for Eastern Africa, Ms. Ann Therese Ndong-Jatta, and the Head of UNESCO Windhoek Office, Dr. Jean-Pierre Ilboudo.

The meeting discussed UNESCO and SADC's areas of cooperation with the aim of strengthening collaboration between the two parties, especially in the implementation of Sustainable Development Goals (SDGs).

In the context of an existing Memorandum of Understanding (MoU) which was signed already in 1996, UNESCO and SADC embarked on reviewing their cooperation and established a Joint Programme of Action.

This cooperation framework focusses on 14 cooperation areas, including: education; TVET; youth; HIV and health education; science, technology and innovation; water security, renewable energy and disaster risk management; culture; communication and information; and data for development.

During the meeting, Prof. Gijzen also briefed the Executive Secretary about the UNESCO Regional Support Strategy and said this was in line with the proposed cooperation with SADC. He also shared with the Executive secretary several areas of work where both partners have been working together already. Reference was made to the regional meeting on Higher Education and the Addis Ababa Convention which was underway in Gaborone that week.

The Executive Secretary welcomed the initiative to strengthen cooperation between the two parties, and referred to the discussions held in April 2017 between SADC and the Regional United Nations Development Group (UNDG), which also focused on strengthening cooperation with the UN. She also emphasised the importance of mobilising additional support from partners in the implementation of the SADC Industrialisation Strategy, and recognised that much of the work foreseen under the UNESCO-SADC Joint Programme of Action would satisfy this objective. The two parties agreed to continue working together and contribute to sustainable development in the region.

UNESCO and SADC have long standing history of cooperation especially in the areas of education, science, social and human sciences, culture and communication and information.



From left: Dr. Ilboudo, Ms. Ndong-Jatta, Prof. Gijzen and H.E. Dr. Tax

Regional Director meets SADC delegations and development partners in Paris

UNESCO Regional Office for Southern Africa (ROSA) Director, Prof. Hubert Gijzen met SADC Delegations to UNESCO and development partners in Paris, France on 15th May 2017 at the invitation of Zambia's Permanent Delegate to UNESCO, H.E. Ambassador Humphrey Chilu Chibanda, in his capacity as the Chairperson of the SADC Group.

During the meeting, Prof. Gijzen briefed delegates on the newly developed UNESCO Regional Support Strategy and the new UNESCO-SADC Joint Programme of Action.

The Regional Support Strategy (2017-2021) seeks to maximise programme delivery in terms of effectiveness, impact and visibility in the Southern African region. It has clear links with the Organization's Medium Term Strategy (37 C/4), Priority Africa, Sustainable Development Goals (SDGs), Regional Priorities (particularly African Union Agenda 2063 and SADC Regional Indicative Strategic Development Plan), United Nations Assistance Development Frameworks (UNDAFs) and national development plans.

The draft UNESCO-SADC Joint Programme of Action is expected to strengthen UNESCO and SADC's cooperation in identified priority areas.

Prof. Gijzen also briefed delegates on the newly established regional project entitled "SADC-WIN: Taking communities beyond short term relief", which was developed in response to the recent El Niño and La Niña



drought/flood events and subsequent water and food insecurity in the SADC region.

Delegations of the 15 SADC countries, UNESCO Deputy Director General, Assistant Director General for Africa and Delegations from development partners attended the briefing together with other representatives from the Africa Group and UNESCO secretariat.

The meeting provided a good opportunity for delegations and development partners to be updated and discuss early experiences with the field reform in Africa, strategic planning and partnership development with SADC, as well as development and implementation of key programmes and projects in the region.



UNESCO and SADC partner to develop regional framework for teacher standards and competencies



Delegates following proceedings at the Regional Task Team meeting held in Johannesburg, South Africa in November 2017

In 2017, UNESCO and the SADC Secretariat initiated the development of a SADC framework for teacher standards and competencies. This was a follow-up to the directive of the 2016 SADC meeting of Ministers responsible for Education and Training, Science, Technology and Innovation.

A regional Task Team was appointed and approved by SADC Ministers in June 2017. The Task Team met for the first time in Lusaka in June 2017. A draft framework was developed and Task Team members facilitated preliminary

consultations throughout October and November 2017. During a follow up meeting held from 21-22 November 2017 in Johannesburg, South Africa, the feedback and inputs from countries were consolidated and different aspects of the draft framework were further discussed. The Task Team unpacked and discussed different aspects of the SADC framework including terminology to be used, rationale for the framework, elements to be included, alignment with global, regional and national frameworks, consultation processes that are needed to legitimise the framework and implementation modalities.

Following the meeting, the draft framework was revised based on the inputs and feedback received a template for collecting feedback from national consultation processes

was drafted by the end of December 2017.

The finalized draft framework is planned to be presented to the SADC meeting of Ministers responsible for Education and Training, Science, Technology and Innovation in June 2018.

A successful education reform is mainly about enabling and encouraging teachers to perform optimally in the classroom, be more diligent and motivated and eager to seek professional development on a regular basis.

The finalized SADC framework intends to improve quality education and regional integration in the SADC region by setting regionally accepted and contextualised standards for teaching which will facilitate student and teacher mobility, and allow

for comparability between member states and with other regions.

The framework is an overarching benchmarking framework, which covers teachers and school leaders in SADC and consists of five categories which are areas of teacher competency and professionalism:

1. Professional knowledge and understanding;
2. Professional skills and practices;
3. Professional values/attributes/commitment;
4. Professional partnerships; and
5. Professional leadership, which is specifically applicable to leaders of educational institutions.

Inclusive and quality Technical and Vocational Education and Training

Within the context of UNESCO's TVET strategy and guided by a Memorandum of Understanding between UNESCO and the SADC Secretariat, UNESCO has been supporting SADC and its member states to implement the 2030 agenda for skills development and to foster TVET for enhancing the development of skills and competences for life, in line with SDGs 4, 8 and 9, on education; inclusive economic growth and decent work; and industry, innovation and infrastructure, respectively.

In 2017, UNESCO initiated support to the SADC Secretariat in developing the second Strategic Framework for the development of TVET in SADC (2018-2027). The strategy recognises the importance of TVET as a critical component of human resource development. It will give direction to the TVET work in the region for the next 10 years.

The Southern Africa regional forum on TVET Teachers and Greening TVET was held in April 2017. 73 delegates, mainly government representatives, private sector, academics and TVET experts from Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia and Zimbabwe attended the forum.

The outcomes of the workshop was a resolve by the participants to strengthen their TVET teacher training programmes and align them to the envisioned SADC Regional Qualifications Framework.

UNESCO-UNEVOC International Centre for TVET and UNESCO ROSA also successfully hosted the first ever UNESCO-UNEVOC TVET Leadership Programme for Southern and Eastern Africa in Harare, Zimbabwe from 23-27 October 2017. The training empowered 35 TVET leaders drawn from government, technical universities and polytechnics in the East and Southern Africa region with the requisite skills to transform the TVET sector in light of Africa's industrialisation agenda.

During the training, the TVET leaders developed and refined change projects for their institutions, indicating the change they envision for their institutions and how this will be implemented. The critical and strategic thinking about effecting positive institutional changes, combined with the information provided through the different training modules, encouraged the participants to think out-of-the-box.



Improving equitable access to quality higher education and enhancing mobility and accountability in the SADC region

In 2017, UNESCO and the SADC Secretariat worked towards improving equitable access to quality higher education and enhancing mobility and accountability in the SADC region. The major thrust was on advocacy and supporting member states towards the ratification of the 2014 Addis Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States. Implementing the provisions of the Convention brings benefits to member states including the employability of graduates, the internationalisation of higher education study programmes, and the mobility of students, teachers, researchers and labour across the region.

From 12-13 June 2017, UNESCO and the SADC Secretariat, organized a High Level meeting in Botswana to discuss the contents of this Convention and the processes involved with its ratification. A total of 26 high-level delegates consisting of permanent secretaries and senior officials in the field of quality assurance from Botswana, Lesotho, Mozambique, Namibia, South Africa, Swaziland, Zambia and Zimbabwe; members of the SADC secretariat, UNESCO and IICBA staff attended the high-level meeting.

The meeting included a thorough review of the different stages the participating countries were at with regards to ratifying the Addis Convention. The discussions and

networking during this meeting and UNESCO's advocacy actions generated more interest for the countries to accelerate ratification of the Convention.

The meeting also reviewed the importance of investment in higher education and science, technology, engineering and mathematics (STEM) to meet the SDGs and education targets in the SADC region. It stressed the need for higher education programmes to contribute to the advancement and generation of knowledge (research), innovation, technological development and application, as well as the production of high-level human capacity through education and training.

The need to restructure higher education systems to pay more attention to technical and vocational skills of all kinds, especially those appropriate for a modern knowledge economy was emphasised. Higher education institutions were urged to ensure training and retraining of young people towards meeting the demands of modern businesses and public administration. Tertiary education should be structured to produce quality graduates in STEM disciplines through the establishment of regional centres of excellence and strengthening of existing institutions. In addition, expansion in higher education should ensure access that caters for inclusion. There should also be establishment of quality assurance mechanisms.



Participants at the high level meeting on the Addis Convention and the role of STEM held in Botswana

Strengthening Sexual and Reproductive Health and HIV prevention amongst children and young people in Eastern and Southern Africa

In 2017, UNESCO and SADC supported the implementation of the Eastern and Southern Africa (ESA) Ministerial Commitment on sexuality education and sexual and reproductive health services for adolescents and young people, which has become an important platform for advocating for positive health outcomes for young people in the region.

The focus was on sustaining the political support for comprehensive sexuality education (CSE) that has been secured since 2013 through the ESA Ministerial Commitment. Advanced efforts were made to improve governments' ability to measure and monitor CSE and HIV related indicators within the education sector. This was critical to ensuring better planning and programming of the education sector's response to HIV, early and unintended pregnancy, and gender based violence. This can only be done if governments integrate key indicators in the Education Monitoring and Information Systems (EMIS), and other systems or and surveys currently in use.



Support was also provided to countries to develop teaching and learning materials to compliment their revised curricular. These materials included detailed content on school related gender based violence, corporal punishment and early and unintended pregnancy. UNESCO acknowledges the role that teachers play in implementing CSE and in 2017 the highest number of teachers trained in CSE was recorded. Civil society and faith-based partners such as INERELA+, SAFAIDS and AfriYAN, were also engaged in 2017 to reach and mobilise more communities and increase support for CSE.



Sub-Saharan Africa Conference on ESD: Local sustainable solutions for cities and communities

Nairobi, Kenya hosted the “Sub-Saharan Africa Conference on Education for Sustainable (ESD): Local sustainable solutions for cities and communities” held from 7 to 8 December 2017. The conference highlighted the importance of the interlinkage between education (Sustainable Development Goal-SDG4) and sustainable cities and communities (SDG11), and long-term and effective partnerships (SDG17).

Focusing on the implementation of the ESD Global Action Programme (GAP), this conference was supported by the Government of Japan and organized by UNESCO in coordination with IOM, FAO, UN Environment, UNFPA, UN-Habitat, UNHCR, UNICEF and UN Women.

More than 100 participants, mainly experts from ministries of education, universities, researchers, mayors, county governors, members of the United Nations system, youth, teachers and civil society organisations, from Sub-Saharan African countries joined hands and shared ideas for collaboration on how to make the world a more livable, inclusive, green and sustainable planet for the socio-economic development of its people and communities through inclusive, equitable and quality education, as well as lifelong learning opportunities for all.

As envisaged by target 4.7 of SDG 4, ESD can contribute to knowledge and skills acquisition necessary for 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 Conference was also an opportunity for UNESCO and its Institute of Lifelong Learning (UIL) to present, the Global Action Programme on Education for Sustainable Development and the UNESCO Global Network of Learning Cities.

After two day extensive sharing of experience and debate, experts agreed on key recommendations for cities and communities to use education for People, Planet, Peace, Prosperity and Partnership. Recommendations focused, among others, on the importance of mobilizing people in cities and communities for inclusive participation through civil society organizations, community and youth leaders; awareness raising; strengthening skills and competencies at different levels; the key role of urban leaders; the ESD legal framework; and networking, partnership and resource mobilization efforts.



SADC Integrated Water Resources Management Initiative

UNESCO and SADC collaborated in the development of a flagship programme called the “SADC Integrated Water Resources Management Initiative” (SADC–WIN), which was launched by six water ministers from SADC member states during the 2017 World Water Day celebrations in Durban, South Africa.

Key stakeholders in water and water related fields attended the launch and took the opportunity to enhance their understanding of the SADC WIN Initiative. Member states and potential funding partners, also re-affirmed expressions of interest and commitment to support the project. The meeting also saw the endorsement of the initiative by policy makers and identification of potential pilot areas and activities in member states for initial engagement. Concrete partnership agreements for fund mobilization were also created.

In light of the increasing water-related challenges facing the region, such as the recent El Niño event, SADC- WIN seeks to enhance livelihoods as well as water, food and energy security in the Southern Africa region by building resilience to recurrent extreme weather events through

improved water management.

The project is mindful that in order to address the root causes of the food and energy security crises, resilience building and improving people’s livelihoods, an integrated holistic approach is required. Thus, the project is anchored on four pillars:

1. Strengthening planning, policies and strategies;
2. Early warning, hazard mapping, disaster risk management
3. Demonstration, innovation, action research and learning alliances; and
4. Institutional and human capacity development and awareness raising.

UNESCO and SADC are working together to mobilise resources for the implementation of this initiative which will significantly contribute to sustainable development of the region.

Contact: h.gijzen@unesco.org or p.oti-boateng@unesco.org to support the project.



UNESCO Regional Director, Prof. Hubert Gijzen (right) with SADC Ministers at the launch of the SADC-WIN

UNESCO supports meeting of SADC ministers responsible for education and training and science, technology and innovation

The joint meeting of SADC Ministers responsible for Education and Training, and Science, Technology and Innovation was held in Swaziland from 19-23 June 2017, with UNESCO providing technical support. Senior officials from SADC Member States, representatives from the SADC Secretariat, United Nations agencies and civil society representatives also attended the meeting.

In a speech read on his behalf by the Senior Science Programme Specialist, Dr Peggy Oti-Boateng, UNESCO Regional Office for Southern Africa (ROSA) Director, Prof. Hubert Gijzen said the focus areas of the Ministerial meeting - lay at the heart of UNESCO's mandate, and provide the foundations for the successful implementation of the 2030 Agenda for sustainable development and the African Union Agenda 2063 dubbed "The Africa we want".

The Director shared some initiatives UNESCO was undertaking in the SADC region. He reminded the member countries of the Eastern and Southern Africa (ESA) Ministerial Commitment on accelerating access to comprehensive sexuality education and health services

for adolescents and young people saying UNESCO will continue supporting SADC countries to accelerate efforts towards the 2020 ESA targets. Turning to science, technology and innovation, Prof. Gijzen said the role of STI today must go beyond building strong resilient economies to addressing the big questions of eradicating poverty, enhancing food security; promoting sustainable energy; managing water and environmental resources; controlling diseases; mitigating natural and man-induced disasters; and fostering sustainable cities.

The Director emphasized that it is high time Africa's full potential is unleashed by investing in education and STI with the aim to eradicate poverty, and to push the rich natural resources of the continent higher up in the value chain, thus generating economic growth, jobs and prosperity for all people in SADC.

The meeting approved a Task Force to work on a Regional Framework on Teachers Standards and Competences. It also presented an extraordinary opportunity for UNESCO and SADC to cement their longstanding relationship.

SADC Drought Mitigation Policies, Strategies and Management Plans reviewed

UNESCO Regional Office for Southern Africa (ROSA) hosted a two-day workshop in Johannesburg, South Africa from 30-31 March 2017 to validate a report on the "Review of SADC Drought Mitigation Policies, Strategies and Management Plans".

The workshop was organised as part of UNESCO's interventions aimed at addressing drought challenges and was aligned to the SADC-Water Initiative (SADC-WIN).

Participants to the workshop included experts dealing with disaster risk reduction in general and drought in particular from 15 SADC countries, representatives of the SADC Secretariat and selected River Basin Commissions in Africa.

Drought is one of the leading impediments to development in Africa. Mitigating the impacts of droughts and famine is one of the primary aims of many governments and humanitarian organizations in the African region.

Mitigation, however, cannot be effective if the causes and characteristics of drought events and processes are not well understood.

As its contribution to addressing drought challenges in the SADC region and in line with the SADC WIN, UNESCO supported the review and analysis of existing drought mitigation policies, strategies and plans within the SADC region. A draft report on the mapping and analysis of drought related frameworks in SADC countries including within different river basins was presented and validated at this meeting.



High level workshop on gender-responsive STI policies and governance strategies for sustainable development held in Namibia

A high level workshop on gender-responsive Science, Technology and Innovation (STI) policies and governance strategies for sustainable development was held in Windhoek, Namibia on 19th July 2017. 60 participants, including policy makers, heads of universities and research institutions and gender experts from 16 sub-Saharan African countries attended the three-day workshop.

Namibia's Minister of Higher Education, Training and Innovation, Honourable Dr. Itah Kandjii-Murangiri, officially opened the workshop and stressed that the Government of Namibia recognises that STI is critical for social economic transformation.

The workshop provided an update on national STI Policy instruments and identified areas for enhanced gender

mainstreaming strategies to accelerate the African Union Agenda 2063 and the SDGs.

It also provided a platform for the delegates to share ideas and good practices and recommend strategies for engendering national and regional STI policy systems and governance strategies to ensure they are gender-responsive to enhance inclusive growth and sustainable development at all levels.

Women play crucial roles in Africa's development, yet they are not fully participating in science, as they remain a minority in the fields that are vital for the transition to sustainable development such as energy, engineering, transportation, information technology (IT) and computing. It is for this reason that UNESCO and SADC are advancing the inclusion of women in sciences.



Workshop delegates pose for a photo

South Africa hosts AfriMAB Sub-Regional Workshop on Biosphere Reserves and Sustainable Developments Goals

The African Network of Man and Biosphere (AfriMAB) sub-regional workshop on biosphere reserves and sustainable development goals was held at Cape West Coast Biosphere Reserve in Cape Town, South Africa from 28-30 August 2017.

The workshop was attended by biosphere reserve managers, policy makers, academics, private sector, non-governmental organizations, members of the business community and community representatives in the biodiversity sector from Botswana, Lesotho, Malawi, Namibia, Swaziland, South Africa, Zambia and Zimbabwe.

Hosted by the UNESCO Regional Office for Southern Africa in collaboration with the Government of South Africa through the Department of Environmental Affairs, the workshop built capacities and shared good practices on the establishment and management of biosphere reserves to respond to climate change, biodiversity conservation, disaster risk reduction, scientific research and to strengthen education for sustainable development.

2017 Regional Conference on SDGs, Bioethics and Ethics Research

The 21st century marks unprecedented changes in medicine, science, and technology. Now more than ever, we are confronted by novel moral and ethical dilemmas that necessitate a bioethical approach to innovation. From 22-24 February 2016, a meeting of SADC senior officials responsible for Education and Training, Science, Technology, and Innovation was held in Kasane, Botswana where the need for greater bioethics engagement in the SADC region was expressed. At that meeting, SADC Ministers requested UNESCO's assistance in establishing a platform to coordinate the development of regional guidelines on bioethics.

It is in response to that call for the enhancement of bioethics education and research, that the UNESCO Regional Office for Southern Africa (ROSA) along with its regional counterparts in East Africa; SADC; Botswana's

Ministry of Tertiary Education, Research, Science, and Technology; and the University of Botswana organised the 2017 regional conference on Sustainable Development Goals (SDGs), bioethics and ethics research from 17-18 October 2017.

The conference reviewed the status of bioethics, ethics education and research to prepare a solid foundation for strengthening bioethics engagement in Africa. It covered several themes including bioethics and SDGs; issues concerning medical and biological research; environmental ethics; the state of ethics research; and improving the bioethics infrastructure in Africa.

Academics, policy makers, and practitioners in the field of bioethics from across the globe, including government delegates from 12 African countries participated in the event.

Delegates described the conference as an important milestone for the region. Speaking after the successful conclusion of the conference, Director of the Institute of Ethics at Dublin City University, Professor Bert Gordjin said the regional conference was a pivotal milestone in the development of bioethics in Southern Africa.

In a series of moderated brainstorming sessions, world renowned bioethics experts got together with representatives from Botswana, Lesotho, Malawi,

Mozambique, Namibia, Kenya, South Africa, Swaziland, Tanzania, Uganda, and Zambia to agree on an Outcome Document for the development of bioethics in Eastern and Southern Africa.

The participants identified several priority action points including:

- advocating for the teaching of bioethics and research ethics in higher learning institutions;
- ameliorating the ethics oversight and review capacity of National Bioethics Committees in the region;
- establishing National Bioethics Committees in East and Southern African countries; and
- establishing a South-South network of Bioethics researchers, scholars, and institutions to promote global cooperation and exchange.

The conference was attended by 100 participants from different natural and social science backgrounds. A total of 22 papers were presented throughout the 2 day-conference.

"I sensed the emergence of a consensus during the conference on the importance of bioethics in general, and that taking it seriously can make a difference in other areas besides health, for example in the implementation of the SDGs, decreasing environmental destruction, or responding to climate change," said Professor Johan Hattingh from University of Stellenbosch about the conference.



UNESCO and SADC unite for the protection of cultural heritage

UNESCO and SADC partnered in 2017 to strengthen the protection of cultural heritage and cultural property. A regional workshop on illicit trafficking of works of art and cultural heritage was held in Swaziland from 29 to 30 August 2017. The workshop organized in collaboration with the Southern African Regional Police Chiefs Cooperation Organisation (SARPCCO) was attended by representatives of 15 SADC countries.

Over 35 participants also participated in a three-day sub-regional workshop on "Peacekeeping operational aspects of protecting cultural property in armed conflict" held in Harare from 26-28 September 2017. The workshop was organised in collaboration with the SADC Regional Peace Keeping Training Centre (RPTC) and participants included middle to high level military personnel from seven SADC countries (Angola, Botswana, Malawi, Mauritius, Mozambique, Zambia and Zimbabwe) as well as expert resource persons from the UN Department of Peace Keeping

Operations/Department of Field Support, the UNESCO Secretary of the 1954 Convention and its two protocols and the International Committee of the Red Cross. The workshop improved SADC military personnel's understanding of the international standard setting instruments surrounding the preservation of cultural heritage.

Protection of cultural property in armed conflict or in events of natural disaster is imperative. Whenever deployed, armed forces can greatly contribute to this strategic objective. This should not be perceived as placing an additional burden on the military but as a way to better reach and consolidate long-term security goals, including that of social cohesion and reconciliation.

The various topics that were tackled at the workshop directly link to the implementation of the Sustainable Developmental Goals (SDGs), in particular SDGs 11, 13, 14 and 15 as well as SDG 16, by promoting peaceful and inclusive societies.



Zimbabwe's Khami World Heritage Site

Media for Sustainable Development Goals



UNESCO Regional Office for Southern Africa developed a SADC-wide proposal on Media for Sustainable Development Goals (Media4SDGs) in 2017.

The Media4SDGs initiative builds on the lessons and recommendations of the Bali Roadmap and is also part of the newly established SADC-UNESCO Framework Agreement for Cooperation. It will contribute to enhancing public debate and civic engagement in SDGs implementation through media (community, social, private and public), creating a new avenue for storytelling in relation to the SDGs.

Through this initiative, UNESCO aims to reinforce and develop the important role the media plays in informing and educating the public on issues related to education, health, the environment, gender, and minorities, giving a voice to those who are often not heard and making it possible for marginalised groups to become active citizens by having an influence on political decisions that affect their lives.

The project is based on the conviction that media has a multidimensional role: to inform, raise awareness and educate; to be a platform for public debate and civic engagement; to empower individuals and groups through knowledge sharing; and to hold governments, authorities, and corporations accountable.

The initiative will be implemented through:

- Capacity building in the field of data journalism, science, environmental journalism as well as investigative reporting;
- Quality content production and sharing, including the creation of a database of validated SDG information, freely accessible for the media;
- Establishing partnerships and networks (e.g.

- networks of regional specialised journalists);
- Advocacy on legal reform and regulatory framework for a conducive enabling environment;
- Increased media coverage of issues affecting women, youth and marginalized groups; and
- Increased public debates on media regarding SDGs.

35 SADC media experts assembled in Harare, Zimbabwe, in December 2017 to further develop the regional project concept, identify priorities for the region and building alliances and networks for the initiative. The experts recommended the following:

- Development of quality content and public service journalism through cross border production and content sharing;
- Capacity building of media professionals in the field of data journalism, science and environmental journalism, as well as investigative reporting;
- Implementation of special programmes on SDGs for journalism schools;
- Creation of regional networks of specialised journalists;
- Creation of a database of validated SDGs information, freely accessible for the media;
- Identification of a gender balanced roster of experts available for the media;
- Strengthening of regional and national networks and partnerships in regard to information dissemination of SDGs; and
- Advocacy and policy advice for a conducive enabling media environment.

UNESCO and SADC will work together to mobilise resources for the implementation of this proposed initiative.

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Annex 4: UNESCO/SADC Joint Programme of Action

Sector	Programme Area	Programme Objective	Actions 2017-2021	Strategic linkages
EDUCATION	<ul style="list-style-type: none"> • TVET • Higher education • Teachers • Education for Sustainable Development • Global Citizenship Education 	To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	<p>Fostering TVET for enhancing the development of skills and competencies for life</p> <p>Main components:</p> <ul style="list-style-type: none"> • Revise the SADC TVET Strategy and Develop a Regional Implementation Plan. • Develop TVET sector support initiatives in selected SADC Member States (incl. via BEAR project) • Develop Information Systems for Technical Vocational Education and Training in selected SADC Member States 	<p>Common African Position (CAP) on the post-2015 Development Agenda: Pillar Two: Science, technology and innovation, and Pillar Three: People-centred development</p> <p>AU Agenda 2063 ASPIRATION 1: A prosperous Africa, based on inclusive growth and sustainable development ASPIRATION 6: An Africa where Development is People-Driven, Unleashing the Potential of its Women and Youth</p>
			<p>Supporting the development/ implementation and quality assurance of Qualifications Frameworks</p> <p>Main components:</p> <ul style="list-style-type: none"> • Support the implementation of the SADC Regional Qualifications Framework (RQF) (including the mobilization of resources) • Provide technical support to Member States to develop, finalise and implement their National Qualifications Frameworks (NQFs) • Strengthen regional networks and bilateral partnerships through technical support to the development of capacity for quality assurance 	<p>AU Continental Education Strategy for Africa 2016-2025</p> <p>SADC RISDP 2015-2020: Priority D – Special programmes of regional dimension under: Education and Human Resource Development; and Science, Technology and Innovation and Research and Development. Cross-cutting Issues: Science, Technology and Innovation</p> <p>SADC Industrialization Strategy and Roadmap 2015-2063</p> <p>SADC Protocol on Education and Training of 2000</p> <p>SADC TVET Strategy</p>
			<p>Strengthening collaboration and partnerships between Higher Education institutions in the SADC Region for the promotion of equity, quality, expansion and mobility.</p> <p>Main components:</p> <ul style="list-style-type: none"> • Promote collaborations in R&D between higher education institutions and UNESCO with regard to enhancing the provision of quality, academic and polytechnic or higher education for the SADC community as well as to further develop curricula, research agendas, and active management to be more relevant both to the economy and sustainable development issues; • Develop 'Connect-Africa': Strengthen new and existing networks of cooperation among universities in SADC by promoting collaborative studies and research programmes on priority areas identified by SADC/UNESCO to achieve high quality research and study programmes. 	<p>SADC Regional Qualifications Framework</p> <p>UN AGENDA 2030 Sustainable Development Goal 4: To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>AU: The Addis Convention</p> <p>UNESCO C5 Major Programme 1: Education Main Line of Action 1: Supporting Member States to develop education systems to foster high quality and inclusive lifelong learning opportunities for all</p>

Sector	Programme Area	Programme Objective	Actions 2017-2021	Strategic linkages
			<p>Fostering effective institutional frameworks for teacher preparation and teacher policy.</p> <p>Main components:</p> <ul style="list-style-type: none"> Strengthen institutional twinning of teacher education institutions with particular focus on innovative teacher education programmes (with special attention to STEM); Promote partnerships among in-service teacher training centres as well as exchange cooperation for experiences sharing and networking; Collaborate on regional teacher policy work. 	<p>Main Line of Action 2: Empowering learners to be creative and responsible global citizens</p> <p>Main Line of Action 3: Advancing Education for All (EFA) and shaping the future international education agenda</p> <p>SDG 4</p>
			<p>Advancing Education for Sustainable Development (ESD) and Global Citizenship education (GCE) in the SADC policy agenda.</p> <p>Main components:</p> <ul style="list-style-type: none"> Enhance integration of sustainability principles in education and training Support pilots/demonstration projects to showcase best practice in ESD/GCE (inter-sectoral) Promotion of the implementation of the SADC Inclusive Strategy 	
	HIV & Health Education	To improve health, well-being and education outcomes for all children and young people by supporting the development of knowledge, attitudes and skills for healthier choices and relationships.	<p>Building on the ESA Ministerial commitment, support member states and education sector to strengthen CSE and reproductive health awareness and access to services.</p> <ol style="list-style-type: none"> Advocate for political commitment to attain positive health outcomes for young people by scaling up provision of comprehensive sexuality education and sexual and reproductive health services for adolescents and young people in Eastern and Southern African (ESA) Strengthen the capacity of the higher Education Sector to enhance access to comprehensive sexuality education and sexual and reproductive health services for young people in order improve their sexual and reproductive health outcomes; Support the integration of HIV sensitive indicators in the EMIS of the SADC Education Sector; Support accreditation of the Online Course on Comprehensive Sexuality Education for Teachers. Support implementation for Care and Support for Teaching and Learning 	<p>UNAIDS Strategy 2016-2021 Young people, especially young women and adolescent girls, access combination prevention services and are empowered to protect themselves from HIV (Quality comprehensive sexuality education accessed by all adolescent and young people)</p> <p>SADC RISDP 2015-2020</p> <p>SADC Industrialization Strategy and Roadmap 2015-2063</p> <p>SADC Maseru Declaration on HIV/AIDS of 2006</p> <p>SADC Protocol on Health SADC HIV, Sexual Reproductive Health, TB and Malaria Programmes Integrated Strategy 2016-2020</p> <p>UNESCO Education Strategy 2014-2021, especially the objective of "promoting health through education" which commits UNESCO to "strengthen support to Member States to deliver health education that contributes to healthy lifestyles and gender equality through safe and equitable learning environments that promote overall well-being, good quality education and learning outcomes for all". Eastern and Southern Africa Ministerial Commitment on Comprehensive Sexuality Education and Sexual and Reproductive Health services for adolescents and young people</p>
SCIENCE	Science, Technology and Innovation (STI) policy and governance harmonization	Harnessing STI and knowledge for sustainable development	<p>Strengthening STI policy, science society interface and capacity to enhance regional socio-economic development</p> <p>Main components:</p> <p>STI Policy and Strategy</p> <ul style="list-style-type: none"> Support SADC in regional harmonization of STI policy systems reforms and elaborate governance strategies and action plans to advance mobilising STI for sustainable development 	<p>UN AGENDA 2030 - Sustainable Development Goals 9 and 17</p> <p>AU-STISA 2024</p> <p>UNESCO Priority Africa Flagship 3 Harnessing STI and knowledge for the sustainable socio-economic development of Africa;</p>

Sector	Programme Area	Programme Objective	Actions 2017-2021	Strategic linkages
			STEM Education, training and research <ul style="list-style-type: none"> Awareness raising and promotion of STEM education research and training to create the critical mass in for regional industrialization with emphasis on girls and women in STEM Support SADC in STI capacity development in research, development and innovation and connect UNESCO category 2 Centres with SADC universities and research institutions for joint research and innovation in new and emerging areas targeting priority sectors of energy, water, biotechnology and nanotechnology. Promote interdisciplinary engineering research and education and innovation for inclusive development Advise on human and institutional in STI capacity in research infrastructure development to advance regional integration 	SADC RISDP 2015-2020 SADC Industrialization Strategy and Roadmap 2015-2063 SADC Protocol on STI SADC
	Promoting scientific cooperation on critical challenges to: Water Security, Energy Environment	Enhance sustainable use of natural resources for sustainable socio-economic development and disaster risk preparedness	Strengthen resilience building to extreme weather events , disaster risk preparedness and water security Main components: <ul style="list-style-type: none"> Support long-term SADC Region Integrated Water Resources Management Initiative (SADC –WIN) for building resilience to extreme weather events such as floods and droughts through improved water security Enhance regional, national and community preparedness to climate change and disaster risks through the strengthening of relevant sector strategies and planning Promote innovative use and reuse of water through a ‘water-chain’ approach Mobilise the wider UNESCO networks including UNESCO IHE, IHP and Water family (cat 2 centres, chairs) to enhance capacity building, research and innovationStrengthen renewable energy use through school and community education and demonstrations Support member states in developing school and community based ESD programmes, which include a strong component on (renewable) energy Create the platform for advancing education for sustainable development to attract young people into STEM related careers. 	Sustainable Development Goals 6, 7, 13 and 14 UNESCO Priority Africa: Flagship 4 Fostering science for the sustainable management of Africa’s natural resources and disaster risk reduction SADC RISDP 2015-2020- Pillar b Infrastructure in support of regional integration SADC Industrialization Strategy and Roadmap 2015-2063 SADC Protocol on Environment SADC Regional Climate Change Strategy and Action Plan SADC Integrated Water Resource Strategy SADC Biodiversity Strategy of 2007 SADC Protocol on Energy MAB strategy (2015-2021) and Lima Action plan (2016-2021P) AGENDA 2063 ASPIRATION1: A prosperous Africa based on inclusive growth and sustainable development.
SOCIAL AND HUMAN SCIENCES	Youth	Promoting youth development and civic engagement SADC objective: SADC’s social transformations supported and sustainably managed for the emergence of more inclusive societies and greater intercultural dialogue	Civic engagement of young women and men as agents for peace building, economic and social transformations Main components: <ul style="list-style-type: none"> Strengthening design and implementation of multi stakeholder and inclusive public youth policies; Regional and in-country networking of organizations belonging to youth groups; Young women and men engaged in community building, training and capacity building (e.g. Youth to participate in national/local level policy making processes, Networks of youth to positively use social and other media to advocate for community development); Promoting Peace Education (inter-sectoral) 	SADC RISDP 2015-2020 Pillar D: Special programmes of regional dimension RSIDP Pillar on Peace and Security - SADC Strategic Indicative Plan on Politics, Defence and Security Cooperation (SIPO) SADC Declaration on Youth Development and Empowerment SADC Youth Strategy 2015-2020 AU AGENDA 2063- ASPIRATION6: An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children. UNESCO Priority Africa: Flagship programme 1: Promoting a culture of peace and non-violence UN AGENDA 2030: Sustainable Development Goals 5, 8, 10 and 16.

Sector	Programme Area	Programme Objective	Actions 2017-2021	Strategic linkages
	Inclusive policies, and intercultural dialogue	<p>Promoting inclusive social development and intercultural dialogue for social transformations</p> <p>SADC objective: SADC's social transformations supported and sustainably managed for the emergence of more inclusive societies and greater intercultural dialogue</p>	<p>Advance inclusive urban and rural environments through inclusive policies, citizen participation, and intercultural dialogue.</p> <p>Main components:</p> <ul style="list-style-type: none"> Strengthen capacity of local and regional actors to develop and implement effective action through the use of innovative and participatory data processes in favor of urban inclusion, facilitating the exchange of knowledge and good practices in inclusive city action. Design innovative dialogue-based policies, tools and modalities for promoting mutual understanding and reciprocal knowledge of cultural, ethnic, linguistic and religious diversity, notably in the context of the International Decade for the Rapprochement of Cultures (2013-2022) <p>Enhancing social science research on social transformations and strengthening national social science policy and international scientific cooperation</p> <p>Main components:</p> <ul style="list-style-type: none"> Support Management of Social Transformations (MOST) Programme in SADC region Improve availability, accessibility and usage of research and evidence in inclusive policy and planning. Promote interdisciplinary research such as sustainability science Raise awareness and document the Southern African Liberation Heritage (inter-sectoral). Youth innovation and entrepreneurship programmes 	<p>SADC RISDP 2015-2020 Pillar D: Special programmes of regional dimension</p> <p>AU AGENDA 2063-ASPIRATION1: A prosperous Africa based on inclusive growth and sustainable development.</p> <p>ASPIRATION 6: An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children</p> <p>UNESCO Priority Africa: Flagship programme 1: Promoting a culture of peace and non-violence</p> <p>UN AGENDA 2030: Sustainable Development Goals 1, 5, 10, 11 and 16.</p>
CULTURE	Culture and sustainable development	<p>Fostering the use of Cultural heritage's assets to create wealth and contribute to social development</p> <p>Objective: Heritage resources identified, protected, monitored and sustainably managed by SADC Member States</p>	<p>Conservation and sustainable use of heritage resources as engine driving economic and social development</p> <p>Main components:</p> <ul style="list-style-type: none"> Needs assessment and sector strategies (e.g. surveys on creative industries, eco and cultural tourism sector, policies, etc.); Identification of cultural heritage and goods with strong "attractive" value; Training and capacity building (e.g. development of entrepreneurship skills); Empowerment of artists and vulnerable groups (e.g. communities, women, youth). <p>Strengthening sub-regional cooperation in prevention and combat against illicit traffic of cultural goods</p> <p>Main components:</p> <ul style="list-style-type: none"> Capacity building and networking (e.g. Operationalization of the sub-regional platform); Inventory and documentation of cultural goods (e.g. digitalization); Awareness raising (e.g. publications, media, workshops, community radio, etc.). 	<p>SADC Protocol on Culture, Information and Sport (2001)</p> <p>AU Agenda 2063: Goal 14 African Cultural Renaissance is pre-eminent; Priority area 5.2.3 Cultural Heritage, Creative Arts & Businesses</p> <p>UN AGENDA 2030: Sustainable Development Goals 1, 8, 11, 13, 14 and 15</p>

Sector	Programme Area	Programme Objective	Actions 2017-2021	Strategic linkages
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COMMUNICATION AND INFORMATION	Freedom of expression, media development, and access to information	<p>Promoting the use of media channels as information gateways for social and economic development agendas</p> <p>SADC objective: Development information gathered, translated, packaged, and sustainably disseminated to SADC communities on the UN Agenda 2030, AU Agenda 2063 and SADC RISDP</p>	<p>Media as the gateway for public access to information on the implementation and localization of global and regional development agendas</p> <p>Main components:</p> <ul style="list-style-type: none"> • In-country advocacy involving public, private and community radios as well as social/online media on the UN Agenda 2030, AU Agenda 2063 and SADC RISDP (e.g.; production of news and documentaries in local languages) • Training and capacity-building (e.g.: investigative journalism to promote and monitor the implementation of the development agendas) • Media law and policy reforms for enhanced free expression, press freedom and access to information for balanced/ethical reporting; • Media institutional support (e.g.: curricula reforms to include science journalism) • Gender mainstreaming in media (e.g.; application of UNESCO's Gender Sensitive Media Indicators in media organizations and journalism schools for enhanced and safe women participation/portrayal in media). 	<p>SADC Charter of the Fundamental Social Rights (2003)</p> <p>AU AGENDA 2063 ASPIRATION 3: An Africa of good governance, democracy, respect for human rights, justice and the rule of law.</p> <p>UN AGENDA 2030: Goals 1, 5, 8, 10, 11, and 16</p> <p>Bali Roadmap (outcome document of the Global Media Forum, August 2014, Bali, Indonesia).</p>
CROSS-CUTTING	Data for Development	Enhancing evidence- based policy making through data quality in SADC.	<p>Support Member States in developing data collection systems and capacities in selected areas related to the SDGs</p> <p>UNESCO is working to develop comprehensive indicators for better evidence-based policy-making through data collection on gender in Science, Engineering, Technology and Mathematics (STEM), in addition to producing internationally comparable statistics on Research and Experimental Development and Innovation. UNESCO will continue to support SADC in building its national capacities to enhance the production of quality national and global statistics. In this regard, a joint programme of action is proposed:</p> <p>To enhance evidence-based policy making through promoting data quality in SADC.</p> <p>Support national statistical capacity building in SADC to enhance the collection and use of quality national statistics on Data for Development;</p> <p>Promote cross-national methodologies in the collection of statistics in the domains of Culture, Communication, Education and Science for national evidence-based policy making</p>	<p>Sustainable Development Goals 4, 5, 10, 13, 14 and 16</p> <p>AU Agenda 2063 ASPIRATION 1: A prosperous Africa, based on inclusive growth and sustainable development</p> <p>ASPIRATION 6: An Africa where Development is People-Driven, Unleashing the Potential of its Women and Youth</p> <p>SADC Revised RISDP 2015-2020: Priority D – Special programmes of regional dimension</p>



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