

SADC Regional Environmental Education Programme**2009 Draft Annual Progress Report****Table of Contents**

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List of Acronyms

ADEA	Association for the Development of Education in Africa
CBNRM	Community Based Natural Resources Management
CEO	Chief Executive Officer
CoPs	Communities of Practice
EE	Environmental Education
EEASA	Environmental Education Association of Southern Africa
ESD	Education for Sustainable Development
IICBA	International Institute for Capacity Building in Africa
ICT	Information and Communication Technology
IUCN	International Union for the Conservation of Nature and Natural Resources of Flora and Fauna / World Conservation Union
LSM	Learning Support Materials
MEEG	Monitoring and Evaluation Expert Group (UNESCO DESD)
MESA	Mainstreaming Environment in southern African Universities
MICOA	<i>Ministério para a Coordenação da Acção Ambiental</i> (Ministry for the Coordination of Environmental Affairs, Mozambique)
MOU	Memorandum of Understanding
NEEN	Namibia Environmental Education Network
NEPAD	New Partnership for Africa's Development
NGOs	Non-Governmental Organisations
NRM	Natural Resources Management
REEP	Regional Environmental Education Programme
RISDP	Regional Indicative Strategic Development Plan
SADC	Southern African Development Community
SADC-ELMS	SADC - Environment and Land Management Sector
SADC-FANR	SADC – Food, Agriculture and Natural Resources Directorate
SEK	Swedish Kronor
Sida	Swedish International Development Cooperation Agency
ST ² EEP	Secondary Teacher Training Environmental Education Programme
TTISSA	Teacher Training Initiative in sub-Saharan Africa
UNDESD	United Nations Decade of Education for Sustainable Development (2005-2014)
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFCCC COP 15	United Nations Framework Convention on Climate Change Conference of Parties 15 th Session
UNU	United Nations University
WESSA	Wildlife and Environment Society of South Africa
WSSD	World Summit on Sustainable Development
ZAR	South African Rand

Executive summary

This reporting period (1 January to 31 December 2009) was the first full-year of operation of the current phase of the programme, with a full complement of programme staff, after the late start in 2008. Hence the priority was to balance between catching up with time lost and facilitating programme implementation qualitatively and pragmatically. The programme implementation was guided by the principles of decentralisation and alignment as strategies to enhance the SADC integration agenda through mainstreaming of Environmental Education / Education for Sustainable Development (EE/ESD). The report covers a period leading to the close of the first half of the UN Decade of Education for Sustainable Development (UNDESD), a legacy left by former UN Secretary General Dr Koffi Annan, highlighting the important role of education in sustainable development. Environment remains one of SADC's nine priority areas for thematic coordination (FIPROSA, 2009). This report analyses and presents the achievements and challenges faced by the SADC-REEP in 2009, with a particular focus on results, but also with attention to processes leading to achievement of the results for continuous learning and improvement. The budget performance was within reasonable margins.

Decentralisation of programme activities from the SADC Regional Environmental Education Centre to other sites of expertise in the region is one of the key consolidation factors in this programme phase, and this was achieved through cluster- and country-based capacity building activities. At least four countries hosted decentralised activities, including a UNESCO-partnered ESD lens workshop in Swaziland, a learning support materials cluster workshop in Zimbabwe and a Wildlife and Environment Society of Malawi-initiated EE/ESD course in Malawi.

Alignment with SADC Policies, particularly the SADC Regional Indicative Strategic Development Plan (RISDP) was enhanced through integration of policy imperatives in capacity-building activities such as courses and workshops, and the beginning of work to develop a "working with policy" booklet. In addition, work on developing the ESD-lens with UNESCO and SADC Member States was aligned with the RISDP. The SADC-REEP also supported a SADC meeting to develop the SADC Protocol on Environment, of which the SADC-REEP was incorporated as a member of the working group. The programme raised the profile of SADC through EE/ESD and policy interactions at regional and international fora in partnership with UNESCO and the UNU, where high level delegates at Director, Permanent or Principal Secretary and Ministerial level were present. This includes the programme showcase at the World ESD Conference.

Enhanced networking to support the integration agenda of SADC was achieved through a successful Country EE Network representatives meeting and workshop, where all SADC countries except Madagascar and Namibia were represented at Management or Director Levels. The level of national networking was promoted using a 'communities of practice (CoP)' approach, where Lesotho, Malawi, Namibia and Zimbabwe were directly supported through CoPs or Regional Centres of Expertise (RCE). A typical success is illustrated by the Namibia case which arose from a virtually dysfunctional network at the beginning of the year to one of the most vibrant national EE/ESD networks by the third quarter of the year as a result of facilitation by SADC REEP and the presence of national champions.

A capabilities approach was adopted by the SADC-REEP in the conceptualization of its capacity-building activities, because it was found most appropriate in responding to the risk and vulnerability challenges facing the region, especially in the agriculture, food security and natural resource management and utilisation sectors, where the majority of people in southern Africa thrive or survive.

This has proved useful in the research network where the 10 participating Universities are using a common conceptual framework. This approach was used to guide development of pedagogical content and practice in the flagship SADC/Rhodes International Certificate Course in EE through the use of change projects.

Overall the SADC REEP has achieved all the objectives and activities planned for in 2009. It has achieved greater conceptual and practical coherence, through integrating the capabilities approach and communities of practice approach across all activities. It has made significant progress in conceptualizing *how* a programme such as the SADC REEP should approach complex issues such as climate change, in a southern African context. It has also substantially extended its networks and international reach and impact, as well as regional and national government contributions and impacts.

Key initiatives for 2010 will be to expand the monitoring and evaluation work necessary to fully capture the work of the programme, and to share this into the global ESD monitoring and evaluation framework. Another key activity will be to develop a new programme document to mobilise future funding for the work of the SADC-REEP, and to more fully document country based counterpart contributions of national governments.

Section 1: Background and Introduction

In 1993 the Southern Africa Development Community (SADC) initiated the development of a Regional Environmental Education Programme (REEP) through the then SADC Environment and Land Management Sector (SADC-ELMS) to support Environmental Education processes in southern Africa, and formalised this initiative in 1997 when implementation partners had been secured. The SADC-REEP is facilitated in all the SADC Member States by the Wildlife and Environment Society of South Africa (WESSA) and hosted at the SADC Regional Environmental Education Centre, a SADC Centre of Excellence located at WESSA head quarters in Howick, South Africa.

The SADC-REEP is guided by its overall objective of enabling environmental education practitioners in the SADC region to strengthen environmental education processes for equitable and sustainable environmental management choices. The programme established a range of training, materials development and networking opportunities, followed up with policy support work, and later by an emphasis on research and evaluation after widespread requests from practitioners in the sub-region.

The role of the SADC Secretariat to oversee and steer the programme helps it to form partnerships with various environmental education and sustainable development stakeholders. The SADC-REEP's implementation partners include WESSA, the Swedish International Development Cooperation Agency (SIDA), the United Nations Environment Programme (UNEP), the United Nations Development Programme (UNDP), the United Nations Educational, Scientific and Cultural organisation (UNESCO), the World Conservation Union (IUCN), various Universities, along with many other international, national and regional partners, most notably the 15 SADC governments. A country Environmental Education Network representative operates as the focal point for SADC-REEP in each Member State. In 2009 the programme's contribution was recognised when it was selected by UNESCO as an international model of best practice in Environmental Education and Education for Sustainable Development.

The programme implements a number of key activities that facilitate learning together for a sustainable future:

- Policy development – involving policy dialogue and direction setting in policy seminars and courses.
- Training programmes – involving professional development courses, a course development network and attachment programmes.
- Networking – involving strengthening centres of expertise and communities of practice.
- Materials development – involving capacity development, low cost publishing and use of ICT.
- Research and evaluation – involving a research network and programme, and reflexive monitoring and evaluation.

The programme maintains policy and contextual relevance by recognizing that Southern Africa has many assets, and is extremely rich in biodiversity, other natural resources, cultural heritage and a strong sense of community, but has various challenges including climate change risk, food insecurity, increased poverty and loss of ecosystem services. With approximately 70% of the region's population living in rural areas and dependent on natural resources for their livelihoods, and most SADC economies also dependent on natural resources; environmental education and stewardship should be intrinsically linked to development, poverty eradication, and future well-being in a southern African context.

Education plays a critical role in the sustainable development of southern Africa, as expressed in the SADC Treaty, SADC RISDP, SADC Education Protocol, and AMCEN decisions. Through its focus on transformative learning and capabilities for socio-ecological resilience and sustainable development, the SADC-REEP contributes to the policy objectives of the environment and education sectors.

This report covers the work done by the SADC-REEP and its partners during the period 1 January to 31 December 2009. During this period, the programme recorded some important results for the region. These include support towards the development of the SADC Environment Protocol, launching a SADC Teacher Education Network with a cadre of professionals trained to mainstream and cascade EE/ESD in their work and beyond their work contexts. It also facilitated decentralisation of skills development through learning support materials development utilising professionals in 5 SADC Member States, supporting communities of practice in EE/ESD in 5 SADC Member states, and supporting senior and junior researchers to conduct quality and relevant EE/ESD research in 10 SADC member states through a research network. Further, three willing and capable Universities were identified in three SADC Member states to establish ESD Chairs to support regional capacity building, research and community service. The details of programme outputs and outcomes are found in section 3 below. In the current programme phase, the SADC REEP has an annual turnover of approximately SEK 8 million. The budget performance was acceptable, with approximately 94.4 % of the budget being used for executing the planned activities.

Section 2: Activity Progress, Outputs and Outcomes

The year 2009 saw the programme endeavor to catch up with lost time resulting from the late start experienced in 2008. This was however done in a pragmatic way, which included the prioritization of certain activities, for example the flagship two-month course and the annual Country Environmental Education Network Representatives meeting over others such as attachments and fellowships, in a demand-driven approach. This section discusses the outcomes of the project following each set of project outputs, thus presenting progress made against each of the five SADC-REEP project components.

Project Component 1: Environmental Education Policy

The following outputs and outcomes were achieved from facilitating EE/ESD policy initiatives in the region and member states, which included developing capabilities for contributing to and working with policy. As vanDeveer observes,

“...International environmental institutions can't make states do what they don't want, but citizens can. It is increasingly clear that treaties rely not only on states for implementation but on citizen activism and national environmental leadership. ... If citizens do not demand strong environmental policy from their own governments, no number of treaties and summits will save the earth”, (vanDeveer quoted in UNESCO, 2009: 1).

Immediate objective

To create an enabling environment for policy synergy and inclusion of environmental and sustainable development concerns into regional and national education policies, strategies, systems and development plans.

Activities

- Offer a series of high-level seminars (at technical and director level) to inform decision makers of the need for and potential of environmental education processes and education for sustainable development. (2 seminars /year)
- Offer seminars (at Permanent Secretary and Ministerial levels) during SADC Secretariat regional activities.
- Develop policy briefs/dialogue for use in the mainstreaming of environment and sustainability concerns in regional and national policy initiatives.

Outputs

1. The SADC-REEP maintained and consolidated the excellent working relationship with UNESCO by drafting a Memorandum of Understanding for a partnership on developing EE/ESD policy briefs, supporting an ESD teacher education network to re-orient education to address sustainability and curriculum development, among others. This proposed partnership led to the joint-sponsorship of an ESD lens workshop for southern Africa held in Swaziland, May 2009. The ESD Lens is a resource for ESD Policy making. SADC REEP supported the pilot testing of this in southern Africa, together with UNESCO. The feedback report produced through SADC-REEP

support was used along with three other international reports – from Europe, Latin America and East Asia to feed into a revision of the ESD Lens, an international ESD Policy Development Tool. Professor Sisitka, who works with the SADC-REEP, was asked to revise the ESD Lens for international distribution and use, based on the regional pilot testing processes. This resource is currently being released for international use. In this way, the SADC-REEP was able to share its expertise and experience into the international community, to produce a resource that will, in turn, be used in other country and regional contexts, having a potentially significant longer term policy impact. The ESD Lens resource produced through this UNESCO partnership will be distributed to all SADC member states when it is complete.

2. The programme participated in a SADC-UNESCO Annual planning meeting in Maputo, Mozambique in mid-September 2009 where it teamed up with the SADC Education Unit and influenced the agenda to consider mainstreaming of EE/ESD in other SADC Directorates, Units, and Programmes in partnership with UNESCO, especially in the seven priority areas which included Teacher education, Curriculum development, Higher Education, Teaching and learning materials, and quality management. Other SADC Directorates/Units present included Policy Planning and Resource Mobilisation Directorate; and the Science and Technology Unit.
3. Two of the four world class policy briefs produced in 2008 in conjunction with UNESCO were translated into Portuguese by SADC-REEP (see figure 1), and will be available for distribution to the two SADC Portuguese-speaking countries, Angola and Mozambique in 2010 in addition to their availability on the SADC-REEP website. The rest will be translated in 2010. The Policy briefs summarise key policy imperatives, such as the MDGs and national sustainable development strategies. UNESCO will translate them into French for international access.



Figure 1 (Right) Policy dialogue on ESD and MDGS translated into Portuguese

4. The SADC-REEP programme supported by UNESCO participated at the World ESD Conference in Bonn, Germany in March as one of five ESD best-practice projects in Africa, where it exhibited its work by mounting a poster and distributed 210 information brochures. At least two Ministers, two permanent Secretaries and four Directors of Environment and Education from southern Africa (Botswana, South Africa, Swaziland, Zambia, Zimbabwe) conducted discussions with SADC REEP on how the programme could work with and enhance EE/ESD initiatives in the Member States.



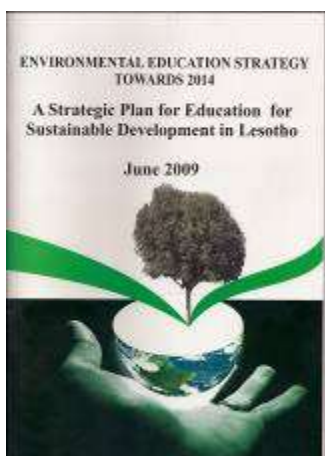
Figure 2 (above right) UNEP Head of Training (Akpezi Ogbuigwe) with Heila Sisitka (Murray & Roberts Chair of Education for Environment and Sustainability), Mumsie Gumede (CEO of WESSA) and Peter Corcoran (Earth Charter) at the SADC REEP stand at WCESD, Bonn



During this conference, the Swaziland Minister of Education (Figure 3, right) participated in the RCE conference, where SADC-REEP made a presentation on RCEs and ESD in southern Africa, and the Minister gained more clarity on ESD processes facilitated by the SADC-REEP.

Figure 3 ESD conversations with Swaziland Minister of Environment at SADC-REEP stand at the World Conference on ESD

5. The recognition of the SADC-REEP by international inter-governmental organisations is further shown by the support given by UNESCO for the participation of SADC-REEP in a conference on 'Reorienting Teacher Education in Sub-Saharan Africa to address Sustainability' held in Mali, December 2009. The SADC-REEP showcased its work in the presence of 12 African countries (Benin, Burkina Faso, Burundi, Cameroun, Ivory Coast, Kenya, Mali, Nigeria, Senegal, Tanzania, Uganda and Zambia). Also present were UN institutions including UNESCO-BREDA and the UNESCO Chair for the International Teacher Education Network. The SADC-REEP, whose Teacher Education initiative was used as a good example from and for Africa contributed to a common conceptual framework for integrating ESD in Teacher Education in Sub-Saharan Africa. The SADC-REEP will continue consolidating linkages and engaging with the SADC Education Unit and member states, to facilitate re-orientation of teacher education policy to address sustainability.



6. The SADC-REEP was invited by the Kingdom of Lesotho's Ministries of Environment and Education through the Country EE Network Representative, where the Programme facilitated the launch of the National ESD Strategy in June 2009. The role of the SADC-REEP in facilitating the ESD Strategy process was acknowledged in the Lesotho ESD strategy document, which was jointly signed by the Ministers of Education and of Environment. This National ESD strategy (see Figure 4) is one of the first in the world, and lessons learnt from this process were shared with other countries in the SADC region and beyond.

Figure 4 ESD Strategy document for the Kingdom of Lesotho

7. The SADC-REEP contributed to curriculum development through co-hosting with UNESCO of a regional workshop to pilot and develop the ESD lens, hosted by Swaziland in May 2009. The 36 participants from 7 countries (Botswana, Lesotho, Namibia, South Africa, Swaziland, Zambia and Zimbabwe), worked hard to shape the lens whose purpose was to enhance ongoing efforts to review and re-orient education systems towards education for sustainable development. The Swaziland Ministers of Education and Environment opened and closed the workshop respectively.

Outcomes

1. The SADC-REEP's contributions to education for sustainable development, environmental education and environmental awareness in southern Africa and beyond were widely acknowledged by such important organisations as UNEP, UNESCO, UNU and EEASA. This recognition was manifested in the programme and one of its partner programmes with UNEP, MESA showcasing their work as UNESCO best practice projects among five others from Africa, at the World ESD Conference in Bonn in March 2009. These international networks have created more opportunities for the SADC-REEP to execute its work with greater recognition.
2. The joint activities and cooperation with UNESCO (the lead agency for implementation and evaluation of the UNDESD) was further strengthened at the cluster, regional and international levels due to the focus on the policy outputs. This will strengthen SADC-REEP's efforts to plan and monitor EE/ESD processes.
3. Best practices in ESD policy development were generated in the SADC region with Lesotho taking leadership and disseminated to other countries within the region, a process which is facilitating mainstreaming of EE/ESD and re-orientation of education to address sustainability. Swaziland presented a seed-funding proposal to SADC-REEP to facilitate participatory development of a National ESD policy, which will be considered in 2010.
4. A cadre of 30 policy and curriculum professionals from 7 SADC countries contributed southern African ideals and values to the ESD lens through UNESCO, and was thus equipped with skills for curriculum review to reorient curriculum policy and practice to EE/ESD.
5. The SADC Education Unit has started to report on co-engaged activities with SADC-REEP, and has planned to share Education for Sustainable Development and Higher Education environmental learning initiatives with SADC Ministers of Education. This cooperation will continue more vigorously in 2010, and is planned to extend to MESA and ESD Research.

Project Component 2: Networking in Environmental Education

A number of EE/ESD processes were supported through partnerships, networking, seed funding, knowledge resources and exchange and interactions among EE/ESD practitioners within the SADC region, Africa and beyond. A community of practice approach was used to strengthen learning for sustainable livelihoods within and across networks at local, national and regional level for the 14 participating SADC countries.

Immediate objective

To support EE and ESD processes through partnerships, networking, seed funding, knowledge resources, exchange and interactions among EE and ESD practitioners within the SADC region and beyond.

Activities

- Establish partnerships with Global and regional organisations
- Support and sustain the SADC National Network (Education and Environment) Representatives' roles and professional support through meetings and workshops
- Support ESD workshops at the Environmental Education Association of Southern Africa (EEASA) annual conferences.
- Establish or strengthen diverse communities of practice¹ (CoP).
- Identify and document the strengths, contributions and learning capabilities² and provide a system of networked links between these CoPs.
- Establish a Swedish-Southern African fellowship exchange programme to support emerging communities of practice to strengthen their learning capabilities and networking activities.
- Support and facilitate information sharing amongst CoPs through EEASA publications (e.g. the bulletin, journal and electronic media).
- Support the development of United Nations Regional Centres of Expertise (at least 1 in each SADC country).

Outputs

1. Fourteen Country Environmental Education Network representatives from the 14 participating SADC Countries, and a representative from the SADC-FANR Directorate participated in an annual meeting and workshop at the SADC-REEC in November 2009, which was chaired by the Democratic Republic of the Congo and deputized by South Africa. The theme of the meeting and workshops was "*Decentralising the SADC-REEP and its activities through National and Local Networking in Communities of practice in the SADC Member States*", (SADC-REEP, 2009).

¹ '**Communities of practice**' are self – organising systems that develop around things that matter to people (e.g. food security; CBNRM) and also move through various stages of development characterized by different levels of interaction among the members and different kinds of activities. The three characteristics of a community of practice are: 1. A shared domain of interest. Membership implies commitment to a domain (e.g. crop farming), and thus shared competence that distinguishes members from other people, 2. The community members engage in joint activities and discussions, *help each other* and *share information*, 3. Members of a community of practice are practitioners who develop a shared repertoire of resources forming a shared practice: i.e. *experiences, stories, tools, ways of addressing recurring problems*. (Wenger, 2007: 2).

² **Capability** refers to what people are actually able to do and be (their valuable doings and beings), rather than to what resources they have access to. If focusses on developing people's capability to chose a life that they have reason to value. Freedom and capabilities cannot be separated, (Walker, 2005). The SADC REEP has adopted 'capability development' in capacity building as a way of empowering individuals and institutions through education, and the people they are trying to assist to get out of poverty. Poverty in this case is seen as capability deprivation.

The participants shared experiences and discussed how to tackle challenges to their obligations of active networking and reporting country contributions to EE/ESD, among others. Participants agreed to combine the next meeting with the EEASA Conference in Copperbelt, Zambia in September 2010, with the theme *“Experiences and Lessons learnt in supporting and coordinating EE/ESD processes at national and regional level in SADC”*, (ibid). The main resolutions they passed included the following:

- 1.1 The high-level SADC-REEP Programme Steering Committee should be established through FANR facilitation.
 - 1.2 Country-level EE Networking should be improved through coordination by the Country EE Network representatives, to address the rather poor coordination of country EE activities in some countries. As the Lesotho ESD strategy noted, “These national networks are poorly coordinated and some of the key stakeholders are not involved”, (Gov of Lesotho, 2009: 28).
 - 1.3 Each Member State will report their contribution to Environmental Education in their annual reporting.
 - 1.4 A project proposal for extending SADC-REEP work be developed by a task team and be presented to the SADC FANR for presentation to possible funders.
2. The SADC-REEP supported 3 participants from 2 countries to share best practices in networking and learning through a community of practice roundtable conducted at the Environmental Education Association of southern Africa (EEASA) conference held in Botswana, July 2009. Participants presented papers and took part in workshops and “world café” on social learning, networking and fundraising among other useful topics. A member of the SIDA REED Team was invited and participated in the EEASA Conference, presenting a keynote speech on the importance of sustainable development and agency.
 3. The Namibia Environmental Education Network (NEEN) was revived through facilitation of two network meetings in July and December 2009 by SADC-REEP staff. This followed a period of non-participation by Namibia in the previous Country EE Network representatives meeting. This network is now one of the strongest self-driven networks in the region. It operates with the support of a new Country Environmental Education network representative in the Ministry of Environment, and an electronic Google-group mailing system supported by an ICT expert based in the Ministry of Education (National Institute of Education Development, NIED).
- 3.1 This networking model has been shared with other countries in SADC. The success of national networking is attributed to the presence of champions and pro-active Country Environmental Education network representatives in the member states. In addition, physical and electronic networking based on a common domain, continuous learning, improvement and agency are essential for sustaining national networks. Four other national networks (Botswana, Malawi, Zimbabwe, Lesotho and Tanzania) were supported through visits and information sharing by SADC-REEP staff.
 4. The SADC-REEP developed and distributed 11 issues of the electronic-based Environmental Education newflash across the SADC region and beyond, advertising courses, reporting EE/ESD activities and events, calling for participation in contributing environmental education articles and sharing environmental information.

5. Seventeen people from 8 countries and SADC-REEP underwent training in integrating Information and Communication Technologies (ICTs) in EE/ESD, and were exposed to tools for accessing information in EE, methods of finding information from a CD, and how to communicate electronically in a network. A resource material on Use of ICTs was produced
6. Seed funding support was disbursed by the SADC-REEP to Lesotho for establishing their RCE (R25, 000.00, ~SEK 20,340.84), Malawi for establishing a national EE/ESD community of practice (R25, 000.00, ~ 20,340.84) and Zimbabwe for establishing a local community of practice around learning support materials development (R12, 000.00, ~SEK 9,763.60) and another CoP on supporting EE/ESD Teacher Education Networking (R25, 000.00, ~SEK 20,340.84).
7. The SADC-REEP was represented by three personnel at the World Environmental Education Congress in Montreal in May 2009, through United Nations University sponsorship and this combined with participation at the Commission on Sustainable Development (CSD) meetings in New York where an online webcast of interviews and a workshop on ESD issues in southern Africa conducted through the CSD Education Caucus were published for worldwide access. The SADC-REEP has since been co-opted as a member of the CSD Education Caucus. Similar recognition of SADC-REEP was made by the Food and Agriculture Organisation who invited SADC-REEP input and participation in their network in June 2009, under the theme 'Food Crisis: education and training of rural people at stake'.
8. The SADC-REEP website (www.sadc-reep.org.za) was reorganized with a new SADC-REEP brand and was programmed to allow for a user-friendly system of uploading.
9. The SADC-REEP was also invited to participate in regional networks focusing on Higher Education for Development in Climate Change Adaptation research and CBNRM materials development, where key inputs were made in 2009. The SADC MESA Network programme has been incorporated into this Higher Education Development programme proposal, which is seeking funding from USAID, and two potentially significant activities for SADC-REEP will be funded under this programme should it be successful: a MESA professional development programme for SADC countries interested in community-based climate change adaptation, and a 'social learning' training programme for community-based partners working on community-based climate change adaptation. Participation in this initiative has also exposed the SADC REEP to key international networks such as the IIED (International Institute of Environment and Development) who are working on community-based climate change adaptation approaches and tools. The proposal also suggests a 'regional hub' for community-based climate adaptation at Rhodes University, with SADC REEP as key partner.
10. In an effort to support national-level networking, the SADC-REEP made country networking visits to Botswana, Zimbabwe and Malawi. Meetings were held with key stakeholders, and in Botswana these included University of Botswana (Education Faculty meeting; meeting with Deputy Vice Chancellor, Academic and the International Office); and the National EE Network representative. In Zimbabwe meetings were held with Hillside Teachers College staff in Bulawayo, the CoP stakeholders in Harare Zimbabwe, and RCE stakeholders in Mutare (Africa University and Local Agenda 21). In Malawi the SADC-REEP had consultations on ESD implementation and coordination with the National Commission for UNESCO. Additional

meetings were held with the National EE Network representative, Environment Africa Malawi office; RE-SCOPE Malawi, Wildlife and Environment Society of Malawi and Mulanje Mountain Conservation Trust.

Outcomes

1. Exchange and sharing of environment and sustainability information and experiences has boosted participation of more people in the public and private sectors in environment, sustainability and EE/ESD activities in Namibia, where over 72 individuals representing about 37 entities are participating actively in a NEEN email group, and these communications are being shared with SADC REEP and various other individuals and organisations in the SADC region.
2. At least 800 people in the SADC region and beyond were sensitized with environmental information and activities in the region resulting in participation and reporting of actions in various environmental activities. Good feedback was also received indicating that environmental awareness and environmental stewardship were being achieved in the SADC region. The SADC-REEP database grew by nearly 10% in 2009 to over 800.
3. New learning opportunities were facilitated for over 300 people through networking, and this included a regional conference and country-level workshops and meetings in Malawi, Namibia and Zimbabwe.
4. The recognition accorded to SADC-REEP has increased due to participation in national, regional and international fora. This has increased the programme's influence in EE/ESD policy and practice. The programme contributed to the global trends in EE/ESD practice, especially the capacity building approach of 'building capabilities' for adapting to environmental and global change. An example is through input into the Bonn ESD Declaration of 2009.
5. National-level networking was improved through visits and meetings held in Member States to clarify SADC-REEP's role. The meetings brought together stakeholders who were not coordinating their EE/ESD activities before these meetings due to lack of information and awareness about each other's EE/ESD activities and of SADC-REEP by a few of them.
6. The SADC REEP has linked up with key regional and international networks focusing on community-based climate change adaptation, and is a partner in a regional initiative that will provide cutting edge research on pro-poor climate change adaptation in natural resource dependent communities, providing a platform for SADC REEP's expertise to extend in this area in future.

Project Component 3: Resources Materials Development

Immediate objective

To support the development of institutional and professional capacity within the SADC region to access, use and develop appropriate EE and ESD resource materials including appropriate innovations in information and communication technologies (ICTs).

Activities

- Produce educational resources for mainstreaming environment and sustainability issues in education and Natural Resource Management
- Conduct workshop to develop skills for Learning Support Materials development (2 workshops/year)
- Develop regional resources to support the sharing of knowledge across southern African countries (e.g. a book on establishing and extending and networking amongst EE/ESD communities of practice – to support the networking component)

Outputs

1. A training of trainers' course was conducted at the SADC Regional EE Centre in South Africa in April 2009 where a core team of 9 participants from 5 SADC member states (Malawi, South Africa, Tanzania, Zambia and Zimbabwe) gained skills in Resource Materials Development and integrated EE/ESD in material development, on the themes of climate change, alien invasive species, bio-fuels and deforestation. A Course Developers' Network (CDN) toolkit developed through the SADC-REEP community of practice over 5 years ago was used for this purpose.
2. Seventeen participants from a cluster of 3 SADC Countries, namely Mozambique, Zambia and Zimbabwe acquired and shared skills for developing learning support materials in June 2009. They also prepared plans for developing relevant learning support materials (LSMs) with SADC REEP seed funding support and institutional backup. The themes to be covered by the LSMs are Waste management, climate change, bio-fuels and deforestation and veld fires. Under waste management posters, a banner and a book will be produced by Zimbabwe while on Climate change, invasive alien species, bio-fuels, Zambia will produce information sheets. Mozambique will produce posters, pamphlets and t-shirts under the veld fires theme.



Figure 5 Participants at the first decentralised Learning Support Materials skills development workshop in Harare: Mozambique group (left), plenary session facilitated by Dick Kachilonda of SADC-REEP, Fanuel Manyinyire and Marriot Nyangu, two of the trainers from the first Training of Trainers course (right)

3. The SADC-REEP developed, produced and distributed programme brochures (up to 700 on each of the five programme components and the main programme and 200 on RCEs), exhibited programme operations and distributed several SADC ESD reports and CDN toolkits to raise EE/ESD awareness. The programme also called for wider participation at international conferences such as Commission on Sustainable Development (CSD) and World Conference on ESD (WCESD), and regional conferences and meetings such as EEASA where over 2000 delegates in total attended. In addition a banner was also developed and has been used to publicise the programme.
4. The SADC-REEP contributed to the development of an EEASA membership pack which was distributed to nearly 100 new members out of the approximately 263 EEASA conference member-participants.
5. The SADC REEP supported the publishing of an accredited EEASA Journal on the theme of Climate Change Education, and two issues of the EEASA bulletin which were distributed to all EEASA members. The EEASA Journal was co-edited by a Swedish academic, Associate Professor David Kronlid from Uppsala University, and papers include contributions from leading ESD academics in Sweden, furthering southern African and Swedish knowledge exchange in ESD within a professional forum with international exposure. The Journal includes a contribution from the United Nations Environment Programme, linking this scholarly activity to international discussions on climate change.
6. In collaboration with UNESCO, the SADC-REEP contributed to the development of an ESD lens for southern Africa, which will be used to review curricula in various sectors including curriculum development units or centres, teacher education institutions, Universities, agricultural education and training institutions and Non-governmental education and training organisations in the SADC countries.

Outcomes

1. A cadre of 36 professional trainers and practitioners from 6 SADC countries were equipped with Learning Support Materials Development Skills, through expert support, exchange of knowledge, experiences and skills. These are available to share these skills in the region to enhance LSM skills through diverse EE/ESD communities of practice. Some of the SADC-REEP functions were successfully decentralized during the cluster activities to allow involvement of more local participants as a way of building capacity.
2. There is a wider availability of information on EE/ESD in the region, which can be integrated into training and capacity building programmes. In addition, the wider skills and knowledge base created is available for rolling out EE/ESD learning support material skills in SADC Member States and at regional level.
3. Stronger links were made between Swedish and Southern African EE/ESD academics and practitioners through a special edition of the EEASA Journal focusing on climate change education in 2009 (leading to UN Framework Convention on Climate Change, UNFCCC COP15).

Project Component 4: (Training and Capacity Building)

Immediate objective

To support institutional and professional capacity building processes to respond to environmental and sustainable development challenges through improved EE and ESD processes.

Activities

- Extend UNEP Course development network in Universities (MESA) in Southern Africa (1 curriculum workshop in year)
- Support a UNESCO Teacher Education Network for MESA with teacher education colleges (2 workshops).
- Offer an International course for Environment / Natural Resource Management / Agriculture ministry staff (2 x 5 day training workshops).
- Offer the Rhodes University / SADC International Certificate Course/s for EE practitioners (2 months course)
- Offer an International Curriculum Development Course, (for curriculum developers and teacher educators) (2 x 5 day training workshops)
- Support two 10 day Attachment Programmes for 10 participants each

A new conceptual framework was developed for the training component. This was based on the strengths model, capability approach and institutional change projects. This framework has not only improved implementation of EE/ESD activities in institutions but has also facilitated participation of more people in the communities of practice, improvement of EE/ESD capabilities, and has had a high multiplier effect. The EE/ESD in NRM and Agriculture (a newly introduced component) will add relevance to agricultural education and training, production and sustainable natural resource utilisation which are hallmarks of SADC's economic base.

Outputs

1. A teacher education course was conducted in June 2009. This provided opportunities for 12 teacher educators / lecturers from 12 teacher training colleges in 10 countries namely; Botswana, Lesotho, Mozambique, Namibia, Seychelles, Swaziland, South Africa, Tanzania, Malawi and Zimbabwe to learn together about integration of environment and sustainability. The 'institutional change project' approach was used as a tool for re-orienting teacher education towards sustainability. A teacher education workbook was used as main text for integration.



2. The SADC / Rhodes University 2-months certificate course brought together 14 participants from 8 SADC countries for training in EE/ESD integration in curricula, improved education methods, and project implementation and management skills.

Figure 6 (left) SADC/Rhodes University International EE/ESD Certificate Course participants 2009

The course provided opportunities for EE/ESD networking among participants. There was also an increase in networking partners for the SADC-REEP as more participants from these institutions (supervisors, institution heads and colleagues) are required to actively participate in the change projects.

3. The SADC REEP supported 24 participants from 8 countries in EE/ESD principles and practice and materials development through attachments and fellowships. Each participant developed a learning support resource material, covering each of the various themes that included sustainable gardening, waste management, EE teaching methods, school greening, sand mining, water, rhino conservation, and Mulanje Cider conservation awareness.
4. A partnership was made with Wageningen University in the Netherlands (Prof Arjen Wals, ESD Chair of Social learning and Andre Boon, Centre for Development Innovation), and University of Zululand which resulted in a framework for mainstreaming ESD in Agriculture Colleges and Universities in South Africa. Of the 26 participants, 8 came from 4 Colleges of Agriculture and 18 from two Universities. They worked with such important resources as the MESA file and toolkit and the Millennium Ecosystem Assessment. Participants were exposed to and assisted to acquire EE/ESD learning support materials for use in their institutions.

5. SADC-SADC-REEP facilitated an invitational EE/ESD decentralised course for 26 participants from the Wildlife and Environment Society of Malawi and associated institutions including Mulanje Mountain Conservation Trust. The counterpart contribution by WESM amounted to approximately SEK 45,500.



Figure 7 Decentralised EE/ESD course in Malawi, facilitated by Caleb Mandikonza of SADC-REEP (in left picture), for a group of field and extension personnel (in right picture above).

6. In May, the SADC-REEP partnered with UNESCO Windhoek and Harare Clusters facilitating a workshop to pilot the 'ESD lens' to guide ESD curriculum and policy (see project component 1). Various education sub-sectors: Environment, Culture, curriculum development, teacher education and policy making, were represented by 33 participants from 8 countries; namely Angola, Botswana, Lesotho, Namibia, South Africa, Swaziland, Zambia and Zimbabwe). They cooperated in integrating their review approaches to come up with a common agenda represented in one document (see figure 8) for the SADC region, which is part of a worldwide policy process. The counterpart contribution by UNESCO amounted to approximately SEK 209,061.28.

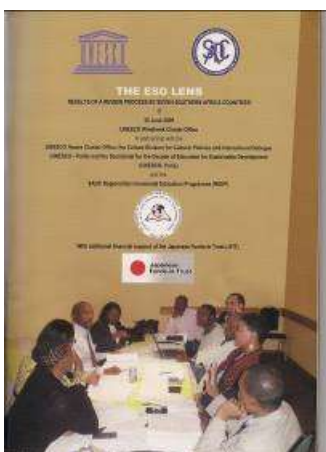


Figure 8 (left) The Education for Sustainable Development lens which was developed by participants from 8 SADC Member States

Outcomes

1. There was an integration of approaches among teacher educators through use of one teacher education workbook and various case studies, including the successful Secondary Teacher Training environmental Education Programme (ST²EET) case study from Zimbabwe. A network of ESD teacher educators was established for southern Africa, which will be linked to the UNESCO ESD Teacher Education Network for sub-Saharan Africa, the UNESCO International Teacher Education Network, the UNESCO International Chair for Teacher Education (at Your University, Canada) and the Teacher Training Initiative in Sub-Saharan Africa (TTISSA).
2. The 2-months EE/ESD International certificate course enhanced knowledge and skills in EE/ESD among 14 participants, and facilitated knowledge and information exchange through networking in a 'community of practice' framework.
3. There was enhanced knowledge and skills in EE/ESD among 65 practitioners through training courses and attachments, where exchange of knowledge and experiences was achieved through networking, group work and change projects. All course participants were exposed to regional EE/ESD networking through EEASA, where at least ten joined the association as members and will thus be well-equipped focal points in their institutions, sectors and at national and regional level for EE/ESD continuous learning and innovation.
4. The SADC-REEP has established a networking forum with 12 individuals from 10 teacher education institutions for linking teacher educators in southern Africa with the global ESD network on '*Reorienting Teacher Education to mainstream ESD*' which will enhance learning within wider ESD communities of practice for teacher educators in southern Africa.
5. Over 20 agricultural trainers and educators were equipped with EE/ESD knowledge and skills which led them to resolve and plan to integrate EE/ESD in formal curricula and in short courses. University of Zululand re-planned their proposed Master in Rural Development to re-orient to a Master in Integrated Sustainable Development. The counterpart contribution by Dutch partners amounted to approximately SEK 25,000.

Project Component 5: Research and Evaluation

Immediate objective

To support evaluation, research, and innovation in EE and ESD processes through enhanced research and evaluation capacity and reflexive practice at the regional and national levels.

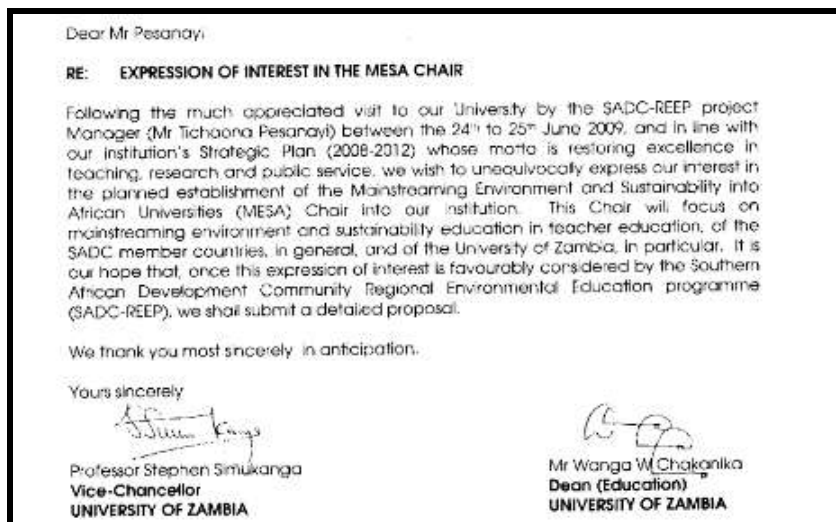
Activities

- Run research symposiums where researchers can share insights into ESD educational quality and relevance in the context of *Education for All*.
- Establish and support an ESD UNESCO Chair at one of the regional partner universities, which will complement the work of SADC REEP in research, training and policy.
- Establish and maintain an ESD research network involving 8-10 Universities in SADC (1 research meeting per year) by providing seed funding for network partners to conduct local level research that feeds into a regional research programme.
- Support regional participatory research initiatives that will strengthen EE/ESD policy, practice and research capacity (2 research initiatives involving 10 country-based case studies each time).
- Support the production of research outputs and the sharing of research results in relevant regional education and environment forums (research report budget, and some conference / workshop attendance budget).
- Establish an ESD Monitoring and Evaluation programme (with SADC and UNESCO) to monitor the role of EE/ESD in achieving the goals of the SADC RISDP, the UNDES objectives and the contribution of ESD to the achievement of the MDG's.

The Research component consists of an EE/ESD research network involving 10 Universities and Higher Education Institutions from 8 SADC Countries, namely Botswana, Lesotho, Mauritius, Mozambique, Namibia, South Africa, Zambia and Zimbabwe. These institutions are conducting research on the relationship between Educational quality and relevance. In addition, the SADC-REEP is facilitating a research programme implemented by teams of junior researchers from 2 countries, Namibia and Zambia. Both aspects are coordinated by Rhodes University in South Africa. The research programme has developed a common conceptual framework focusing on capabilities and educational quality, and research capacity building has taken place through two research symposiums, participation in a regional conference (EEASA Conference), where the research programme was presented as a plenary contribution, and participation in a one week research design course where members of the network both presented in the research design course, and participated in the learning processes associated with the research design course. Members of the research network have also participated in the Rhodes University PhD week programmes, and have drawn had access to the substantial resources available for research located at Rhodes University, through the Murray & Roberts Chair of Environment and Sustainability Education. Research dialogues are being produced from the discussions at the research symposium to consolidate the conceptual framework of the research programme. All research participants have developed and submitted peer reviewed research proposals, which have received seed funding from the programme. The junior researchers are conducting research into various aspects of educational quality and relevance in Zambia and Namibia – focusing on social learning, educational quality and action competence approaches. A regional literature review was commissioned, and will be made available to the network in 2010.

Outputs

1. Two research network meetings for 10 participants from 8 countries were conducted – one at Rhodes University, which included a capacity building research symposium for Post-graduate students from various Universities in Southern Africa and a research design course, in September 2009. The research network also presented their research programme during the EEASA conference in Botswana where participants presented individual and plenary papers to share their research initiatives on capabilities in EE/ESD. Participants exchanged experiences and knowledge, and gained skills in social science research methodology from the research symposium.
2. The SADC-REEP carried out three visits which clarified and consolidated interest to establish MESA Chairs among three Universities. This was following a region-wide survey which identified these possible Chair hosts (University of Botswana, University of Swaziland and University of Zambia) for the SADC region. Three seed funding proposals were submitted to kick start the Chairs, and a review committee was established to review the seed funding proposals. The committee will consist of UNEP, the Association of African Universities (AAU) and the Rhodes University Murray & Roberts Chair of Environmental Education and Sustainability. Representatives of the MESA Southern Africa network have had the opportunity to interact and exchange experiences with other international ESD Chairs (in Montreal, March 2009; Paris, November 2009 and Mali, December 2009). Contacts were also established with the Swedish Graduate Research School, where Rhodes University is a member of the scientific committee. A plan was put in place to launch the ESD Chairs initiative in early 2010.



Courtesy of University of Zambia

Figure 10 An expression of interest in the MESA Universities ESD Chair initiative

3. SADC-REEP continued assisting the UNESCO process of gathering data, which fed into the ESD global monitoring report for the UNDES. The SADC ESD contribution is acknowledged in the global report (UNESCO, 2009a: 17, 18, 19).

4. Six participatory research projects were started in Namibia and Zambia with support from the SADC-REEP on understanding development of capabilities for EE/ESD in communities and teacher education and will provide research frameworks for rolling out to other countries.
5. A research access initiative where summaries theses will be compiled and bound into a collaborative book was initiated in early 2009. As of end 2009, 25 out of 40 studies were summarised and are ready for editing. The collaborative book framework is intended to make ESD research work more accessible to more stakeholders within the SADC.
6. A Climate change research link was made between Swedish EE/ESD professionals and EE/ESD professionals from southern Africa. This included funding links with the Swedish Centre of Education for Sustainable Development (SWEDES) to promote climate change education³, research and collaboration. At an initial seminar held in Sweden, three representatives from southern Africa made presentations on climate change education research and contributed to the shaping and launch of a climate change education network, together with representatives from UNEP, Uppsala University, SWEDES and SIDA. The results of climate change education research in southern Africa and Sweden were shared as reflexive “think pieces” for publication in the EEASA Journal issue of 2009.
7. A paper was published on climate change education in southern Africa, with SADC-REEP as case study, in the first major international book on climate change and education. The book was published as a 2010 imprint by Routledge, and was authored by Professor Sisitka, who has been supporting the SADC-REEP to consider how a programme such as the SADC-REEP can engage with climate change education in a context where adaptation to loss of natural resources and livelihood security is likely to be the major impacting issue, particularly in rural community contexts. The production of this paper outlined the need for social learning approaches that are not too narrowly localized, and which include critical engagement with wider social justice issues associated with climate change. Full reference of the paper:
 - Lotz-Sisitka, H. 2009. Climate Injustice. How should education respond? In Selby, D. & Kagawa, F. (Eds). *Education and Climate Change. Living and Learning in Interesting Times*. London. Routledge.
8. The SADC-REEP contributed to the UNDES mid-term evaluation process by facilitating collection of data from SADC Member States and sharing with the UNESCO Monitoring and Evaluation Expert Group (MEEG) who had requested assistance to enrich ESD data on Africa. The report, titled *Review of Contexts and Structures for Education for Sustainable Development 2009*, cites SADC-REEP contribution in several places, including pages 17 – 19. The DESD Global Report for 2009 observes that “the importance of (sub) regional networking, both formally and informally, is stressed in the two sub-regional synthesis reports. One example of such cooperation is the Southern African Development Community (SADC) ...whose networking and

³ The importance of climate change education for southern Africa has been highlighted in the New Partnership for Africa’s Development (NEPAD) Environment Action Plan (UNEP, 2003) and the African Ministerial Conference on the Environment (AMCEN). In addition, UNESCO (2009b: 7) has the following strategic objective, “**Climate change is an issue of education and public awareness**, which needs to be **part of ensuring that sustainable behaviours become daily habits**. UNESCO ... will intensify efforts and initiatives to put climate change education (CCE) higher on the international agenda... and will support the development of guidelines for the effective integration of CCE into educational programmes and school curricula; enhancing networking to share experiences and good practices in CCE; and mobilising support for teacher training on CCE”.

collaboration has revealed that the inter-linkages between poverty, environmental degradation, increased health risk and food security need to be understood in the context of educational reform efforts ...”, (UNESCO, 2009a). MESA was recognised as a strongly emerging network, while the southern African position on ESD building upon EE structures and policies was highlighted in the context of the region’s development and livelihood challenges and sustainability practices. “... Environmental educators have long been concerned with environmental education processes that are processes of social change” (Lotz-Sisitka in UNESCO, 2009a: 19).

Outcomes

1. A common **integrating** research conceptual framework with peer review was put in place and is being deepened through SADC-wide EE/ESD research projects. This is expected to contribute towards addressing a major challenge of quality and relevance in educational and research programmes.
2. The research processes increased research capacity in the fields of environment and sustainability among 10 educators who in turn work with over 100 junior researchers. This is evidenced by the presentation of ten research proposals by participating Universities, which have been reviewed by Rhodes University and recommended for seed-funding by SADC-REEP. Proposed research themes include capabilities in Community-based Natural Resource Management (CBNRM); embedding education for sustainable development (ESD) discourse and practices in undergraduate courses for mathematics and science high school teachers; and improving the quality and relevance of teacher education to address ESD/EE among others. Below is an extract from one of the research proposals.

DEVELOPING CAPABILITY AND AGENCY THROUGH A POVERTY REDUCTION APPROACH TO SUSTAINABILITY: THE CASE OF RURAL COMMUNITIES WOMEN IN BOTSWANA

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EXECUTIVE SUMMARY

This research proposal seeks to investigate gender based poverty reduction among women depending on natural resources and their products. It explores the existing natural resources that women depend on for livelihood in the Eastern part of Botswana in the Tswapong Region. The research would investigate how women exploit these resources for subsistence purposes and commercial reasons. It would examine different ways of exploiting the resources, different ways of skills acquisition (adult education), and interactions amongst communities of practice in natural resources use. It would also investigate conceptions of quality education (i.e. episteme and pedagogies) that would enhance sustainability and entrepreneurial skills for poverty reduction among women.

The research would explore *community of practice* among women, their views, dynamics of learning within the community through critical theory approach. This would enable the exploration of concepts such as *capabilities* of the community of practitioners, and *agency* amongst practitioners. It would also explore quality of adult education in terms of innovation, reflexivity, trans-disciplinary and inter-disciplinary. The research would use generate data through documents analysis, a research schedule, observations, focus group discussions, and interviews, videos and photographs would be used to complement other data generation techniques.

3. Six Masters Students in the region have been equipped with skills to undertake research on relevant EE/ESD issues in at least 2 SADC countries, which will provide a model of best practice for rolling out to other SADC countries.
4. A literature review focusing on ESD and Educational Quality and Relevance has been produced, and journal articles and book chapters based on SADC REEP approaches to climate change education have been produced.
5. A special edition of the EEASA Journal has been produced through a new network of climate change education researchers working in Sweden and southern Africa.

Section 3: Discussion of cross-cutting issues (country representation, gender, HIV/AIDS)

a. Country representation

Table 1 (below) and Figure 9 (see page 27 overleaf) present a matrix and graph respectively of how SADC Member States have participated in various courses which were advertised by the SADC REEP in 2008 and 2009, through the SADC EE Newsflash and via Country EE Network representatives' fora.

From Table 1 and Figure 9, it can be seen that the two decentralised EE/ESD workshops conducted in Malawi (country 5; 26 people in 2009) and in South Africa (country 10; 29 people in 2009), both focusing on Agriculture/Natural Resources Management practitioners; and two decentralised attachment courses in Mozambique (country 7; 27 people in 2008) and in South Africa (country 10, in 2008) respectively attracted more participants than regional workshops, where in the latter flights can only afford to bring fewer people together.

Table 1 Analysis of course participation per type of course and SADC Member State

Country Code Number	Member State	Course name / type and code number									
		Attachments 1		Rhodes SADC Course 2		Teacher Education 3		Learning Support Materials 4		Decentralised (NRM/Agric) 5	
		2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
1	Angola	0	0	0	0	0	0	0	0	0	0
2	Botswana	3	3	1	1	0	1	0	0	0	0
3	DRC	0	0	1	0	0	0	0	0	0	0
4	Lesotho	0	1	0	0	0	1	0	0	0	0
5	Malawi	3	0	2	2	0	2	0	2	0	26
6	Mauritius	0	0	0	0	0	0	0	0	0	0
7	Mozambique	20	0	0	0	0	1	0	4	0	0
8	Namibia	0	0	0	3	0	1	0	0	0	0
9	Seychelles	0	0	0	0	0	1	0	0	0	0
10	South Africa	27	3	2	3	0	1	0	2	0	29
11	Tanzania	0	0	3	1	0	1	0	1	0	0
12	Swaziland	0	0	1	1	0	1	0	0	0	0
13	Zambia	2	0	2	2	0	0	0	5	0	0
14	Zimbabwe	1	0	3	3	0	1	0	13	0	0
Totals		56	7	15	16	0	11	0	27	0	55

These numbers were achieved due to situating the workshops at country level thus allowing more local people to participate, at much lower travel cost. Decentralisation in Portuguese and French speaking SADC countries will help to break down the language barriers, which have resulted in the low participation shown in some of these countries (countries 1, 3 and 9 in Table 1 and Figure 9).

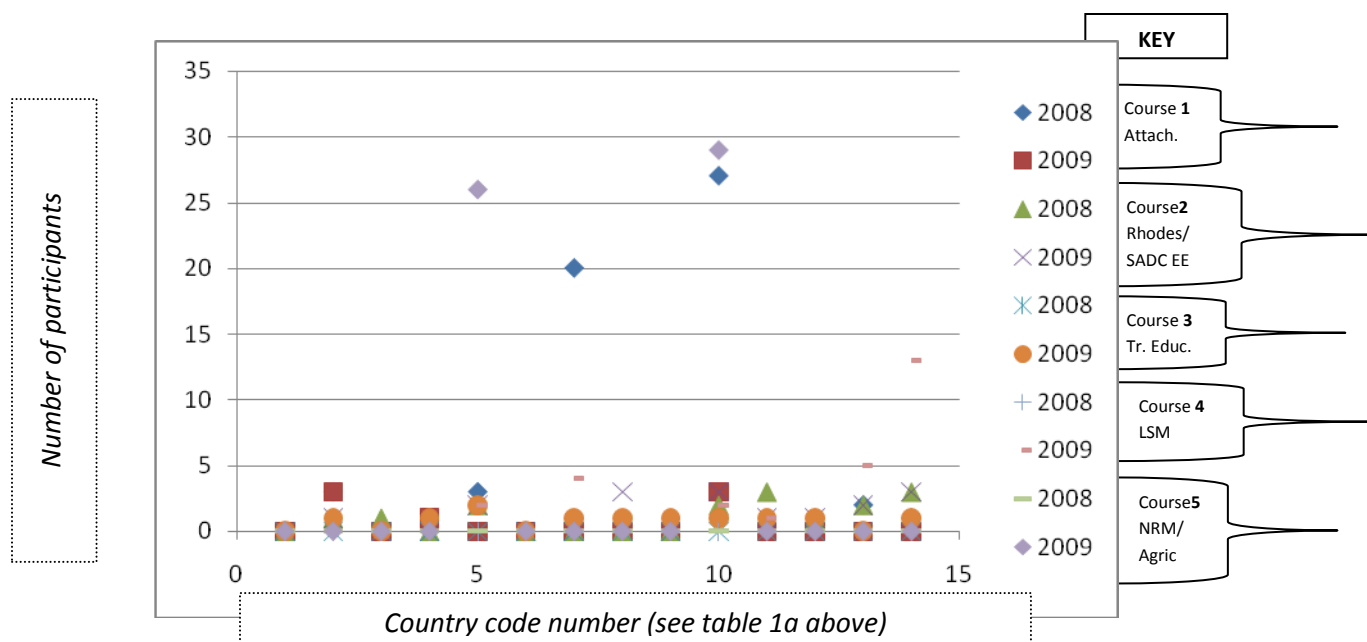


Figure 9 A graphical representation of participation by Member States in SADC REEP courses

b. Gender disaggregated comparative analysis

The gender comparative analysis looks as follows (Table 2a, left) for the SADC / Rhodes 2 International Certificate months' course.

(Table 2a)	Male	Female
2008	9	6
2009	7	9

(Table 2b)	Male	Female
2008	N/A	N/A
2009	21 Malawi; 15 SA	4 Malawi; 13 SA
Total	36	17

Table 2 Gender disaggregated comparative analyses for (a) SADC / Rhodes International Certificate course, left (b) NRM/Agriculture workshop, right

Table 2a shows that the gender representation in the SADC-REEP flagship course is achieving equal ratios. In terms of participation in course activities, both genders were provided with equal opportunities and the same tasks, and there was no significant observable difference in the participation of either gender. Participants from both genders represented both senior and mid-level management to junior officers. The next two SADC / Rhodes International certificate course will probably take either fewer participants or be shortened to one month (as a training of trainers course) instead of the traditional two months due to the fact that this programme phase has been stretched by an extra year, providing no budget for the extra year to carry out this important activity. The benefits of a shorter course include reduced exposure of participants to possible HIV/AIDS risk.

From Table 2b, it can be seen that the ratio of female to male participants varied considerably by country, with the Malawi group (field officers) dominated by males, and the South African group (agricultural and other educators) nearly having equal representation of genders. Participants in both groups were selected by the funding institutions. Overall, female participation is poor in the Agriculture/NRM sector, and SADC-REEP will make efforts to facilitate equity in courses in this sector.

Section 4: Deviations from plan, analysis of implementation problems and possible counter-measures

The main challenge for the programme was the threats of the global economic downturn, which fortunately SIDA cushioned by proposing a commitment of the full contribution in 2009.

Numbers of participants in training programmes were slightly reduced from original anticipated numbers in light of the following:

- **Problem:** increased travel costs
- **Implications:** numbers benefitting from the programme slightly reduced
- **Progress made:** the new numbers are reflected in the 2009 workplan. A new strategy to 'train trainers' who can support training in-country was adopted where possible, to ensure that maximum number of people benefit, despite increases in travel costs. This has the added benefit of enhancing decentralisation, which is a key objective, as well as sustainability. Implications to the budget include slight re-allocations of funds for in-country support. All trainings will be accompanied by a 'change project' whose implementation the institutional heads commit to supporting.

The NRM/Agriculture course planned for this year was postponed to 2010 to decongest implementation activities in 2009.

The Learning Support Materials (LSM) training programme which was originally planned to be conducted once was later rescheduled to be done in three clusters due to the increase in number of people who sought to be trained in LSM skills development. This cluster approach ensures decentralisation and follow-up of trainings. The clusters are organised as follows:

- Northern Cluster – Tanzania, Malawi, Eastern Zambia and Northern Mozambique
- Central Cluster – Zimbabwe, Mozambique Zambia
- Southern Cluster – South Africa, Swaziland, Botswana, Namibia and Lesotho
- The other non-English-speaking countries (Seychelles, Mauritius, DRC and Angola) will be supported through expert support.

Section 5: Project Administration and Finances

Due to the late start of the project in 2008, the project finances for the 2008 year spilled into 2009 since only 24 % of the annual budget had been utilised then. However, with the rigorous planning for 2009, approximately 88.2% of these funds were utilised by end of 2009, and an accumulative interest of SEK 551,431.00 had been generated (please refer to the financial statement in appendix 5 of this report). To prepare for 2010, a disbursement request was generated by SADC-REEP, processed by SADC Secretariat and actioned by SIDA resulting in the disbursement into the SADC-REEP project account of SEK 9,069,600.00 on 17 November 2009. These funds will be used in 2010.

During this reporting period, SIDA proposed to SADC Secretariat a disbursement of the whole balance of the project budget to cushion the SADC-REEP against possible negative impacts of the world economic crisis adversely affecting SIDA's total real budget, and an amendment to the original SADC/SIDA agreement which would provide for a one-year no-cost extension to the SADC-REEP from 31 December 2010 to 31 December 2011. The MoU amendment and disbursement could not be carried out during the current reporting period as the paperwork could not be completed in time by the SADC Secretariat. The process is expected to be completed early in 2010. The no-cost extension will give the SADC-REEP a much-needed extra year to complete implementation of planned activities properly over the logical time-frame.

Counterpart contributions for the 2009 financial year were made up as follows:

- i. Contributions by **UNESCO** to the ESD lens pilot project = USD 33,808.91, which is the equivalent of approximately **SEK 214,887.10**. This contribution amounts to 69.7% of the expected contribution from UNESCO for the entire project period (see project budget, item 1.3).

These contributions were made by the UNESCO Windhoek Cluster Office, UNESCO Harare Cluster and the UNESCO DESD Unit in Paris.

The UNESCO contribution is expected to increase with the translation of policy briefs to French.

- ii. Only 2 countries formally reported **country contributions** for 2009 as follows:

Name of country	Contribution (USD)	SEK equivalent
Zambia	781,500.00	4,832,494.94
Lesotho	191,000.00	1,181,070.42
Totals	972,500.00	6,013,565.36

Further efforts will be made to establish country contributions in 2010, as this clearly indicates the scope of interest in environmental education / ESD in southern Africa, and how government commitments at national level complements the regional work of the SADC-REEP.

The Botswana Government sponsored one delegate to the Country EE Network representatives meeting (item 2.2), for approximately SEK 8,000.00.

Malawi, through the Wildlife and Environment Society of Malawi, supported a course for field personnel amounting to approximately SEK 45,500.

iii. SADC Secretariat contributions

Type of contribution	Man-working-days spent on SADC-REEP project	Contribution (USD)	SEK equivalent
In-kind (Time on administration, meetings and management support)	14	2800	-
Telephone, stationery, office space	-	200	-
SADC Seminar – Environment protocol development	-	-	2,082
Totals		3000	18,800

Cross-cutting measures

A number of economic and environmental cost reduction strategies were implemented during the course of 2009, which included use of road transport for staff and course participants rather than flights where feasible. This resulted in cuts in travel costs of up to 30%, and some of these savings will go a long way into financing activities for 2011. Such activities include environmental educators' courses.

Lessons learnt

One lesson that came out of the partnership with the Wildlife and Environment Society of Malawi was that we can train more people if we decentralize our training activities. A figure of R50,000.00 was sufficient to train up to 26 participants in one course. This interaction encouraged SAD-REEP to consider the possibility of conducting two decentralized attachments for countries in clusters in 2010. By this it is hoped that the courses will reach more people who need them in the SADC countries than the traditional centralised approach. In addition, the annual Country EE Network representatives meeting for 2010 will be combined with the EEASA Conference to enhance possibilities of Country EE Network representatives to be sponsored by their Governments. Due to the project extension, there will be four rather than three Country EE Network representatives meetings and International EE certificate courses. It will thus be necessary to apply for use of the contingency fund to conduct the crucial annual Country EE Network representatives meeting and the flagship International EE two months certificate course in 2011.

Section 6: Conclusion and recommendations

- 6.1 The plans for 2009 were achieved to a far greater extent compared to implementation in 2008 due to the full year of operation with a full complement of staff, and the budget moved smoothly and efficaciously with the implementation of the plan.
- 6.2 The cooperation and support of the Country Environmental Education Network representatives and their Directors is highly commendable, and was key to the success of implementation of activities. However, at the beginning of the year it was noted that EE/ESD networking at country level was generally not well coordinated and therefore needed to be improved.
- 6.3 SADC-REEP staff conducted visits to a number of countries to facilitate improved networking through supporting communities of practice and regional centres of expertise, and this yielded some good results in Namibia, Botswana, Lesotho, Malawi, Tanzania, Zambia and Zimbabwe.
- 6.4 Decentralisation of activities from the SADC-REEC also improved dramatically. The visit by a representative from the SADC Secretariat, FANR Directorate added improved appreciation of status of the programme and motivated the programme staff and Country EE Network representatives who were present.
- 6.5 Annual review meetings conducted between SADC-Secretariat, Sida, WESSA and SADC-REEP team helped to build the whole team and improve communication, coordination and understanding, and clarify expectations, in order to continuously improve delivery of positive EE/ESD outcomes to the SADC region.
- 6.6 The human capacity development service provided by the SADC-REEP in 2009 contributed to improved EE/ESD mainstreaming, networking, materials development, environmental action and sustainable development among policy makers, teacher educators, agriculture trainers, national EE/ESD network coordinators, Government environment officers, community development workers and their communities of practice.
- 6.7 Regular reflexive management meetings were conducted nearly every two months, which gave the SADC-REEP management team a clear conceptual direction to link with context, facilitate continuity and project steering, and build for future programme development. This valuable management strategy will continue in 2010 on a quarterly basis.

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Appendices

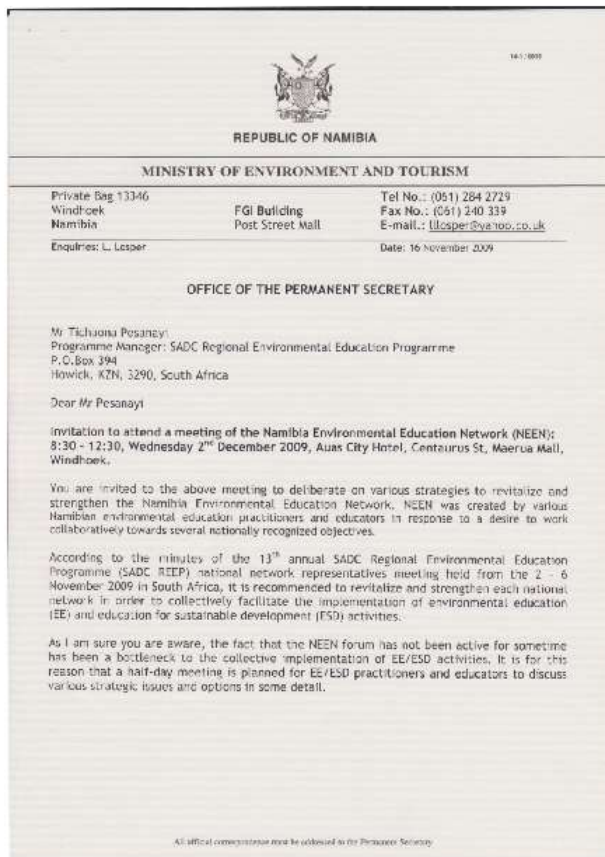
Appendix 1 Analysis of Assumptions and risks (Key strategies: quality, relevance, partnerships)

[Refer to project document pg. 27-35 for outline of anticipated risks to the programme results]

Results	Actions to minimize risk (respond to assumptions and risks)
<p>Key result 1: Improved integration of environment and sustainability concerns into educational and environmental policy frameworks</p>	<p>Active engagement with SADC FANR has taken place throughout the year, with 5 visits to the SADC Secretariat offices, and a visit by SADC FANR representative during the National EE Network representatives meeting. In addition</p> <p>To strengthen policy impact in the education sector – a partnership with UNESCO was formed. The programme has also conducted planning meetings with the SADC Education Unit.</p> <p>To strengthen policy impact in environment sector, the SADC REEP supported the SADC environment protocol formulation process.</p> <p>Making use of UNESCO Policy Briefs and UNESCO ESD Lens materials to facilitate more substantive policy impact.</p> <p>The SADC-REEP contributed to the ESD Global monitoring and reporting process, and the Bonn World ESD Conference, where personnel interacted with ministerial representation from various SADC countries</p> <p>Have reviewed both education and environmental policies and are developing a ‘policy document’ for the SADC REEP that makes links between the two clear.</p> <p>Monitoring and Evaluation work is also oriented towards both environment and education policy frameworks and impact</p>
<p>Result 2: EE Communities of Practice exist to strengthen learning capabilities through networking</p>	<p>To strengthen impact and capacity for networking, strategic partnerships were formed with the UNU Regional Centers of Expertise Programme and Service Centre (which adds capacity, status and impact), as well as with other networks such as EEASA and in-country networks (e.g. WWF networks, NATCOMS, etc.)</p>
<p>Result 3: Knowledge and educational resources exist to support communities of practice for EE/ESD implementation</p>	<p>The Programme made a strategic link with UNEP for ICT-based EE/ESD training and capacity since they have key strengths in this area, as well as materials for use.</p> <p>A participatory approach to the development of materials is adopted to ensure acceptance and use of materials, as well as building on existing materials that are already well used.</p>
<p>Result 4: Enhanced capacity for mainstreaming environment and sustainability into education systems and educational issues into environment and NRM systems exist</p>	<p>Building on existing partnership links and supporting activities developed by international partnership organisations (e.g. UNEP and UNESCO ESD activities). Defining mutually-beneficial partnerships with these institutions for delivery of ESD in southern Africa.</p> <p>Ensuring good communications and high quality programme that interests institutions in the region (including Higher Education Institutions) and that is mutually beneficial.</p>
<p>Result 5: Research network with policy relevant research results exists for strengthening mainstreaming of EE/ESD into education and environment sectors</p>	<p>Giving attention to key policy guidelines of relevance to SADC and countries, as well as critical education and community issues (e.g. educational quality, health and poverty, climate change, indigenous knowledge, capability and alternatives) which affect all countries in SADC (i.e. seeking relevance) as a strategy to ensure continued interest in the research activities.</p> <p>Making links with UNESCO ESD Monitoring and Evaluation framework to ensure relevance of SADC REEP ESD monitoring and evaluation strategies.</p>

Appendix 2 Some communications from the SADC REEP community of practice

2.1 Communications for support of Namibia EE Network



2.2 SADC Environment Protocol support

From: Alex Banda [mailto:abanda@sadc.int]
Sent: 25 June 2009 02:20 PM
To: feresu@ies.uz.ac.zw; stanleydamane@hotmail.com; kbogopane@deat.gov.za; kapalakonje2@yahoo.com; gfgondwe@mtelnr.gov.zm; SMangold@deat.gov.za; EMethi@deat.gov.za
Cc: tich@wessa.co.za; mnyirenda; Nyambe Nyambe; Lindy McCann
Subject: Environment Protocol working group meeting

Directors,

Refer to my earlier communication on the above. ... I am writing to confirm that the meeting I proposed for 7th to 8th July 2009 will go ahead and would therefore like to invite you to this working group meeting on the development of the protocol. The meeting is being funded by our SADC Regional Environmental Education Programme (SADC REEP). The SADC REEP Secretariat will communicate to you on the travel and accommodation arrangements and the venue. You might recall that Mozambique and Tanzania are supposed to be part of this working group, however I have tried all the means I could to contact them but have not managed. You might also recall that this meeting has been postponed several times due partly to the same reasons. This is the reason that I suggested that we go ahead with the meeting so that we can make progress. Please find attached documents for the meeting in the zipped folder, let me know if have problems opening it. I look forward to your participation and hope that we will all be available for the meeting. I would appreciate to have your confirmation with a copy to Tich to whom I have also copied this email. Please also remember that I requested you to get top up allowances from your institutions as funding will only cover travel and accommodation.

Alex Miston Banda
 Senior Programme Manager, Environment and Sustainable Development.
 FANR Directorate
 SADC Secretariat

Appendix 3 Output Monitoring Form

Component 1 Policy					
	Output	Indicators	Means of verification	Due date	Progress this period
1.1	High-profile seminars, including high-level decision makers and senior SADC Secretariat Directorate and staff, will be conducted in selected SADC countries to profile the need to strengthen education for sustainable development in various government line functions and civil society structures. Policy makers involved in the process of improving integration of environment and sustainability issues in education policy and vice versa.	High-profile seminars for decision makers and senior SADC Secretariat Directorate and staff, conducted in selected SADC countries to profile the need to strengthen education for sustainable development in various government line functions and civil society structures.	SADC FANR reports, Newspaper articles, Policy dialogue flyers, Minutes of meetings, Invitation letters, Seminar reports	Month 5	SADC REEP supported SADC Environment Protocol working group meeting May 2009. Environmental education incorporated in draft protocol. Seminar for Country EE Network Representatives held November 2009, with 2 Environment Directors represented.
1.2	Foregrounding of the SADC-RISDP outcomes in all activities of the SADC-REEP to establish a stronger relationship between educational policies and regional environment and development policies, e.g. RISDP, NEPAD and MDGs.	Synergies between the national environment and educational systems and SADC's regional activities enhanced.	SADC FANR reports, SADC REEP reports	Ongoing	All courses and workshops conducted brought participants to work with the SADC-RISDP and link it with national policy imperatives. The MDGs were also engaged with in materials developed by participants, assignments and texts used. Two coordination meetings held with SADC Education Unit + 2 co-engaged activities.
1.3	Poverty, vulnerability and risks related to environment and sustainability issues clarified and articulated through grounded research and evaluation processes at a country level to guide educational policy decisions relating to improvement of quality and relevance in the context of <i>Education for All</i> (in its broadest sense).	Research framework developed by year 1 to capture poverty, environment and risk in educational contexts; research commissioned	Research MoUs signed; Research reports, evaluation reports	Ongoing	Research projects being implemented in 10 Universities, results expected mid-2010; SADC REEP vulnerability, health and environment research being reported in a monograph to be ready by mid 2010
1.4	Capacity of practitioners to recognize policy frameworks and to mobilize these as part of their work commitments enhanced.	Policy workbook developed and distributed by June 2010	Course, workshop reports	Ongoing	Courses and workshops align with SADC RISDP and policies
1.5	Regional knowledge resource (s) (such as Policy briefs) that summarise key policy imperatives (e.g. RISDP, NEPAD and MDGs.), and provide an enabling social critique for widespread application in the region produced.	Regional knowledge resource (s) (such as Policy briefs/dialogue) that summarise key policy imperatives (e.g. RISDP, MDG's and NEPAD), and provide an enabling social critique for widespread application in the region produced.	Published Policy dialogue flyers, Workshop/seminar reports indicating use of policy briefs	Month 5	Resources used at World EE Congress and in all courses

	Output	Indicators	Means of verification	Due date	Progress this period
2.1	The strengthening of <i>ubuntu</i> and collaboration ability amongst government officials and practitioners in the region is strengthened.	Government officials and practitioners meet and plan together for regional EE/ESD	Minutes of meetings	Ongoing	Country EE/ESD network representatives met and discussed collaboration at regional level and how to strengthen national networks
2.2	<i>Communities of practice</i> related to key EE/ESD policy outputs of the SADC RISDP and MDG's established and/or strengthened.	EE/ESD communities of practice contributing to the strengthening and learning capabilities in the field of EE	Partnership agreements, Minutes of meetings	Month 10	1 LSM community of Practice established in Zimbabwe; Teacher education network CoP established, still meeting; Country EE Network Rep strengthened; a COP workshop conducted at EEASA Conference 2009
2.3	Institutional expertise in specific focus areas (e.g. teacher education, community education, research and evaluation etc.) strengthened through supporting existing communities of practice to participate in the United Nations Regional Centres of Expertise programme.	Establishment of synergies and collaborations among a constellation of communities of practice.	Partnership agreements, minutes of meetings	Ongoing	the Lesotho RCE initiative was supported with seed funding; 2 potential RCEs in Zimbabwe identified
2.4	Deepened understanding/practice of ESD processes within the SADC region through knowledge exchange amongst the network of communities of practice at EEASA Conferences and other sub-regional meetings relevant to the programme's objectives.	Establishment of synergies and collaborations among a constellation of communities of practice.	Articles in the EEASA publications	Month 9; Month 11	Two best practice networks were supported to share Community of practice initiatives in a roundtable at EEASA conference in Botswana. Roundtable was attended by nearly 20 people from various SADC Countries.
2.5	Publicising and profiling of the SADC REEP and the principles of EE and ESD to individuals, NGOs, Institutions and governments in the SADC region.	Individuals and institutions institutionalise SADC REEP approaches; Number of EE/ESD practitioners attending SADC REEP initiated network meetings	Articles in publications; reports; feedback from stakeholders	Ongoing	SADC REEP Profiled in two EEASA Bulletins distributed to over 400 EE/ESD practitioners in 14 SADC Countries and at EEASA conference. 10 EE Newsflash distributed.
3.1	A pool of accessible and user friendly reports and knowledge resources to support ESD practice amongst practitioners and decision makers in the region are developed.	Reports and knowledge resources available and accessible	Hardcopy resources, reports and Electronic resources (CD ROMs, web based resources etc), Website	Ongoing	7x400 programme brochures produced and 75% distributed; 4 Policy briefs were produced 2 translated into French; Policy booklet was initiated
3.2	Increased expertise related to resource materials development exists.	Practitioners trained in LSM skills; Number of people interested in fellowships to develop knowledge resources	Emails and applications; Course reports; knowledge resources produced	Month 4	One Training of Trainers workshop and 2 decentralised LSM workshop conducted for 20 participants from 8 SADC countries; various EE resources produced in attachments
3.3	Electronic materials and an accessible web site with SADC REEP resources exist and are effectively maintained.	Website in place and maintained/updated, used by practitioners	Toolkits and resources produced, Electronic resources (CD ROMs, web based resources etc), Website	Ongoing	SADC-REEP website was updated with reports, and new programme brochures

	Output	Indicators	Means of verification	Due date	Progress this period
4.1	National environment and sustainability concerns mainstreamed into education and NRM programmes in SADC.	A range of international training and capacity building programmes that aim to mainstream environment and sustainability issues in education and natural resources.	Course participants' change projects; course reports; Country EE/ESD reports	Ongoing	EE/ESD course conducted in RSA for Agriculture educators; Country EE/ESD network representatives' reports indicate mainstreaming of environment and sustainability concerns into formal and informal education. Corporate sector appears to be lagging behind, as it is largely missing from reports.
4.2	A cadre of professionally skilled EE/ESD practitioners graduates from the various courses offered through the SADC-REEP.	Increased number of EE/ESD practitioners interested in the SADC REEP training and capacity building programmes (such as the Rhodes University/SADC Course, Attachment Programmes, Curriculum support courses etc).	Increased number of EE/ESD practitioners interested in the SADC REEP training and capacity building programmes (such as the Rhodes University/SADC Course, Attachment Programmes, Curriculum support courses etc).	Month 4, 7, 9	International certificate course, 2 attachment courses, and a teacher education course were conducted
4.4	Use and application of Information and Communication Technologies in training and course development enhanced.	ICTs used to enhance ESD training and course development	Course reports	Month 9	ICT workshop conducted for 14 SADC participants
4.5	Natural Resource Management (NRM) systems and understanding strengthened through courses offered by the programme.	Education practices, environmental management and sustainability mainstreamed in NRM/Agric courses	Course reports	Month 8	An EE/ESD course was offered for Agriculture practitioners in South Africa in partnership with CDI, Netherlands. Regional course scheduled for early 2010.
5.1	An Education for Sustainable Development (ESD) research network involving at least 8 Universities in the SADC region will be active and functioning by the end of the programme in 2010.	Collaborative research and evaluation projects among universities in the SADC region.	Research agreement, Research and evaluation reports	Ongoing	Research network exists with 10 Universities from 8 countries. Members conducting research on quality & relevance (NRM and SD)
5.2	EE/ESD research contributes to policy and practice especially as this relates to the RISDP's priorities of sustainable development and human resource development, and the MDG's.	Enhanced capacity and expertise to draw on contemporary research results to strengthen EE/ESD policy and practice.	Research reports, Academic papers, Publications, training & symposium reports	Ongoing	Research projects were fore-grounded with the SADC RISDP and relevant NRM protocols, and MDGs 1, 7 among others

	Output	Indicators	Means of verification	Due date	Progress this period
5.3	The ability and expertise of practitioners to design, use, communicate; apply contemporary research, evaluation processes and results strengthened.			Month 7	A research design seminar was conducted for ESD research network which combined with M. Ed. and PhD researchers. This combined with seminar to launch research projects.
5.4	Indigenous knowledge processes mobilized and linked to contemporary issues and needs in the region.	Blending of indigenous knowledge process into contemporary research issues and needs.	Publications , Research reports	Ongoing	Research projects were based on responding to poverty and other sustainability issues, with relevant IK drawn on.
5.5	EE/ESD research results shared in wider education, environment and policy forums to facilitate use of research results.	SADC ESD practitioners' participation in the global UN decade of ESD evaluation initiatives.	Evaluation tools, evaluation reports, minutes of planning meetings.	Month 9, ongoing	ESD research showcased at EEASA conference in September

Appendix 4 Equipment inventory 2009

Item	Type	Units	Serial number	Actual cost		Date purchased	Location	Main user (if any)
				ZAR	SEK			
Colour printer/scanner	HP Office jet	1	CN91H5724J	1 700	1545	6/7/2009	SADC REEC Office	-
Laptop 1	Acer	1	LXE530240448351ADO52000	10 000	9090	/11/2008	SADC REEC Office	Programme Officer (Networking and Materials Development)
Laptop 2	Acer	1	LXE530Z40448351BOBC2000	10 000	9090	/11/2008	SADC REEC Office	Programme Officer (Training)
Laptop 3	Acer	1	LXE530Z4048351BO742000	10 000	9090	/11/2008	SADC REEC Office	Programme manager
Digital camera	Fuji film	1	9TK54647	1 890	1718	12/8/2009	SADC REEC Office	-
Digital Voice Recorder 1	Sony	1	4500586	1 400	1272	8/12/2009	SADC REEC Office	Programme Officer (Networking and Materials Development)
Digital Voice Recorder 2	Sony	1	4500588	1 400	1272	8/12/2009	SADC REEC Office	Programme Officer (Training)
Digital Voice Recorder 3	Sony	1	4500587	1 400	1272	8/12/2009	SADC REEC Office	Programme manager
SADC REEP pull up banner	Sony	1	--	1 635	1486	9/2/2010	SADC REEC Office	-
SADC REEP roll out banner	Sony	1	--	1 134	1030	27/3/2009	SADC REEC Office	-

Appendix 5 List of Country Environmental Education Network representatives (2009)

Country	Name/Institution	Address	Tel/fax	Email
Angola	Joaquina Caetano Ministry of Urban Planning & Environment	Av. De Fevereiro, 40 PO Box 83 Luanda	T +244 923308040 F +244 2460509	Joaquina20@yahoo.com.br
Botswana	Arabang Kanego Department of Environment Affairs	Travaglini House, Old Lobatse Rd, Gaborone	T +267390 2056 F +267390 2051 M +267712145 85	akanego@gov.bw
Democratic Republic of Congo	Noël Kiaya Katiète Ministère de L'environnement & Tourisme	P.B. 12.979 Kinshasa 1	T +243 815007001	noelkiaya@yahoo.fr
Lesotho	Lemohang Sekhamane National Environment Secretariat Ministry of Tourism, Env & Culture	PO Box 10993 Maseru	T +266 22311767 F +266 22311139	lmsekhamane@gmail.com
Madagascar	Claude Rakoto Chef de Service de l'Education Environnementale, Direction Générale de l'Environnement	BP: 571 Ampandrianomby 101- Antananarivo	T +261 320465675	clauderakoto@yahoo.fr
Malawi	Allan Kaziputa Environmental Affairs Dept	Lingazi House P/Bag 394 Lilongwe 3	T +265 1773177 T +265 1 771111 F +265 1773379 M + 265 8442236	allankaziputa@yahoo.co.uk
Mauritius	Sarita Meeheelaul Ag Divisional Environment Officer Dept of Environment Min of Environment and National Development	Ken Lee Tower Barracks Street Port Louis	T + 230 2119178 F +230 2105751	smeeheelaul@mail.gov.mu
Mozambique	Sonia da Silveira MICOA National Director National Directorate for Environmental Promotion	Av. Acordos de Lusaka, 2115 PO Box 2020 Maputo	T +258 21466247 T +258 823081180 F+258 21465848	micoa@ambinet.uem.mz
Namibia	Laurens Lesley Losper Ministry of Environment and Tourism	FGI Building, Post Street Mall P Bag 13346 Windhoek	T +264 612842729 F +264 61240339	lloper@yahoo.co.uk
Seychelles	Léna M Desaubin Director, PR, Comms. and Info Mngmnt of the Minister, Min of Env, NR and Transport	Office of the Minister Ministry of Environment, Natural Resources and Transport, Seychelles	T +248 722 599	l.desaubin@env.gov.sc
South Africa	Thomas Mathiba Dept of Environmental Affairs & Tourism	PBag X447 Pretoria	T +27 12 3103653 F +27 12 322 6287 M +27 82 4536789	tmathiba@deat.gov.za
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Tanzania	Bartholomew Tarimo National Environmental Management Council	P O Box 63154 Dar es Salaam	M +255 754475797 F +255 222111579	btarimo2002@yahoo.com
Zambia	Chama Mwansa Environmental Council of Zambia	PO Box 35131 Lusaka	T +260 1254130/1 F +260 1254164 C +260 97 785 0409	cmwansa@necz.org.zm
Zimbabwe	Steady Kangata Environmental Management Agency Ministry of Environment	PO Box CY 385 Causeway Harare	T +263 705661	emaeeep@ema.co.za ; skangata@gmail.com

Obituary: The SADC-REEP pays tribute to the late Mr Phillip Chikwende Manyaza who passed away untimely in August 2009. He actively supported the SADC-REEP and Environmental Education activities in Zimbabwe for the greater part of 2009 as the Country Environmental Education Network Representative and Director of Environmental Management Services.