



Report

FutureLife-Now! Sharing Meeting

3–5 February 2020

Coastlands Convention Centre, Umhlanga Rocks, South Africa



FutureLife-Now!



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

**Swiss Agency for Development
and Cooperation SDC**

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ABBREVIATIONS

AGYW	Adolescent girls and young women
CSO	Civil society organisation
CSE	Comprehensive Sexuality Education
ESA	East and Southern Africa [Commitment]
FLN!	FutureLife-Now!
M&E	Monitoring and Evaluation
MoE	Ministry of Education
SADC	Southern African Development Community
SDC	Swiss Agency for Development and Cooperation
SIDA	Swedish International Development Cooperation Agency
SRH[R]	Sexual and Reproductive Health [and Rights]
UNFPA	United Nations Population Fund
UNITAR	United Nations Institute for Training and Research

PRESENTATIONS (FILE NAMES)*

SM Day1a_The big picture	L van der Elst
SM Day1b_Adolescent agency	P Martin
SM Day2a_Recap of Day 1	Namibia
SM Day2b_Addressing SRHR	Dr L Kumboneki
SM Day2c_Fulfilling SRHR	R Tallarico
SM Day2d_CSE UNESCO	Dr P Machawira
SM Day2e_CSE SA	M Ndlovu
SM Day2f_CSE Madagascar	Madagascar
SM Day2g_Ndlovu Care Group	L Tempelman
SM Day2h_Schools Out	Prof F Reygan
SM Day2i_SRHR Eswatini	Eswatini
SM Day2j_Linkages Malawi	Malawi
SM Day2k_Adolescent SRHR Zambia	Zambia
SM Day2l_SRH services SA	South Africa
SM Day2m_Developing Agency	P Martin
SM Day2n_Holistic Education Mauritius	Mauritius
SM Day2o_Roadmap Mozambique	Mozambique
SM Day3a_Recap of Day 2	Seychelles
SM Day3b: Framework for programming	R Smart
SM Day3c_Programming for men and boys	R Tallarico
SM Day3d_Delivery of CSE Botswana	Botswana
SM Day3e_Parent-Child Communication Namibia	Namibia
SM Day3f_Why climate change	S Parbhoolal
SM Day3g_UNCCLearn	C Rekaavas & J Ashipala
SM Day3h_CC Education Zimbabwe	Zimbabwe
SM Day3i_CC Mitigation Malawi	Malawi
SM Day3j: SRHR, Gender & CC	R Tallarico

* Presentations will be uploaded on the MIET AFRICA website: www.mietafrica.com

DAY 1 (3 February 2020)

The meeting commenced at 14h45.

WELCOME & INTRODUCTIONS

The chair, Mrs Theresia Kuiwite (Principal Education Officer, Ministry of Education, Science and Technology, Tanzania) introduced herself as representative of the current SADC chair, and welcomed everyone to the meeting on behalf of the United Republic of Tanzania. She expressed her thanks to SADC and MIET AFRICA for organizing the meeting, before explaining its purpose and outlining the aims of the FLN! Programme.

By way of introductions, she asked Member State and representative groups each to stand so that they could all be acknowledged. As a local welcome, pupils of Bahlebonke Primary School performed three musical items, one of which was a protest against drugs, which their leader explained are decimating school communities in the area.

ADOPTION OF THE AGENDA

The agenda, which had been circulated prior to the meeting and was projected on the screen, was adopted: proposed by Namibia, seconded by Zambia.

OPENING REMARKS

Dr Lamboly Kumboneki, representing the SADC Secretariat, highlighted the achievements in the region since the Maseru Declaration in 2003, when SADC recognized HIV&AIDS as a top priority. However, he noted that the region is still the most affected in the world—with young people bearing the brunt of the burden of the epidemic. He acknowledged SDC as funding partner and MIET AFRICA as implementing partner of the FLN! Programme, and noted how the programme had grown out of CSTL.

Mr Amir Fouad, representing SDC, highlighted some of FLN!'s key strategies, including different HIV&AIDS strategies for boys and girls, making schools more resilient, and environmental issues. He also emphasized the importance of M&E to the programme. He applauded the cooperation by the Ministries of Education and Health in Member States, before noting the importance of including boys and young men (who face different challenges to girls and young women) in interventions, especially regarding HIV issues.

Ms Thandi Chaane, representing MIET AFRICA, asked the meeting to observe a moment of silence for Ms Sefora Tsiu, the Lesotho FLN! in-country coordinator, who tragically died in a car accident in December 2019. She went on to say how honoured MIET AFRICA—which for 24 years had been *improving the lives of children and*

youth—is to be involved in the development of the FLN! Programme. She valued the contribution of each partner and the learning that can be achieved from each other.

She concluded with the following quotation:

Do not go where the path may lead; go instead where there is no path and leave a trail. RALPH WALDO EMERSON

PLENARY PRESENTATION

UNLOCKING 1 BILLION OPPORTUNITIES FOR SUSTAINABLE DEVELOPMENT

Ms Lynn van der Elst, MIET AFRICA; see presentation (*SM Day1a_The big picture*)

In her prefacing remarks, Ms van der Elst noted that she had been struck by what Mauritius had said during the presentation of the Member States' progress reports in the CSTL Technical Committee meeting—i.e. that the MoE was striving to make education *a joyful experience*. She then presented an overview of CSTL, FLN! and the Child and Youth Participation Framework as “integrated vehicles for changing behaviour”.

Ms Patricia Martin, MIET AFRICA (consultant); see presentation (*SM Day1b_Adolescent Agency*)

In her presentation, entitled *Adolescent agency—the key to sustainable development*, Ms Martin posed two critical questions: why focus on education, and what is quality education. She noted that for the SADC Region the *demographic dividend* is in fact a “ticking timebomb” and there is thus an urgent to take action now.

CLOSURE

As the meeting was running over schedule, certain items (report on the Technical Committee Meeting, and presentation of FLN! indicators) were moved to Day 2. The chairperson thanked everyone for their participation and closed the day's proceedings at 17h10. Delegates then had the opportunity to view the gallery exhibitions that Member States had set up.

Day 2 (4 February 2020)

WELCOME AND RECAP OF DAY 1

The meeting re-convened at 08h30. After welcoming participants, the chair invited Namibia to provide a recap of the proceedings of Day 1 (see presentation: *SM Day2a_Recap of Day 1*).

PLENARY PRESENTATION

REPORT BACK ON SADC TECHNICAL COMMITTEE ON CSTL

Dr Raja (Robin) Vinesh Sannassee, SADC Secretariat; see Minutes of the Regional CSTL Technical Committee Meeting (3 February 2020), and related presentations

Dr Sannassee summarised the proceedings of the meeting of the Technical Committee on CSTL (which had replaced the previous CSTL Steering Committee), held the previous day (3 February 2020). He noted that FLN! is a new programme that builds on the SADC Policy Framework on CSTL.

Dr Sannassee explained that the committee would have to re-convene briefly at lunchtime to look at the FLN! M&E indicators.

He announced that the next meeting of the Technical Committee on CSTL would be held to coincide with the next FLN! Sharing Meeting (probably November 2020), but the FLN! Task Team would have to meet prior to the Ministerial Meeting (in April 2020).

PLENARY PRESENTATION

ADDRESSING HIV AND SRHR AMONG AGYW AND THEIR SEXUAL PARTNERS

Dr Lamboly Kumboneki, SADC Secretariat; see presentation (SM Day2b_Addressing SRHR)

The presentation, *Addressing SRHR in AGYW in SADC*, highlighted the current situation regarding HIV within the SADC Region, which remains the most affected region in the world—there being over 400 000 new infections a year. He posed the question, “What should we do?”

Ms Renata Tallarico, UNFPA; see presentation (SM Day2c_Fulfilling SRHR)

In her presentation, *Fulfilling the SRHR of Adolescents and Young People and Leaving no one behind*, Ms Tallarico outlined the SADC SRHR Strategy (purpose, scope and vision). The presentation also included the UNFPA’s Regional Strategy on Guidance on SRHR for young people with disabilities. Ms Tallarico stated the “golden rule” of inclusiveness—*when in doubt, ask the person with the disability!*

Mr Jonathan Gunthorpe, SRHR Africa Trust

Mr Gunthorpe highlighted what we know about the stage of adolescence, and the impact this should have on programming for adolescents. He emphasised that adolescents are “not just little adults” nor “not just big children”. They face the pull of both negative and positive forces, and they need access to education and health, information, counselling and services. School presented the ideal entry point for reaching adolescents because they (the adolescents) are there (in schools): “use schools, because youth come to schools!”

Mr Reuben Sapetulu, University of Zambia (student)

Mr Sapetulu highlighted certain uncomfortable facts: some young people *are* engaging in sex, *are* abusing drink and drugs, *are* being abused and harassed, yet they are not getting the support they need. He also emphasised the need to reach adolescents “on the street” (i.e. out-of-school youth).

Q&A AND COMMENTS

In response to Namibia stressing the importance of the involvement of families in SRHR, SADC noted that often parents themselves do not have the necessary knowledge about these issues, and consequently programmes should be developed that target them as well.

In response to a question from Zambia, Mr Sapetulu indicated that youth would most like to receive SRHR information and services from their peers.

SAfAIDS asked how best Member States can be pushed to invest in education, with SADC responding that Member States are indeed being encouraged to invest in both the education and health sectors.

Malawi noted the slow progress regarding the provision of universal primary health care services in the region, which both SADC and UNFPA acknowledged, but they noted that this is a lengthy process, and short-, medium- and long-term solutions are required.

SDC asked about quality control regarding CSE: what happens when teachers “fight against it” (i.e. how is the teaching of CSE enforced)? Lesotho responded that its MoE has a specific reporting form that must be completed by schools.

With regards to the comment about asking people with disabilities what they want, Namibia asked about adolescents who are intellectually impaired and who therefore may not have the capacity to articulate their needs or even know what these are. Ms Tallarico responded that there are a range of disabilities, so each must be dealt with in a way that is appropriate: include the person with disability *as far as possible*.

Mr Gunthorpe noted that any sexual act is either coercive (in which case it amounts to rape) or consensual. For it to be consensual, the person must have the capacity to consent—i.e. they need *agency*. Disability does not mean that the person cannot give consent.

PLENARY PRESENTATIONS

SEXUALITY EDUCATION IN LIFE SKILLS AND LIFE ORIENTATION

—EXPERIENCES FROM SOUTHERN AFRICA

Dr Patricia Machawira, UNESCO; see presentation (SM Day2d_CSE UNESCO)

The presentation, subtitled *Our Rights, Our Lives, Our Future*, highlighted contextual definitions of CSE (for example, “comprehensive” means that CSE goes beyond abstinence), that it is both formal and informal education, and why young people need—and want—it. The importance of parental engagement was again highlighted.

Dr Machawira distributed an extract of UNESCO’s *International technical guidance on sexuality education*, the Overview of key concepts, topics and learning objectives.

Mr Muzi Ndlovu, South Africa; see presentation (SM Day2e_CSE SA)

The presentation, *CSE, the South African experience*, included an explanation of the nature and scope of “scripted lesson plans” for CSE, and lessons learnt from piloting them (including that orientation of parents is critical for successful implementation).

Lesotho

Life Skills Education in Lesotho was introduced at the time of the ESA Commitment. The customised content includes the reduction of (i) HIV infection, (ii) early/unwanted pregnancy and (iii) child marriage. In 2019, scripted lesson plans were developed for Grades 12, a process that is ongoing. EMIS data indicates that over 90% of primary and high schools offer Life Skills in the curriculum, though reasons why the remaining 10% do not are unclear.

The MoE has adopted training materials for teachers, which has improved their confidence in teaching the subject, although it is acknowledged there is still a long way to go. Specifically, they need a guide to provide them with scientifically accurate information. There has been engagement with community and religious leaders

Madagascar, see presentation (SM Day2f_CSE Madagascar)

The presentation highlighted that CSE in Madagascar is conducted in a way that respects traditional Malagasy culture because it is recognised that sexuality is a taboo subject. One of the strategies for successful implementation was to test and evaluate CSE in diverse areas before it was rolled out in the remainder of the country.

Q&A AND COMMENTS

The SIDA representative suggested to South Africa that it document and share how it has responded to and managed the widely publicised opposition to CSE.

Malawi asked other Member States to reflect on the role of parents in CSE and SRHR, and asked about objections from parents about CSE in schools. South Africa replied that CSE does not take away the role of parents, but rather supplements it. He also

noted that in African parenting is a communal activity—*it takes a village to raise a child*. Everyone wants the same thing for our children (i.e. what is best for them), and while “abstention” may be the main message, it is still necessary to protect those who are sexually active.

SADC noted that we are almost 20 years into the ESA Commitment, yet the level knowledge and skills across the region remains low.

- Lesotho commented that although it is a slow process and is ongoing, knowledge levels are increasing.
- Madagascar acknowledged that CSE is a taboo subject, but added the Life Skills curriculum is much wider than sex and procreation: it includes aspects such as “respect”.
- Tanzania noted the implications for teacher training of the low knowledge levels.
- Botswana commented that the content of CSE is age-appropriate and, in that country, is taught within the context of culture.

To provoke discussion, SADC posed the question whether some aspects of CSE should be *customised* to make it “more African” (i.e. take out some aspects of it—for example, condom use). In response, South Africa noted that CSE is not an end in itself, but seeks to reach certain goals: begin with these goals and then find the determinants of “good” and “bad” behaviour, and structure programmes accordingly.

PLENARY INTERACTIVE DIALOGUE

NDLOVU CARE GROUP

A HOLISTIC MODEL FOR ADDRESSING HIV&AIDS AND ENABLING YOUTH AGENCY

Facilitator: *Ms Lynn van der Elst*, MIET AFRICA

Presenters: *Ms Liesje Tempelman, accompanied by Ms Rachel Mahlatse and Mr Sandile Majola, Ndlovu Care Group; see presentation (SM Day2g_Ndlovu Care Group)*

As an introduction, Ms van der Elst played a video of the Ndlovu Youth Choir participating on America’s Got Talent, before introducing the three presenters from the Ndlovu.

In an inspiring presentation, Ms Tempelman gave an overview of the Ndlovu Care Group and its main programme focus areas: health care, childcare, community development and research.

Ms Mahlatse and Mr Majola (Ndlovu Youth Choir deputy leader and chorister, respectively) shared their journeys, explaining the hopes and dreams of the choir, and the difference participation in it had made to their lives.

Q&A AND COMMENTS

Delegates expressed their appreciation of the inspiring messages from the Ndlovu Care Group and Choir.

Ms van der Elst noted that the Ndlovu model is one that can be replicated. She urged Ndlovu to document its model as there were valuable lessons to be learnt.

Inspired by the choir's story, Malawi urged delegates to help young people to reach their potential, but asked about the source of Ndlovu's funding, and how sustainable it was. Ms Tempelman explained that Ndlovu is still 90% donor-funded, but noted that primary health care is the responsibility of government.

PLENARY PANEL DISCUSSION

DELIVERY OF YOUTH-FRIENDLY SRHR SUPPORT AND SERVICES

CHALLENGES AND GOOD PRACTICES

Facilitator: *Prof Finn Reygan, HSRC; see presentation (SM Day2_Schools Out)*

By way of overview of the School's Out model, Prof Reygan explained that its vision is centred on Agentive, empowered young people; Leadership; Social justice; and CSO partnership. He explained the programme's three models for service delivery: *School-based* health services (mobile clinics); *School-linked* health services; and partnerships with community-based organisations.

Eswatini; see presentation (SM Day2i_SRHR Eswatini)

In the presentation, entitled *Approach/Model for the Delivery of Youth Friendly SRHR Services and Support*, Ms Lindiwe Dlamini explained the approach adopted in Eswatini and highlighted the cooperation between the Ministries of Education and Training and of Health. Important challenges faced include harmful socio-cultural norms, stigma and discrimination, and the gap between policy and practice.

Malawi; see presentation (SM Day2j_Linkages Malawi)

The presentation highlighted the linkages between the Ministries of Education and Health, especially those between schools and clinics, which include cooperation on healthcare issues such as malaria screening and TB prevention.

Zambia; see presentation (SM D2_Adolescent SRHR Zambia)

In the presentation, Ms Mable Mweemba explained the approaches used in Zambia for the delivery of youth-friendly SRHR services and support, before outlining the challenges faced and solutions adopted.

South Africa; see presentation (SM D2l_SRH services SA)

The presentation, *Provision of SRH services in South African schools*, included the policy framework, models and Standard Operating Procedures for SRH provision in schools.

Q&A AND COMMENTS

Positive Vibes asked Member States to comment about legislation reform regarding the decriminalisation of sex work.

South Africa noted that its constitution prohibited discrimination in the provision of health service, and that there are pre- and post-prophylactic exposure initiatives targeting sex workers. Zambia explained that the legal framework about sex workers was unclear and the issue was a “work-in-progress”, but the country did need assistance with regards to HIV. In Malawi, condoms are provided free of charge to certain groups (including sex workers), and there was no discrimination against sex workers, as is the case in Eswatini, where they have full rights to accessing health services.

PLENARY PRESENTATION

FUTURE-LIFE NOW!

A ROAD MAP FOR CREATING AN ENABLING ENVIRONMENT FOR DEVELOPING ADOLESCENT AND YOUTH AGENCY, TO BRING AN END TO HIV&AIDS

Facilitator: *Ms Patricia Martin*, MIET AFRICA (consultant); see presentation (*SM Day2m_Developing agency*)

Before beginning the presentation, titled *A road map for creating enabling environments for developing agency*, Ms Martin explained that creating an enabling environment for adolescent agency is non-negotiable for achieving CSTL and FLN! imperatives.

Mauritius; see presentation (*SM Day2n_ Holistic Education Mauritius*)

Mauritius’s vision is to become a high-income country by 2030; an important component to achieving this is education. With regards to CSE, it is taught within the curriculum, but there is also co-curricular implementation.

Mozambique; see presentation (*SM Day2o_Roadmap Mozambique*)

The presentation, translated as *Roadmap for youth agency*, outlined the development of a roadmap for creating a proper environment for the developing of adolescents and youth agency for the elimination of HIV.

Q&A AND COMMENTS

Ms Martin observed that FLN! and CSTL must work together to create this enabling environment. In response to Zimbabwe’s question about the role of children in the development of agency for them, she noted that they must be included in the process, while being supported.

PLENARY PANEL DISCUSSION
CHILDREN AND YOUTH VOICES
CREATING AN ENABLING ENVIRONMENT FOR LEARNER AGENCY AND PROTECTION

Facilitator: *Ms Yvonne Tagwireyi*, Save the Children International

Panellists: *Mr Reuben Sapetulu (RS)*, University of Zambia (student)

Ms Lungelo Simamane (LS), South Africa (peer educator)

Ms Banele Mkhwanazi (BM), South Africa (peer educator)

Ms Zamayengwayo Magwaza (ZM), South Africa (peer educator)

After introducing the above “panel of the wise” for this youth-led session, Ms Tagwireyi outlined Save the Children International’s work regarding child agency. She then posed several questions to the panellists, either individually or collectively, responses to which include the following:

Question [Q]: Comment on experiences as peer educators

Response [R]: RS noted the importance of being an active and responsible citizen, while LS, BM and ZM shared the positive personal experiences with peer education, including that of being a role-model.

Q: Challenges experienced in their education

R: Panellists noted that teachers do not value learners and sometimes do not observe confidentiality. There is often a lack of support for learners, although LS noted that peer education can help to surmount the barriers. Schools should be “safe spaces” for learners and should promote 21st century learning. Society regards young people as children, rather than as responsible citizens.

Q: Assess the initiatives for young people

R: LS noted there are usually no platforms in school for practical application of what is learnt.

Q: The role of boys

R: RS noted that whenever bullying, drug abuse, etc. are mentioned, boys are always the first to be blamed. Instead, there should be initiatives that target boys and their needs specifically (e.g. anti-bullying or drugs clubs or support groups for boys). He added that young people needed to be included in governance structures at school and other levels.

Q: Responsibilities, and rights, as young people

R: There was a plea that young people not be prevented from participating and taking responsibility. ZM said young people themselves need to show leadership when given the opportunity.

Q: RS asked how many Member States implement child rights governance structures.

R: Zambia—there were learner counsels in primary and secondary schools, and they are working well.

Eswatini—it is important for youth to frame their demands in a respectful way, and youth needed to be trained in this regard. After some discussion concerning respect, it was noted that either CSOs, or preferably the MoEs, should provide toolkits on how to act on governance structures. Ms Martin noted that these skills should be mainstreamed by the Ministries (not by CSOs).

Q: Recommendations and call to action regarding youth participation

R: ZM stressed the importance of monitoring the impact of programmes implemented, while RS stated that youth should be active drivers, not passive beneficiaries of programmes.

GENERAL Q&A SESSION

The day concluded with a Q&A session on some of the day's plenary presentations. In the interest of logical flow, questions, responses and comments have been included in the relevant sections above.

CLOSURE

The chairperson thanked everyone for their contributions,

The meeting adjourned at 16h45 and was followed by a cocktail session in the exhibition venue with opportunities for sharing, networking and socialising.

Day 3 (5 February 2020)

WELCOME AND RECAP OF DAY 2

The meeting re-convened at 08h30. After welcoming participants, the chair invited Seychelles to provide a recap of the proceedings of Day 1 (see presentation: *SM Day3a_Recap of Day 2*).

PLENARY PRESENTATIONS AND GROUP WORKSHOP
RESPONSES TO THE SPECIFIC NEEDS OF BOYS AND YOUNG MEN
—A FRAMEWORK FOR GUIDING MEMBER STATES

Facilitators: *Ms Rose Smart* (consultant); see presentation (*SM Day3b: Framework for programming*)

Mr Tanya Chatyoka, MIET AFRICA

In her presentation, *Framework for boys and young men programming*, Ms Smart outlined the research she had done on the vulnerability of boys and young men in the region, the draft report of which, *Building resilience in boys and young men, Towards a framework of protection and support*, had been disseminated to participants on disk. It contains a framework that Member States can populate to guide their work on the vulnerability of boys and young men. She concluded with a quotation from the report:

The challenge is to recognise and understand the problems and risks that boys face We must also look at the positive ways that boys contribute to their families and societies and identify the potentials they represent.

Renata Tallarico, UNFPA; see presentation (*SM Day3c_Programming for men and boys*)

Ms Tallarico's presented a regional perspective on programming for boys and men. It included and outlined Programme of Action of the International Child Development Programme, and ended with some "Dos and Don'ts" for engaging men and boys, including:

Do seek to transform harmful gender relations and norms
Don't start with the assumption that all men are bad actors

Representatives from Eswatini and Tanzania shared some of their countries' experiences regarding the vulnerabilities of boys and young men.

Eswatini

Although boys share some vulnerabilities with their girl peers, there are others that are more prevalent or even unique amongst boys, including: delay into the education system because of herding responsibilities; bullying; lack of positive role-models; substance abuse; trafficking; drugs; harmful social and cultural norms; the experience of corporal punishment; boys having sexual relations with teachers.

Tanzania

Many of the issues raised above were also experienced in Tanzania, which tries to ameliorate them through guidance and counselling at schools, and in universities through the establishment of clubs (e.g. for peer education or health).

Group work

Member States were given a brief opportunity to engage with the Framework of protection and support for vulnerable boys and young men. Due to time constraints, responses were limited to feedback from Malawi and Zambia, who highlighted vulnerabilities experienced in their countries, which were similar to those already raised by Eswatini and Tanzania. South Africa acknowledged that in many cases, there were no male equivalents for programmes that targeted girls.

PLENARY INTERACTIVE DIALOGUE

ENHANCING PARENT/CHILD COMMUNICATION ON SEXUALITY ISSUES

Facilitator: *Mr Chrispin Chomba, SAfAIDS*

Panellists: *Botswana*; see presentation (*SM Day3d_Delivery of CSE Botswana*)
Namibia; see presentation (*SM Day3e_Parent-Child Communication Namibia*)

Before commencing a short group exercise, Mr Chomba highlighted the issue that parents do not have the knowledge and skills to communicate meaningfully with their children about sexuality because they themselves had never been provided with them.

The groupwork involved several thought-provoking statements or scenarios which groups had to discuss. Questions included exposure to sexuality education, intimate petting, or age that one stops having sex.

During the brief feedback, Mr Chomba noted that sexuality is not simply penetration, but that it encompassed a vast range of actions, emotions and values. The answers to almost all of the questions were at least “before the age of 15” (and in some cases, “from birth”), indicating that CSE needs to begin well before then: “by 15, it is too late”.

In its presentation, *scaling up the delivery of CSE*, Botswana highlighted the critical role village leadership plays in mobilising the community.

In its presentation, *Enhancing Parent-Child Communication on Sexuality Issues*, Namibia highlighted both its achievements and challenges (which includes the lack of parenting skills), as well as recommendations, such as promoting parent- and community-initiated programmes.

PLENARY PRESENTATIONS

CLIMATE CHANGE

A CALL FOR COLLECTIVE ACTION—NOW, FOR A FUTURELIFE!

Facilitator: *Ms Sashie Parbhoolal, MIET AFRICA*; see presentation (*SM Day3f_Why climate change*)

Contributors: [by Skype] *Mses Cristina Rekasavas and Josefina Ashipala, UNITAR*; see presentation (*SM Day3g_UNCCLearn*)

Zimbabwe; see presentation (*SM Day3h_CC Education Zimbabwe*)

Malawi; see presentation (*SM Day3i_CC Mitigation Malawi*)

Ms Renata Tallarico, UNFPA; see presentation (*SM Day3j: SRHR, Gender & CC*)

Ms Parbhooolal introduced Ms Rekakavas and Ms Ashipala (UNITAR), who joined the meeting remotely via Skype, before presenting, *Why climate change?*, in which she outlined some of the impacts climate change is having in the region, before highlighting what the FLN! Programme is doing.

In their presentation, *Strengthening Climate Change Learning through the UN CC:Learn Partnership*, Mses Cristina Rekakavas and Josefina Ashipala gave a brief overview of the UNCC: Learn Partnership and explained its flagship initiatives, including youth climate dialogues (which were featured in a short video clip shown at the end of the presentation).

In its presentation, *Climate change education and the curriculum*, Zimbabwe highlighted some of the devastating impacts climate change has already had in the country, before giving an overview of the Climate Change curriculum, which as a cross-cutting issue is integrated in all subjects.

Malawi's presentation, *Climate Change Impact, Mitigation and Adaptation in [the] Education sector*, included a summary of the disastrous impact of climate change in the country and what is being done about it.

In her presentation, Ms Tallarico noted that that it is generally acknowledged that climate change is caused mostly by developed countries, yet it is the poorer countries that are bearing the brunt of its effects. Climate change is "no longer an emergency to be faced", but is now a reality: therefore, there is a need to build resilience and a framework for action.

The presentations were followed by a video produced by MIET Africa on youth climate dialogues.

Q&A AND COMMENTS

In response to a question from SADC, it was noted that while youth climate dialogues were specifically created for addressing climate change, they may also have relevance to other Sustainable Development Goals. They are currently being conducted in Malawi, Zambia and Zimbabwe as part of the UN CC: Learn Programme; it might be possible for other Member States to participate.

In response to a question from Mr Sapetulu (student) about whether the dialogues are also available for out-of-school youth, it was explained that the dialogues are currently being run through schools—that is where young people are most easily reached. Nevertheless, there is scope for extending them, perhaps through youth organisations; it would also be useful to get in-country support to do this.

CLOSURE

After making housekeeping announcements, Ms Norins requested Member States to complete the meeting evaluation forms provided.

Dr Kumboneki (SADC) proposed a vote of thanks for the fruitful discussions and everyone's active participation, which was seconded by the chairperson, Mrs Kuiu, who added her thanks to the organisers. In turn, Dr Kumboneki thanked her, as chair for her leadership shown over the three days.

The meeting was closed at 13h00.

After lunch, participants departed for an excursion to the uShaka Marine Park.

Note: A list of meeting delegates and their contact details accompany this report.