



Guide for Operationalising Care and Support for Teaching and Learning (CSTL) in Schools in the SADC Region



A guide to support the development of CSTL schools as educational hubs of sustainable social and economic development
The Southern African Development Community in partnership with MIET AFRICA, the Swiss Agency for Development and Cooperation and Save the Children Eastern and Southern Africa



Acknowledgements

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This guide was developed by MIET AFRICA to guide SADC Ministries of Education and their schools in taking the necessary steps to build schools that are rights-based, inclusive and supportive. It provides answers to the why, how, what and who questions related to building the foundations of CSTL schools.

The process has been informed by MIET AFRICA's extensive experience gained over many years in the implementation of care and support for teaching and learning programmes across the SADC region.

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Abbreviations

CSTL	Care and Support for Teaching and Learning
CSE	Comprehensive Sexuality Education
EMIS	Education Management Information Systems
ESA	East[ern] and Southern Africa
GBV	Gender-based violence
ICT	Information and communication technology
LSE	Life Skills Education
LTSM	Learning and teaching support materials
MER	Monitoring, evaluation and reporting
M&E	Monitoring and evaluation
NCF	National Curriculum Framework
NCU	National Coordinating Unit
PSS	Psychosocial support
SACMEQ	Southern and Eastern African Consortium for Monitoring Educational Quality
SADC	Southern African Development Community
SDGs	Sustainable Development Goals
SMT	School Management Team
SRH	Sexual and reproductive health
SST	School Support Team
STI	Sexually transmitted infection
YFHS	Youth-friendly health services



PART 1

Introduction



PART 1

Introduction



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1.1

CSTL: a vehicle for advancing sustainable development

Care and Support for Teaching and Learning (CSTL) is a regional initiative adopted by the Member States of the Southern African Development Community (SADC) to support the education sector to build human capital for sustainable development.

SADC is a community of 16 Member States that share a common vision of sustainable development that will see a permanent end to poverty, inequality, conflict and violence. The community recognizes that the permanent eradication of poverty depends on every person becoming an active citizen who participates in driving economic prosperity, equality and social cohesion, peaceful and democratic communities and societies, good governance and environmentally sustainable practices. SADC, together with the wider global development community, recognizes that this depends on building the capacity of its people, especially children, to play this critical role now and in the future.

The United Nations' Sustainable Development Goals (SDGs), the African Union's *Agenda 2063* and SADC's own *Regional Indicative Strategic Development Plan* recognize that children are central to the sustainable development vision. **Children are recognized as the custodians of sustainable development, responsible for realizing and sustaining the Regions' development goals and aspirations now and into the future.** This depends on how well all children are prepared, motivated and supported to fulfil their responsibilities as we move towards and beyond 2030.

The education system is tasked with preparing children through the provision of a transformational, quality, inclusive education. Schools are therefore the engine rooms of sustainable development. They must equalize the opportunities and build the agency of every child by providing an education that ensures that every child is:

- Supported to overcome access barriers and enrol, attend and complete school
- Equipped with the knowledge and capacity to overcome the development challenges they, their families and their communities continue to face (including those of poverty; discrimination based on gender, disability and other grounds; high levels of violence and abuse, HIV&AIDS and environmental degradation)
- Enabled to participate in the economy and ensure the prosperity of their families, communities and country as an employer, employee or entrepreneur
- Enabled to provide leadership and become advocates for tolerance and inclusivity to build socially cohesive and supportive families, schools and communities
- Enabled to participate in peaceful and democratic societies
- Enabled to provide effective leadership, governance and administration of their schools, communities and countries
- Enabled to provide leadership and be advocates of environmentally sustainable practices in their families, schools and communities



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What is transformational, quality, inclusive education?

Transformational, quality, inclusive education enables every child to access school, regardless of their circumstances. In addition, it provides relevant 21st century teaching and learning that prepares children to make changes in their own lives, families, schools and communities that will bring an end to critical development challenges that have frustrated progress in the Region. Notably, inter-generational poverty; youth unemployment; high levels of inequality and exclusion based on gender, socio-economic status and geography; political instability; persistently high levels of HIV&AIDS transmission among youth; and climate change.

The education system must ensure that every school is a site of transformational, quality, inclusive education that prepares every child to act independently to bring an end to these challenges in their own lives and those of their peers, families, schools and communities. In short, it requires that every child accesses school and receives a quality education that builds their agency. This requires that every school is supported to ensure that every child is reached, all access barriers are addressed so that they enrol, attend and complete the education they need to become agents of lasting change.

Vulnerable children across the region are at risk of educational and ultimately social and political exclusion. CSTL schools must ensure that every child has an equal opportunity to receive a quality, inclusive, transformational education for developing their agency. This requires that they:

- Have measures in place to address common barriers that exclude the most vulnerable children from enrolling, attending and participating in quality teaching and learning
- Provide teaching and learning that results in these learners:
 - Acquiring the knowledge they need to fulfil their civic responsibilities as active citizens in their schools, families, communities and country. This means they acquire knowledge about 21st century challenges (such as poverty, HIV&AIDS, climate change and gender inequality) and opportunities (such as the fourth industrial revolution) they will encounter in all aspects society, their responsibility to act, and what is required of them to address and harness these in all spheres of life
 - Understanding their civic duty to be an agent of sustainable change by acting on the information provided to protect their own rights and those of others, and that failure to do so has long-term consequences for them, their schools, families and communities
 - Acquiring the competencies to apply their knowledge to bring about positive and lasting change in their lives, their schools, families, communities and countries
 - Having access to opportunities to apply the knowledge learned and exercise their responsibilities
 - Being equipped to exercise their civic duty through realizing their rights to information, to express their views and to participate in decision-making, to solve challenges they face in all settings

1.2

The SADC CSTL Policy Framework

The *SADC Policy Framework on Care and Support for Teaching and Learning*, which was endorsed by all SADC ministers of education in 2015, provides an advocacy and accountability tool to support education systems to provide transformational, quality, inclusive education for every child and youth in the region.

CSTL goal and rationale

Every school in the SADC region becomes a rights-based, socially inclusive CSTL school that provides transformational quality, inclusive education to all and builds the human capital needed for sustainable, inclusive development.

The *SADC Policy Framework on CSTL* provides a mandate and roadmap for the education sector to strengthen schools to provide quality, transformational and inclusive education. It does this by identifying common barriers that exclude vulnerable children in the SADC region from education, and providing direction on the measures that should be taken to overcome them, and prepare children for their role as agents of sustainable development.

CSTL pillars: building blocks of quality, transformational and inclusive education

The Ministries of Education have committed to the measures described in the *CSTL Policy Framework* to ensure that every school in the region becomes a rights-based socially inclusive CSTL school that addresses the barriers that exclude children from accessing quality education for agency. The required transformative measures are organized across various pillars that are the foundational building blocks of a CSTL school.

The *CSTL Policy Framework* describes the pillars necessary to ensure that every child accesses quality, inclusive education to become active citizens who will sustain social and economic development, peace and security of the SADC region.

A CSTL school is built on 12 foundational pillars that are necessary to ensure that every child attends schools and receives a quality, inclusive education so that they may become agents of sustainable development. Every CSTL school will, once it has these pillars in place, address common access barriers faced by children and provide quality, transformational education that will equip all learners to be active citizens.

The 12 CSTL pillars and associated services respond to the specific barriers excluding SADC's vulnerable children from accessing quality education. They are the foundations of a CSTL school, and represent the elements that are necessary to ensure that a CSTL school provides transformational, quality, inclusive education.

The following 12 pillars must be in place for a school to become a rights-based, socially inclusive CSTL school that is an effective engine of transformation that develops the potential of every child to be an active agent of sustainable development:

- Curriculum development and support
- Teacher development and support
- Enabling and inclusive infrastructure
- Water and sanitation
- Parental and community involvement (including the involvement of children)
- Health promotion
- Nutritional support
- Safety and protection
- Social and welfare services
- Material support
- Psychosocial support (PSS)
- Inclusive, transformational leadership, coordination and management

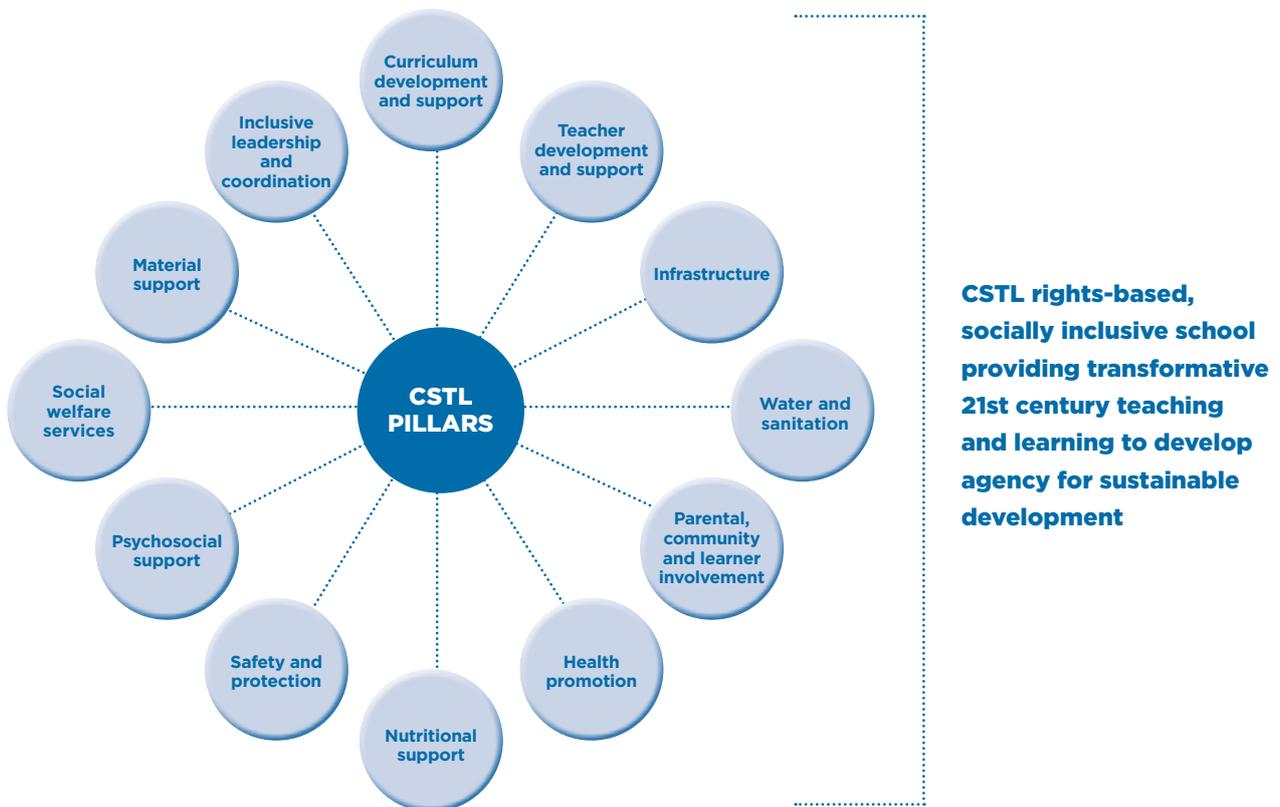


Figure 1: The 12 CSTL pillars of a rights-based, socially inclusive school

These 12 pillars respond to the most common barriers preventing children from accessing transformational, quality inclusive education. The intention is to establish them at all schools so that they become inclusive rights-based centres of teaching and learning that reach every child, and support them to overcome barriers to receiving the quality education they need to become active agents of sustainable development.

1.3

Purpose of this guide: support the building of CSTL schools

This guide has been developed to support schools to operationalize the *SADC Policy Framework on CSTL*. It does so by providing information and guidance to monitor the steps that should be taken by schools and supporting role-players to build CSTL schools to become rights-based, socially inclusive schools.

It is intended to support all role-players to understand:

- What CSTL is
- What a CSTL, rights-based, socially inclusive school is
- What the Member States and Ministries of Education have committed to do through their endorsement of the *CSTL Policy Framework*
- Who the various role-players are and the steps they should take to fulfil the commitment and make every school in the SADC region a site of CSTL

The guide provides information on:

- Why CSTL and CSTL schools are important for children, the education sector and the region as a whole
- The foundational CSTL pillars that should be in place to build a CSTL school
- What a CSTL school is
- Who is responsible for building and maintaining CSTL schools
- What steps the various role-players should take to ensure that the building blocks are in place so that every school in the region becomes a CSTL school

In summary, the guide provides instructions on *why*, *what*, *how* and *who* should build the foundations of CSTL schools.



Figure 2: CSTL pillars - the foundational building blocks of CSTL schools

1.4

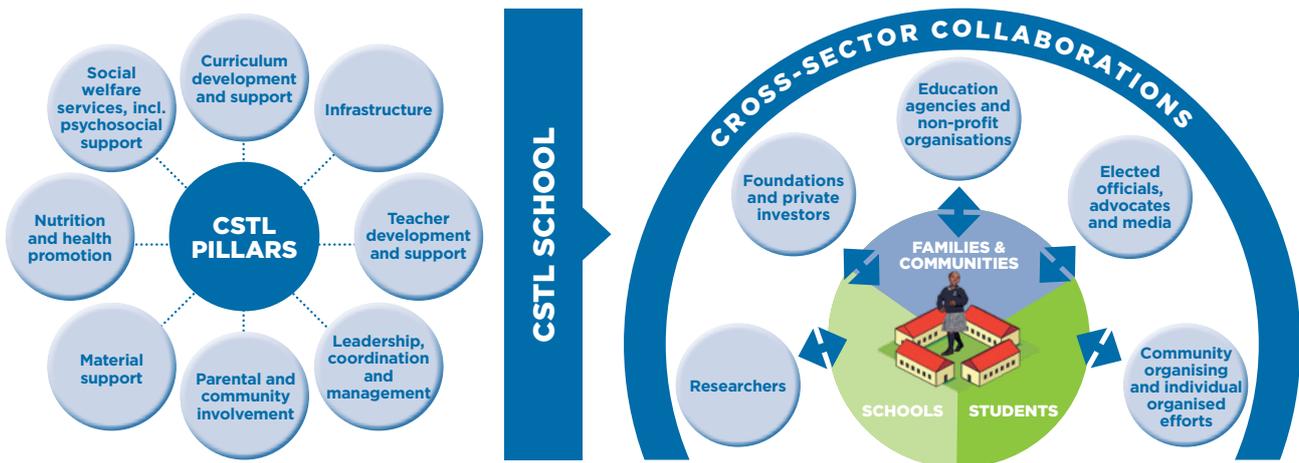
Structure and approach of the guide

The guide provides a conceptual and operational roadmap for building CSTL schools in all Member States. It provides conceptual explanations, describes what a successful socially, inclusive rights-based CSTL school looks like once the 12 pillars are in place, and provides a roadmap on how to establish and maintain the building blocks.

As a roadmap for planning for building and maintaining a CSTL school, it describes:

- What the teaching and learning environment will look like once the intended outcome – a rights-based socially inclusive school – is achieved
- What a CSTL school will look like once the 12 pillars are in place

Because some will overlap – having one pillar in place will result in those that are closely related also being in place – the guide consolidates the 12 pillars into eight foundational “CSTL building blocks”. For example, enabling and inclusive infrastructure will include water and sanitation, so they are not described separately. The pillars are therefore described under the following eight building blocks that will develop learner agency and drive sustainable development:



Learner agency to permanently overcome the challenges faced by SADC Member States



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Figure 3: The eight CSTL building blocks of a CSTL school providing education for agency

1.5

Who will use the guide and how?

This guide is intended to support the implementation of the *CSTL Policy Framework* in all schools in the SADC region. Implementation will take place in schools under the leadership of representative coordination and management teams inclusive of children, supported by national Ministries of Education, the wider school community and government and non-government partners.

The guide supports the role-players responsible for CSTL at school level, including:

- Principals or head teachers* and their deputies
- Teachers
- School governing committees
- Caregivers**
- Learners
- Support staff
- School partners, such as NGOs and development partners working with the school in question

However, schools cannot operationalize CSTL without:

- Strong and supportive CSTL systems in the education system that empower schools to take the necessary steps
- Commitment by development partners to support the education system to build CSTL schools
- Government-wide knowledge of CSTL, commitment and action by supporting ministries, parliaments and governments to provide multi-sectoral services for vulnerable children to address barriers to, and ensure the provision of, quality, inclusive 21st century education

The guide will therefore also inform supporting role-players about CSTL and provide direction on the steps they should take to implement the *Policy Framework* in every school in the SADC region.

1.6

What are the intended outcomes of the use of the guide?

Once role-players have been trained on using the guide, it is expected that:

- CSTL will be mainstreamed within CSTL schools that comply with the minimum standards outlined in this guide
- Schools will be supported by education and supporting ministries, caregivers, the wider community and development partners to become a CSTL school that meets the minimum standards outlined in this guide
- School policies and the teaching and learning environment will change to align with the *CSTL Policy Framework* and supporting instruments (such as the *Children and Youth Participation Framework for Inclusive Quality 21st Century Education for Development*)
- The CSTL foundational building blocks will be established in schools to support quality, inclusive teaching and learning environments and curricula
- Schools will establish multi-sectoral monitoring, reporting and accountability systems to plan, implement and monitor progress in becoming a CSTL school

* In this guide, “head teachers” include the academic and administrative heads of schools, school principals, headmistresses and headmasters.

** In this guide, “caregivers” include parents, other members of the family, guardians or other adults who provide daily care to the child or learner.

1.7

CSTL role players and stakeholders

The two primary challenges for schools are:

- Providing support that vulnerable children need to overcome common barriers that prevent them enrolling, attending and completing their schooling
- Providing meaningful 21st century teaching and learning to develop every child's agency to become active citizens and exercise their civic responsibilities to overcome critical development challenges (including poverty, HIV&AIDS, gender inequality and environmental sustainability)

Acting alone, schools and the Ministries of Education cannot overcome the multiple education barriers and provide the quality 21st century teaching and learning needed to develop learner agency. CSTL schools must therefore be hubs that facilitate multi-sectoral cooperation among a host of role-players and co-educators that make up a 21st century educational ecosystem for developing the agency that children and adolescents need to overcome educational barriers and participate in quality education to become agents of sustainable development.

CSTL SCHOOL AS HUB OF EDUCATIONAL ECO-SYSTEM


Figure 4: CSTL Schools as a hub of educational eco-system

CSTL schools are therefore hubs of 21st century educational ecosystems providing integrated and comprehensive care and support and quality, inclusive education. A CSTL school is a portal through which children can access the necessary multi-sectoral support they need to overcome barriers and receive a quality, inclusive education.

The *CSTL Policy Framework* provides the blueprint for schools to become hubs of care and support for inclusive quality teaching and learning.

CSTL does not envisage the education sector or schools being exclusively responsible for the actual delivery of all support services (such as healthcare). Instead, it envisages multiple role-players working together within a common framework to ensure that every school is a portal of comprehensive care and support.

However, CSTL does require that the national Ministry of Education and schools provide the leadership, coordination and institutional arrangements necessary for establishing, maintaining and monitoring a CSTL school as a conduit of multi-sectoral support. To fulfil this mandate, the education sector is required to provide the leadership, structures and accountability mechanisms for collective CSTL planning, delivery and evaluation of a package of CSTL services.

In addition, the Ministries of Education and schools must also provide the services and support falling within education's core mandate. In the *CSTL Policy Framework*, these are referred to as the core services and include: curriculum support, teacher development and support, infrastructure and community involvement.

Other sectors are responsible for the direct delivery of what are referred to as complementary services. These include: safety and protection, social and welfare services, nutrition, health, material support, water and sanitation and PSS.

Who are the role-players and stakeholders that must act to operationalize CSTL?

National Government

President/Prime Minister's Office

- Cabinet
- Traditional leaders and leadership structures
- Parliament and its various portfolio committees
- Commission on Human Rights
- Electoral commissions

Ministry of Education

- The Minister of Education
- Administrative head of the Ministry of Education (Permanent Secretary, Director-General, etc.)
- Senior management in the Ministry (heads of all units and divisions)
- Research and Planning Unit
- Policy Unit
- Education Management Information Systems (EMIS) Unit
- Divisions responsible for early childhood education and primary and secondary schooling
- Special Education Needs Unit
- Education division responsible for social services such as health, nutrition, gender and HIV&AIDS
- Teaching Service Support and Development Unit
- The National Curriculum Unit
- Communications Office
- Subject advisory units
- Regional education offices
- Inspectorate structure
- School Health Teams
- CSTL National Coordinating Unit (NCU)
- Regional Coordinating Unit

Schools

- Head teachers
- Deputy head teachers
- Heads of department
- School managers
- School governance committees
- CSTL School Support Teams (SSTs)
- Teachers
- Learners
- Caregivers
- Support staff
- Community members

Other ministries, departments and multi-sectoral structures

Ministries of:

- Finance
- Health
- Works
- Housing
- Environmental Affairs
- ICT
- Agriculture
- Home Affairs
- Social Security
- Sports, Culture and Youth
- Justice
- Police
- Local government structures
- National HIV&AIDS Coordination Committees

Civil society, development partners and professional associations

- Teacher associations
- Faith-based organizations
- UNICEF
- UNESCO
- NGOs and organizations working in the fields of:
 - Child rights
 - Education
 - Early development
 - Sexual and Reproductive Health (SRH) and HIV&AIDS
 - Gender
 - Climate change
 - Children's civil and political rights
 - Child labour
 - Social protection
 - Child protection
 - Child participation





PART 2

Basic concepts



PART 2

Basic concepts



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2.1

What is CSTL?

CSTL is a planning framework for ensuring that all schools become CSTL schools that enable access to quality, inclusive 21st century education for all children and that will build their agency as drivers of sustainable development.

The CSTL vision is that the education rights of all children are realized through all schools as sites of inclusive care and support for teaching and learning. Its goal is to ensure that all schools are supported through the education system to be hubs of 21st century educational ecosystems that bring together all relevant role-players to provide a comprehensive package of learner and teacher support and services that overcome common educational barriers and provide quality, inclusive 21st century education.

CSTL is not a project, policy or programme: it is a framework or tool for directing and supporting sector-wide coordinated planning, implementation and monitoring and evaluation (M&E) for the systematic delivery of a package of services and support that address education barriers preventing children's access to quality, transformational and inclusive education.

It provides a planning framework to support coordinated planning and implementation of policies and programmes to ensure the inclusion and provision of quality education to all vulnerable learners. In most SADC Member States, many of the necessary policies, programmes and responsibilities already exist, but often are not adequately coordinated, resourced or implemented in all schools in appropriate combinations to reach all children. Where they do not exist, CSTL provides a mandate to Member States to develop and implement innovative policies and programmes to fill any gaps preventing the provision of the essential, multi-sectoral package of services and support.

CSTL provides a mechanism for ensuring government and sector-wide prioritization, as well as guidance on the measures necessary to address critical education barriers by securing inclusive, quality teaching and learning for all. It identifies the policies, programmes and services that must be implemented in schools to achieve the education sector's developmental responsibilities and goals – that is, that all children, including the most marginalized groups, go to school every day and receive quality teaching and learn, in order to build their agency to be active citizens.

CSTL provides a common framework that serves as a tool to help the education and other sectors, as well as school communities, to have a common understanding of:

- The developmental and educational challenges and opportunities that children must overcome and embrace to drive sustainable development
- The programmes and practices, services and support that must be available in and through all schools to overcome the identified challenges and barriers
- The steps that must be taken, and by whom, in their routine planning and practices to make all schools sites of care and support for teaching and learning

CSTL places the spotlight on eight building blocks that must be in place to be a CSTL school: that is, a school that actively includes all children and provides them with quality teaching, so that they may learn to their full potential as active citizens, no matter what their circumstances are.

2.2

What is agency, why is it important and how do we develop it?

Africa's Agenda 2063, and *Agenda for Children 2040*, as well as most national development plans, identify children and adolescents as the custodians of sustainable development. They recognize that achieving sustainable development requires transformation: it requires lasting change in knowledge, attitudes and practices that have excluded this and future generations from participating in prosperous economies, living in safe communities, being leaders and active participants in democratic societies, and being members of healthy families. Achieving this requires that this generation of young people have the knowledge, power and opportunity to take up their designated roles – that is, it requires that they have the agency to become active and engaged citizens.

The development agenda recognizes that the education system has a pivotal role to play in developing their agency. It is tasked with doing so by bringing together a continuum of co-educators from whom children learn (including their caregivers, teachers, the media, their peers and healthcare providers) and ensuring that together they provide a quality, transformative 21st century education, through the provision of:

- Knowledge and skills
- Opportunity to apply the learned knowledge
- The recognition of their responsibility to act on the knowledge to overcome critical development challenges

By endorsing the *SADC Policy Framework* on CSTL, the Ministries of Education have committed to advance CSTL goals and objectives as a sector-wide priority.

The Ministries of Education have committed to ensuring that the *CSTL Policy Framework* be advanced at all levels of the education system. They have committed to ensure that the CSTL pillars, priorities and outcomes will be advanced through CSTL-sensitive planning, resourcing, implementation and monitoring by all schools and supporting units within the Ministry of Education.

2.3

The Ministries of Education's CSTL commitments and strategies

CSTL is not new to the SADC region. For a long time, Member States and the SADC itself have recognized that vulnerable children experience multiple barriers to education, many of which are not within the mandate of the education sector to address. Many projects and programmes have been developed and funded by a variety of organizations and ministries to deliver some services and support to children through schools.

In the past, however, the initiatives were seen as separate projects, which often lasted as long as the donor funding supporting it, and reached only those schools, or certain vulnerable groups or only certain geographic areas. This led to inefficiencies and inequities as some schools benefited if they were lucky enough to be in the targeted population, but only for as long as the funds and project lasted.

The underlying rationale of CSTL is to systematize these responses so that every school and every child, including every vulnerable child, is reached with a guaranteed package of services and support required to ensure their educational inclusion. The approach to achieving this is mainstreaming CSTL within SADC education systems. By endorsing the *CSTL Policy Framework*, the Ministries of Education aim to ensure the universal and sustainable provision of CSTL through all schools. The intention is to ensure the effective and sustainable provision of support and services in every school by mainstreaming CSTL as a sector-wide priority.

CSTL is premised on the systematic provision of a sustained package of support and services to learners, teachers and caregivers through every school.

This requires that every school is mandated, supported and held accountable for using the *CSTL Policy Framework* to guide its annual planning, monitoring and reporting. This is what is meant by mainstreaming CSTL.

The strategy required for universal, sustained provisioning of CSTL support and services in all schools is *sector-wide mainstreaming*.

Every school must mainstream CSTL to become a conduit of support for ensuring every child accesses a quality, inclusive education that prepares them to overcome 21st century challenges and embrace all opportunities to drive social and economic development, peace and security, and democratic schools and communities.

To do this, the national Ministry of Education must enable every school to become a CSTL school. This in turn requires that every SADC Ministry of Education undertakes a process of policy harmonization – that is, review, and where necessary revise, their education sector policies and systems with the policy directives as specified in the *CSTL Policy Framework*. This document requires that every Ministry of Education adopts policies and systemic enablers (such as plans, budgets, human resources and institutional arrangements) to enable every school in the country to become a CSTL school.

2.4

What does mainstreaming and systematization require?

Mainstreaming requires every school to understand, plan, use the school resources and report on measures taken to operationalize the *CSTL Policy Framework*. But schools cannot do this without the support of the broader education system: they must be supported to do this through the relevant national ministry policies, programmes and systems. Therefore, the Ministries of Education must ensure that all their units at national, regional and district levels plan and apply their resources to operationalize the *Policy Framework*. In short, mainstreaming requires sector-wide knowledge of the *Policy Framework*, recognition of CSTL as the whole education sector's core business, and the operationalization of CSTL as a sector-wide priority.

Mainstreaming means that the whole sector – from the minister down to every school – must engage in CSTL-sensitive planning. Attainment of the goal and objectives, as set out in the *Policy Framework*, must be a cross-cutting imperative across all the systemic platforms in schools, districts and regions, as well as in ministerial:

- Policies, plans and strategies
- Services or programmes, such as the curriculum
- Human resources
- Infrastructure
- Budgets
- Information management and monitoring, evaluation and reporting (MER) systems
- Leadership management and coordination structures and tools

Once mainstreamed, CSTL will be recognized and reflected in the systemic platforms of all levels and divisions within the education system (as depicted in Figure 5) to ensure that all eight CSTL building blocks and the relevant support and services are universal and sustained across every school in the region.

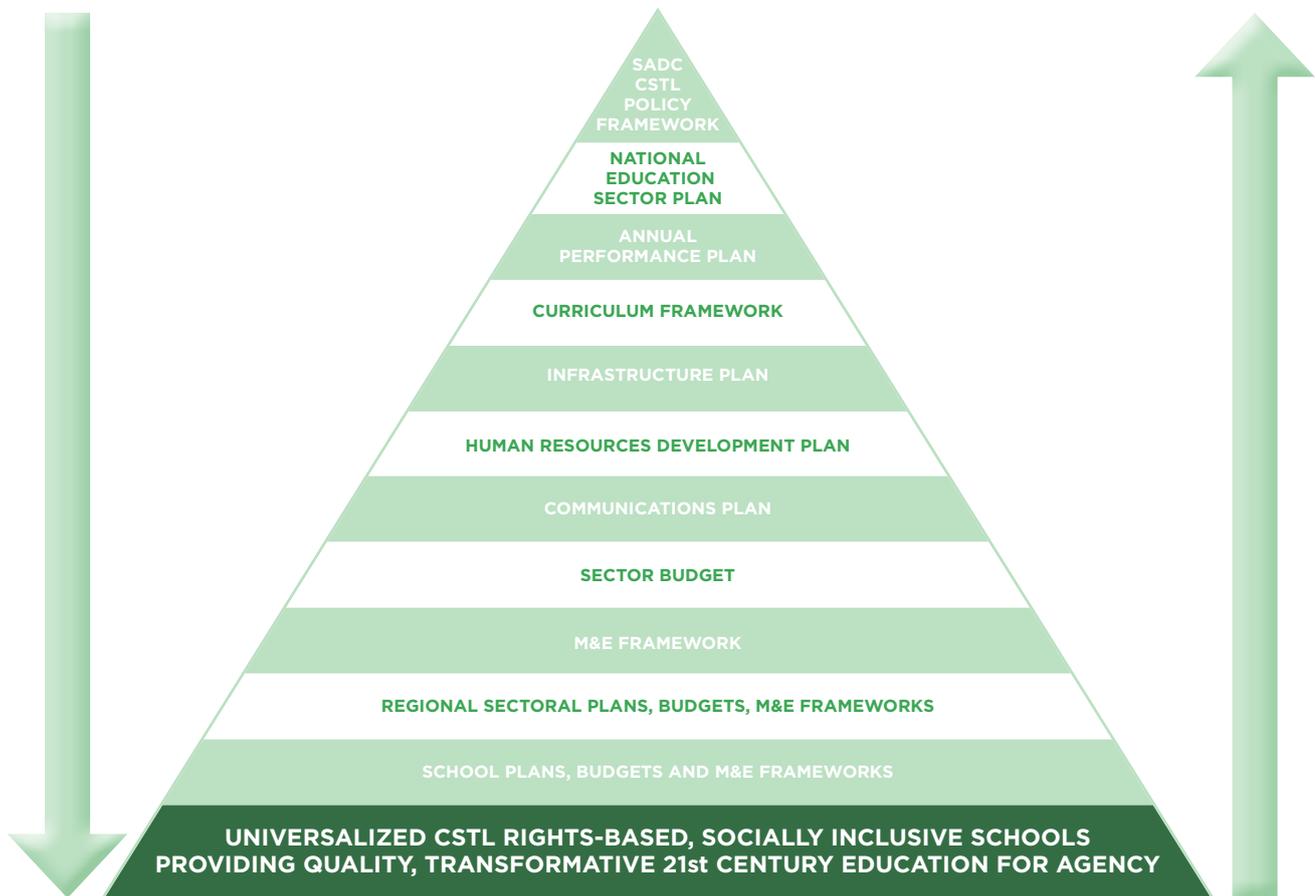


Figure 5: CSTL mainstreaming across the education sector planning continuum

2.5

A CSTL national model: a roadmap for harmonization and mainstreaming

All Member States should develop and adopt a CSTL national model to provide a roadmap for guiding all role-players in the education and supporting sectors on their respective roles and responsibilities to ensure that CSTL is mainstreamed nationwide.

The national model should provide a unifying framework that secures a shared understanding of CSTL and guides sector-wide prioritization of CSTL. It should provide information about CSTL, why it is so important for achieving national development goals, and the associated responsibilities and actions required by all role-players (including all divisions and levels of the education system, as well as supporting ministries and partners) to domesticate it.

The CSTL national model is an important tool to aid effective mainstreaming: it is a national policy document that translates the regional framework of CSTL commitments into a statement of priorities and actions specific to every Member State. The national model asks the country, and the education sector particularly, to prioritize the resolution of an agreed set of educational barriers that undermine attainment of the country's inclusive education and development goals. It does so by identifying the key educational challenges that prevent inclusive education for vulnerable children, and then places the spotlight on priority interventions that all role-players must advance to achieve the shared CSTL goals.

Goals of the CSTL national model

The national model should state that its shared goal is to ensure that:

- All schools in the country (including early childhood education centres) are inclusive centres of care and support for teaching and learning
- Services, support and intutional arrangements necessary are provided to ensure that all children enrol in pre-school, progress through all levels efficiently and complete their secondary education
- Every child (including the most marginalized) graduate with agency – that is, the knowledge and competencies to be active citizens and drive the development of the country

The national model mandates country-wide planning that advances a shared national CSTL agenda.

It asks that all role-players align their plans, budgets and information management systems with the model so that they advance the CSTL goals and objectives.

It asks that they all develop and implement adequately-resourced interventions that overcome barriers to education to ensure that every child, including the most vulnerable, has an equal opportunity to learn and develop to their full potential.

Objectives of the national model

To achieve the goal, the objectives of the national model should include the following:

- Sector-wide prioritization and mainstreaming of CSTL by all divisions and schools and other education institutions in the education system
- All schools are supported at national, regional and district levels by the education and supporting ministries to become inclusive centres of care and support for 21st century teaching and learning
- The establishment of effective coordination and management structures to ensure multi-sectoral (across the education and other sectors) and intra-sectoral (within the education sector across all units) CSTL-sensitive planning, provisioning and accountability for advancing the national and regional CSTL goals
- The development of effective information management and MER systems to ensure that all responsible role-players collect, analyse and use information to plan, implement, monitor and report on progress in achieving the CSTL goals

2.6

Vulnerable children and the barriers they face

Within the SADC region there are groups of children who are made vulnerable by a range of common, often intersecting social, economic, cultural and intrinsic factors that prevent their full participation in education. These children are at great risk of educational, social, economic and political exclusion that perpetuates poverty and inequality that frustrate the SADC region's progress in achieving sustainable development.

Who are the vulnerable children and what are the common barriers to education?

Vulnerable children and the main barriers they face in accessing quality education

Vulnerable children	Barriers to education
<ul style="list-style-type: none"> • Children living in poverty • Children in rural areas • Migrant and refugee children • Orphans • Children with special education needs • Children with gender differences • Children exposed to substance abuse and at risk of other risky behaviour • Children infected and affected by HIV&AIDS • Teen parents • Children in conflict with the law • Children who enter school later than the prescribed age • Children who have not benefited from early childhood care and education services • Children from fractured families 	<p>Discrimination</p> <ul style="list-style-type: none"> • Direct discrimination: where children are treated differently because of who they are, where they come from or other factors • Indirect discrimination: where children are excluded because of lack of services and support to address the barriers to education <p>Curriculum inadequacies and challenges</p> <ul style="list-style-type: none"> • A curriculum that is not adequately relevant for ensuring children develop to their full potential as active citizens and agents of sustainable development • A curriculum that is not adequately inclusive to the needs of individual learners • Lack of support for learners with additional learning needs <p>Inadequate infrastructure</p> <ul style="list-style-type: none"> • Inadequate or inequitable basic services and teaching infrastructure • Lack of infrastructure for children with special education needs • Inadequate infrastructure to support implementation of a 21st century curriculum • Environmentally-unfriendly infrastructure <p>Limitations in the teaching workforce</p> <ul style="list-style-type: none"> • Inadequate and inequitable spread of teachers, especially in under-served areas • Inadequately qualified teachers • Inadequate capacities of teachers for providing quality 21st century teaching • Lack of support for teachers to provide 21st century teaching and additional support to vulnerable children <p>Poverty and the high cost of education</p> <ul style="list-style-type: none"> • Cost of schooling (fees, LTSM, school uniforms, transport, etc.) • Opportunity costs (such as loss of income from child labour) • Negative parental attitudes to the value of schooling in the face of poverty <p>Illness and hunger</p> <p>Illness and malnutrition are often linked with other vulnerabilities and result in children's inability to concentrate, absenteeism and dropping out.</p> <p>Trauma caused by adversities in children's lives</p> <ul style="list-style-type: none"> • Violence against children, including bullying and corporal punishment • Grief associated with traumatic events • Substance abuse and other harmful practices • Early sexual debut, early marriages, children in conflict with the law • Fractured families or families experiencing disruptions <p>Parental attitudes and limited parental and community involvement</p> <p>Meaningful parental involvement in children's education is often a great challenge for low-literate caregivers.</p> <p>Inadequate leadership and coordination in the education system and schools prevent the development of strong school-based safety nets</p> <ul style="list-style-type: none"> • Inadequate leadership and institutional arrangements to support schools to establish inclusive school policies and practices • Limited support for school governing structures to plan collectively to address barriers • Inadequate monitoring of barriers and responses • Lack of accountability to ensure inclusion in education and school systems (such as human resourcing plans, budgets and MER frameworks)

2.7

The eight (consolidated) building blocks of a CSTL school

The SADC *Policy Framework* CSTL calls for systematic action by the education sector and supporting partners to build CSTL schools in the region. It requires coordinated action to enable school communities to create supportive teaching and learning environments that will guarantee the inclusion of vulnerable groups and ensure that they receive a quality 21st century education to ensure their participation in all aspects of society – social, economic, civic and political.

A CSTL school is built on eight foundational building blocks that are essential to ensure that every school provides inclusive, transformative 21st century teaching and learning that develops agency for sustainable development. The building blocks are pre-conditions for creating teaching and learning environments that guarantee educational inclusion that will ensure sustainable development in the SADC region.

The eight CSTL building blocks and associated services and support respond to the specific barriers excluding vulnerable children from accessing, inclusive, quality 21st century education. They are the defining features of a rights-based, socially inclusive CSTL school that responds systematically to ensure that barriers do not exclude vulnerable children and that they receive a quality education that will see them develop into active citizens with the knowledge and competencies to be agents of sustainable development.

The eight CSTL building blocks that provide the scaffolding for CSTL schools are:

- Curriculum development and support
- Teacher development and support
- Enabling and inclusive infrastructure
- Material support
- Nutrition and health promotion
- Social welfare services, including safety and protection and PSS
- Parental and community involvement
- Leadership, coordination and management that results in socially inclusive education policies, practices and pedagogy

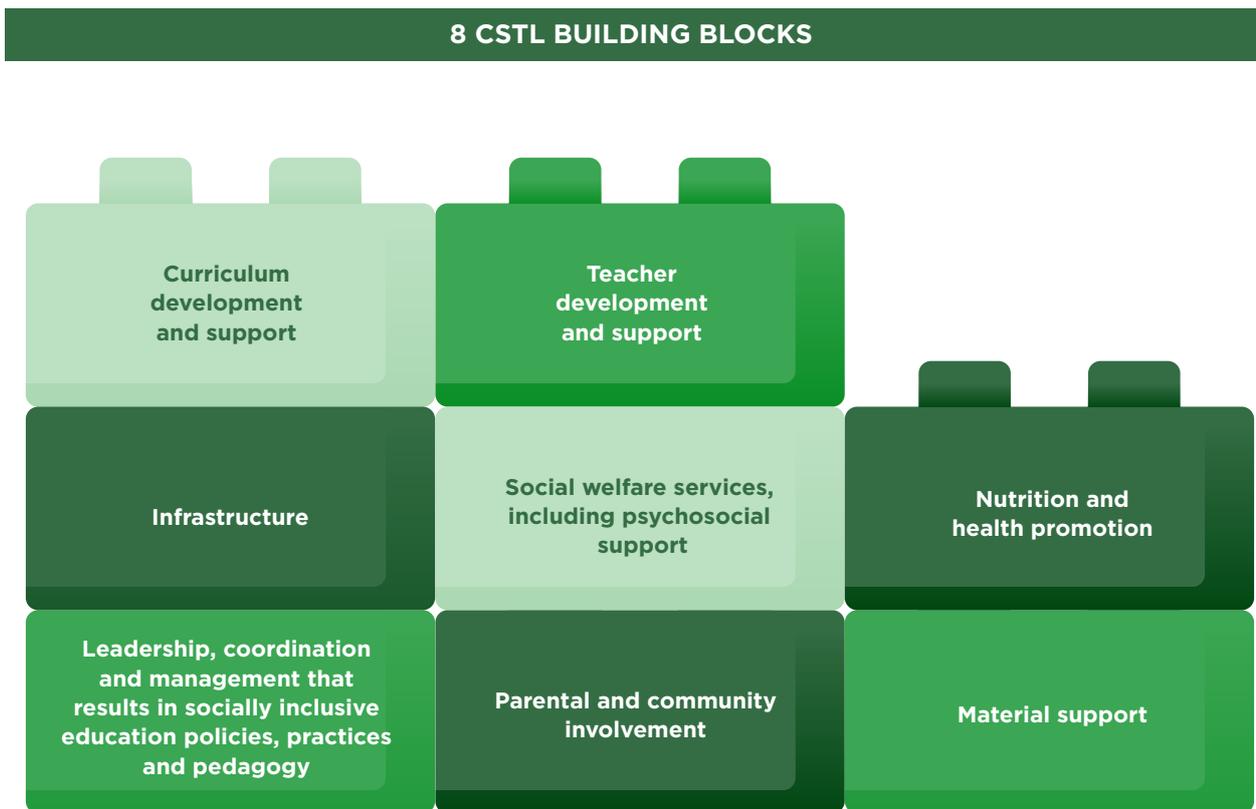


Figure 6: The eight CSTL building blocks

2.8

What difference can a CSTL school make?

A CSTL school – where school community members act together to strengthen the eight building blocks that address barriers – makes a real difference: it leads to children who would otherwise not be at school or learning to their full potential attending school and participating fully in a quality education.

CSTL changes lives at Blackfordby Primary School¹



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Blackfordby is a primary school in Zimbabwe, where CSTL planning has made a difference through the adoption of measures aimed at including more vulnerable children in school – and ensuring that they enjoy their right to quality teaching and learning – and reducing dropout rates.

Improved infrastructure

With the help of community members, the school has constructed six additional classrooms and an early child development (ECD) block is nearing completion. The School Development Committee has built toilets for both boy and girl learners.

Improved nutrition and health

The school has grown a nutrition garden and built a greenhouse that now supports a feeding scheme for the ECD and Grades 1 and 2 learners and vulnerable learners. Fruit and vegetables are sold to generate funds to buy stationery for vulnerable children, resulting in fewer dropouts. A school health club provides fun health education activities to get learners enthusiastic about taking care of themselves.

Identification and support for vulnerable learners

All teachers and members of the Child Protection Committee have been trained to identify vulnerable learners using a specially designed learner profiling instrument. If required, learners are referred to appropriate external service providers for additional support.

Protection of children

The Guidance and Counselling Committee provides PSS to vulnerable learners, while the Child Protection Committee has fenced the school to ensure the safety of all.

School and community supporting each other

As a result of regular school-caregiver meetings and workshops on CSTL, caregivers appreciate the education offered by the school. In turn, the school has a non-formal education programme for adult learners. Caregivers are trained on entrepreneurial skills, equipping them to run small businesses to supplement their income.

Partners supporting the school and its community

The leadership committee has formed linkages with supporting partners. For example, an NGO, Mavambo, runs a programme to educate girls; Barclays Bank financed the building of the ECD block and supplied furniture for three classrooms.

How CSTL changed Farai's opportunities

Farai* is a 12-year-old learner in Grade 6 at Blackfordby. Her parents died of AIDS when she was in Grade 2. She now lives with her grandmother and two siblings. Her grandmother does not have any source of income.

Farai's teacher identified her plight and the school offered support. Partners provided her with uniforms. Before, she had only one meal per day at home, but now Blackfordby's feeding scheme provides a second meal. Her grandmother participated in the parenting skills workshop, and now grows vegetables at home, which Farai helps her to tend. The school has been Farai's major source of support: whenever she has a problem she tells her teacher, and her grades are improving. She is an active member of the School Health Club. Her real wish is to become a policewoman when she grows up.

Farai's teacher says CSTL has focused the school community on the needs of the vulnerable and how they can be assisted.

Where schools act, with the support of the education and other sectors, CSTL has brought about fundamental and systemic change – it has catalysed a process of change that ultimately leads to schools becoming transformational hubs that drive inclusive, sustainable development.

When CSTL is adopted, it catalyses transformational changes within schools and their communities

For example, it:

- Makes school communities aware of the transformative role and potential of the education sector and schools and their importance in realizing this potential
- Creates awareness of the barriers that children in their communities face and what is required to overcome them
- Builds collective ownership and accountability by the whole school community for addressing the

barriers and for being the drivers of lasting change within the school, families and the country as a whole

- Results in the adoption of different attitudes, practices and the way schools plan to establish themselves as centres of care and support that nurture all learners to develop to their full potential
- Promotes the adoption of innovative thinking and sharing of resources to maximize the available resources within the school and surrounding community

In short, it empowers solutions-driven planning and action by the whole school community that constitute the building blocks of inclusive education and social and economic development.

CASE STUDIES

The following case study on the Mpumalanga Province of South Africa provides insight into the transformational potential of CSTL



The province has seen significant improvement in the examination results of historically poorly performing schools, and school principals and provincial education officials attribute this improvement to the adoption of CSTL planning principles. In their view, the improvements were driven by the adoption of the equity-focused planning framework. It catalysed lasting changes in the attitudes, practices and

policies of the entire school community and laid the foundation for inclusive schools that provide quality, relevant education. They said that the “innovations brought about by the framework were not limited to technical, operational or structural changes, but went deeper to transform the school community’s attitudes, motivation, commitment and school community ethos and culture”.

The most significant change they identified was the shift in the lens through which education improvement planning is perceived. It has “raised awareness among decision-makers and supporting role-players about the link between the conditions and environments children live and learn in and their capacity and ability to learn”. This has resulted in comprehensive planning embedded in partnerships for the benefit of the child.

As the principal of Jandrell Secondary School explained:

“The workshop on the pillars helped me, as a manager, to identify what I need to do to address the challenges and improve the opportunities of the children in my school; what I need to do regarding the safety of children ... I understood safety and care to include health and well-being, so we addressed

HIV and AIDS and child-headed households, OVCs [orphans and vulnerable children] and so on. Before the formal school-feeding programme, we started our own with the help of the community. In addition, because we have sick learners, we work hand in hand with different sister departments which was helped along by my learning from UNICEF ... We invited the DOH [Department of Health] to attend our spring programme, as well as Home Affairs for IDs [identity documents] and birth certificates, and so on.”

However, stakeholders also observed that this shift has brought about a more fundamental change. It has catalysed a self-sustaining cycle of change among role-players within and surrounding schools. It has engendered a true sense of empowered ownership of outcomes at schools, and a desire to be part of a long-term solution.

Changes to the learning and teaching environment at actively participating schools include:

- Through management training, quality improvement planning has become inclusive, responsive and comprehensive
- As a result of infrastructure and safety improvements, fences and windows have been repaired and welcoming spaces created
- Thanks to the support of partners, more teachers have been employed
- Teachers have been trained and motivated by training, team-building and peer support
- Learners have been supported to acquire learning skills and capacities
- Partnerships have been established with provincial government, community members, other schools, caregivers and local NGOs to provide resources and services to create enabling learning spaces
- School-based structures set up to support partnerships, participation and planning have been strengthened through their use in Safe and Caring Child-Friendly Schools planning and processes. Moreover, this has catalysed a shift in the entire school community’s sense of responsibility for creating strong and improved schools

The true power of the framework was well described by the principal of Kopanang Senior Secondary School

“When the school adopted CSTL, there was a transformation in the whole school community. They became more open to the DBE [Department of Basic Education], they began to team up, recognizing the value and need to identify and work together to solve problems. The positive outcomes had a knock-on effect. People began to take ownership of and responsibility for the well-being of the school. Whereas before we did not care, as a school community, we did not care, we blamed the DBE, we blamed apartheid: Now the teachers and community have begun to care. The community used to point at us in the mall and say, ‘That school fails.’ Now they say, ‘That school passes.’ The way people have been congratulating us – I do not need any other payment or salary.”

The impact of the programme has been felt from school leadership down to the learners, who are key role-players in the transformation agenda. As a learner at Jandrell Secondary explained:

“We are very proud of our school. The things we have done have been useful for us, [and] given us an opportunity to experience our gifts and snaps our talents. It has enabled us to help each other and keep away from things that like drugs and teenage pregnancy.”

Endnotes

¹ *Stories from Zimbabwe*. <http://www.cstlsadc.com/stories-from-zimbabwe/>



PART 3

Laying the CSTL building blocks



PART 3

Laying the CSTL building blocks



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To build and sustain the eight CSTL building blocks in all schools in the SADC region requires a shared and collective knowledge of a rights-based, socially inclusive CSTL school, its critical importance to sustainable development, and a region- and country-wide commitment to systematize CSTL within the education system.

This requires that the education and supporting sectors build a CSTL-sensitive education system through the adoption of enabling policies and institutional arrangements, resource allocation and facilitated provision of critical services and support that will enable schools to fulfil their roles as nodes of educational ecosystems for agency. It also requires action by the whole school community. However, schools cannot do it alone: it needs action by the national Ministries of Education and supporting ministries to capacitate and support schools to build and maintain the eight building blocks.

Part 3 is designed to create a shared understanding of, and enable all role-players to, fulfil their responsibilities to establish a CSTL educational ecosystem with schools as the facilitative hub built upon the eight CSTL building blocks.

Part 3 is divided into the following nine sections that provide direction to the multiple role-players on what a rights-based, socially inclusive CSTL school looks like, what the eight building blocks are, why they are important, the action required to put them in place, and the indicators for measuring progress in building a CSTL school:

Section 1 provides an overview of what a CSTL school will look like once all the building blocks are in place. It provides an overview of the CSTL goal: making every school a rights-based, socially inclusive school that serves as the hub of the CSTL educational ecosystem.

Sections 2-9 provide a roadmap as to the content, scope, importance and how to put in place each of the required eight CSTL building blocks to achieve the goal.

PART 3

Section 1

**What we are aiming
to achieve:
a rights-based, socially
inclusive CSTL school**



PART 3 Section 1

What we are aiming to achieve: a rights-based, socially inclusive CSTL school



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What is a rights-based, socially inclusive CSTL school?

A rights-based, socially inclusive school is a welcoming space that embraces diversity. It ensures, through its policies and practices, that all children, including marginalized children, enjoy their education and other rights and are active members of the school community. It provides a child-centred teaching and learning environment in which all role-players, including children, know children's rights and responsibilities, understand that they are fundamentally important to sustainable development, and work actively to protect and promote them. It is a school where all role-players know the barriers experienced by the following vulnerable groups of children:

- Children living in poverty
- Children in rural areas
- Orphans
- Migrant and refugee children
- Children with special education needs
- Children exposed to substance abuse and at risk of other risky behaviour
- Children with gender differences
- Children in conflict with the law
- Children infected and affected by HIV&AIDS
- Teen parents
- Children who enter school later than the prescribed age
- Children who have not benefited from early childhood care and education services
- Children from fractured families

Why do we need rights-based, socially inclusive school policies and practices?

In the first instance, they are needed because there is a clear legal responsibility to ensure that all schools respect the rights and responsibilities of children.

SADC's Member States have ratified international, regional and national children's rights and development instruments that commit them, through the education system, to realizing the rights and responsibilities of children, including the most vulnerable. This includes their rights and associated responsibilities to each other, their schools, families and communities, not just to education, but also to equality, to freedom from discrimination, to participate as active citizens, to information and to work together in groups. All Member States have also committed to take special measures to secure the rights of the most vulnerable children to be active participants in all spheres of life.

A rights-based, socially inclusive school requires that all members of the school community adopt attitudes and practices that respect and promote the responsibilities and rights of all children. Schools must ensure that all children (including those with differences that increase their risk of exclusion from school) are made to feel welcome and are not prevented from enrolling at school, participating in all activities and learning to their full potential. But how are the many school community members to know what is required of them to fulfil these requirements? Ensuring that the whole school community knows and exercises inclusive and enabling practices, requires the development of common school policies and standards.

Rights-based, socially inclusive school policies and practices are necessary to advance the rights-based development commitments of all SADC Member States.

Therefore, a rights-based, socially inclusive CSTL school will have school policies, codes of conduct, etc., that:

- Prevent any form of discrimination by school community members against children because of their circumstances (including poverty, gender differences, health, pregnancy, culture or religion)
- Ensure that all community members are aware of all children's rights to equal access to quality education
- Ensure school-wide knowledge of the common risks that result in direct or indirect discrimination of vulnerable children – that is, that serve to prevent their full participation in education
- Ensure that the school community is enabled and ensures that vulnerable children are supported to attend and remain in school, do well and complete their secondary education

LEGAL INSTRUMENTS REQUIRING RIGHTS-BASED SCHOOLS

- *Convention on the Rights of the Child*
- *African Charter on the Rights and Welfare of the Child*
- *Sustainable Development Goals*
- *Africa's Agenda 2063*
- *Africa's Agenda for Children 2040*
- *The SADC CSTL Policy Framework*

Goals of a rights-based, socially inclusive school

- Every child, regardless of their circumstances, is welcomed, not discriminated against, and supported at school to enrol, participate meaningfully, attend regularly and successfully complete their education.

- All community members know, respect and promote children's rights necessary for them to enjoy their right to education – such as protection from abuse; food and nutrition; healthcare; social assistance; birth registration.
- The school does not allow anything to be done by any member that would exclude children from coming to school and participating in all schools activities, or make children feel unwelcome because of their social, economic, physical or health status, gender, sexual orientation or other factor.
- The school community identifies children who are frequently absent, drop out and/or are not in school, or who experience discrimination in the school environment (for example, because of the school admission or fee policies, disciplinary practices or attitudes) and take steps to change the school environment to make them supportive of the needs of the children concerned.
- The school community celebrates differences in children and other school community members.

Every school must establish and maintain the eight CSTL building blocks to build a rights-based, socially inclusive school as described in the following table

What does a rights-based, socially inclusive school look like across the eight building blocks?

<p>Classroom and playground practices and relationships</p>	<p>In a rights-based, socially inclusive school:</p> <ul style="list-style-type: none"> • Children, teachers and school managers have knowledge of children's and other school community members' rights and responsibilities • Children and teachers know that children's rights can only be realized if every child and teacher is respectful of their colleagues' rights and exercise their own rights responsibly • Children and teachers always behave in a way that enables every child to practise their rights to, for example: <ul style="list-style-type: none"> – Quality education – Equality and freedom from discrimination – Dignity – Safety and protection – A healthy environment – Health and nutrition – Freedom of opinion and expression – Freedom of religion – Participation • Every teacher monitors and promotes respectful behaviour and attitudes of all children • Children (including from marginalized groups) participate in decision-making structures within the school and the making of decisions that affect them
<p>The curriculum</p>	<p>In a rights-based, socially inclusive school, the school curriculum is:</p> <ul style="list-style-type: none"> • Child-centred and promotive of children's responsibilities and rights. • Designed to accommodate and support the various learning needs of all children

<p>The curriculum (continued)</p>	<ul style="list-style-type: none"> • Designed to prepare all children to become active members of a society that contributes to peaceful and prosperous families, schools, communities and countries
<p>Infrastructure and basic services such as water and sanitation</p>	<p>In a rights-based, socially inclusive school, infrastructure and learning spaces do not infringe children’s rights to, among others:</p> <ul style="list-style-type: none"> • Dignity • A healthy environment • Healthcare • Equal access to all educational facilities • Quality teaching and learning <p>This means that all schools (including schools in remote rural areas and schools serving poor communities) have basic physical structures, classrooms and basic services that:</p> <ul style="list-style-type: none"> • Do not present a risk to children and that protect them from the elements (for example, schools are not made of mud and all learning spaces have strong walls and ceilings) • Ensure children’s health and are hygienic (for example, safe and hygienic toilets are available and running water is accessible to all children) • Are appropriate to accommodate children’s differences in age, gender, disability or other differences (for example, different and appropriately-sized toilets for boys, girls, younger and older children) • Provide infrastructure and learning spaces of a size and furnished with facilities necessary to support learning suited to the diversity of needs of the learners (for example, classrooms that are large enough to avoid overcrowding and are furnished with desks and chairs; adequately stocked libraries and laboratories)
<p>Learning and teaching support material (LTSM)</p>	<p>In a rights-based, socially inclusive school, all children have timely and equal access to LTSM to support quality teaching and learning, including children:</p> <ul style="list-style-type: none"> • In remote rural and other under-serviced areas • With disabilities • Who speak languages that differ from the main language of teaching and learning
<p>Co-curricular facilities and activities</p>	<p>In a rights-based, socially inclusive school, a variety of sports, culture, social and peer groups or clubs are:</p> <ul style="list-style-type: none"> • Available to all children, including marginalized children (for example, sports programmes that are available for children with disabilities) • Responsive to the gender, social and cultural diversity of the whole school community (for example, different traditional dance and music forms and sports codes for both boys and girls are offered) • Available to provide additional learning support to children who require it because they are not able to attend school every day because of their home circumstances (for example, homework classes for children who work or who have onerous domestic responsibilities)

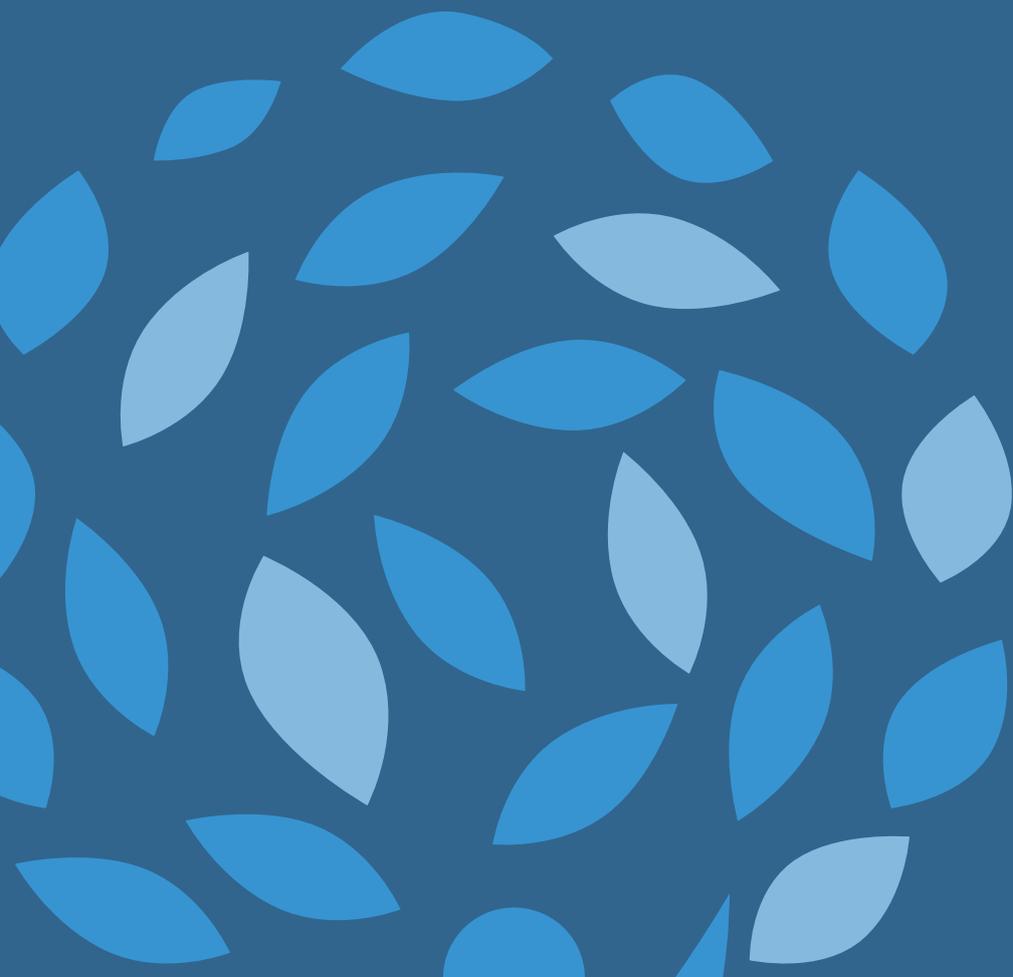
<p>Health promotion, social welfare, PSS, safety and protection, and material support and services</p>	<p>In a rights-based, socially inclusive and cohesive school, social, health, social welfare and material support and services are provided to overcome the educational barriers that make participation by marginalized children difficult, such as:</p> <ul style="list-style-type: none"> • Poverty (for example, fee exemptions, monitoring and facilitated access to social grants and transport services and school feeding programmes) • Gender-related challenges (for example, SRH services to prevent teen pregnancies and that provide support where they occur; SRH support for menstrual hygiene; services to prevent risky behaviour; safety interventions to protect girls against sexual abuse) • Children engaged in child labour (including onerous domestic responsibilities) are provided with additional support to ensure that the work does not affect their educational participation, and where necessary are referred to support structures for material support and PSS
<p>Teacher skills, practices, qualifications and attitudes</p>	<p>In a rights-based, socially inclusive school, all teachers are qualified to conduct teaching practices that:</p> <ul style="list-style-type: none"> • Are respectful of diversity, especially of marginalized groups • Do not discriminate against marginalized groups • Accommodate differences in learning needs (including differences linked to gender, race, disability, health status, language and religion)
<p>Management and leadership structures, tools, qualities and practices</p>	<p>In a rights-based, socially inclusive school, all management (including head teachers, school management teams [SMTs] and school committees) and tools (such as policies, plans and budgets):</p> <ul style="list-style-type: none"> • Support the fulfilment and monitor the responsibilities of all role-players to respect children’s rights and respect and celebrate diversity • Ensure equity in the allocation of resources (including that adequate resources are allocated so all school facilities are available to historically marginalized groups) • Ensure that disciplinary processes are established to deal with abuses of rights and reported back to the school community
<p>Relationships with caregivers and community members</p>	<p>In a rights-based, socially inclusive school there is a close working relationship with all caregivers (including those of marginalized groups of children) and community members to ensure that they:</p> <ul style="list-style-type: none"> • Know they are part of the school community and have rights and shared responsibilities to protect the rights and wellbeing of all children, including those who are marginalized • Know they are also responsible for securing children’s rights to education, dignity, freedom from discrimination and other socio-economic rights, and what they must do to fulfil their responsibilities • Are supported to fulfil their responsibilities • Are included in school-based leadership, care and support and decision-making structures



PART 3

Section 2

Building block 1: An inclusive, relevant, quality 21st century curriculum



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Building block 1: An inclusive, relevant, quality 21st century curriculum



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What is an inclusive, relevant, quality 21st century curriculum?

The curriculum is not just the subjects or content covered in classrooms: it is the foundation of the whole education system. It is made up of the various parts of the whole teaching and learning environment that create the scaffolding of the education system. All of these are linked in a system that ensures that all schools act and are supported to act to achieve the overarching sector goals and objectives, including building children as agents of sustainable change and development.

The curriculum is “a roadmap for achieving socially agreed development and education goals”.¹ It articulates the vision and goal of the education system and provides the roadmap of how to reach the common destination

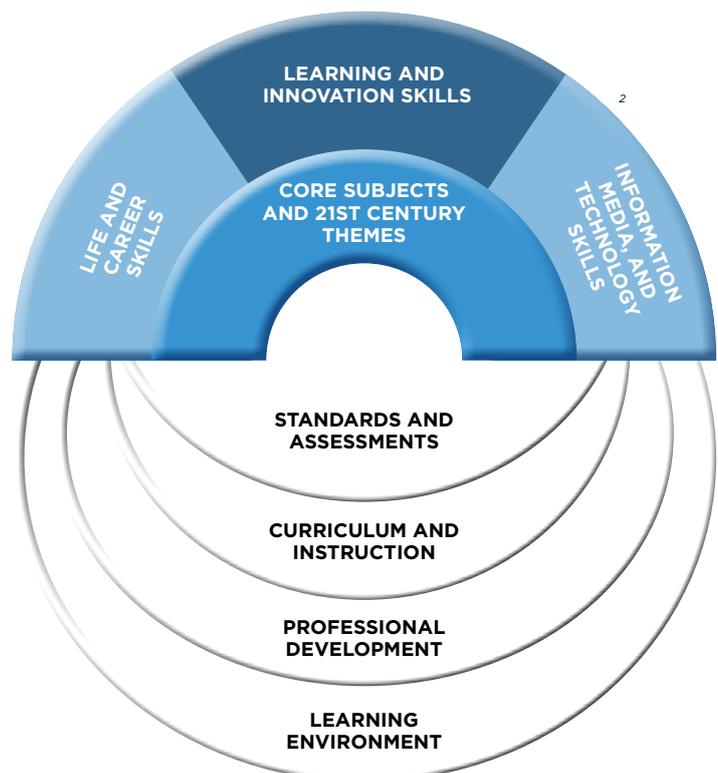


Figure 7: Illustrated 21st century curriculum components²

that all in the system are working towards achieving. It is the main tool used for sectoral planning and determines the content, quality, relevance of teaching and learning practices and assessments.

In the context of CSTL, the curriculum provides the scaffolding upon which inclusive teaching and learning for sustainable development are built.

It covers aspects of the teaching and learning environment, all of which must work together to achieve aims of the education system.

Curriculum is the *why*, the *what*, the *how* and the *who* of the education system.

The curriculum is the vehicle for realizing the vision, as well as for informing planning, resourcing, implementation and assessments of the learning environment to ensure that they are designed and work together to achieve the overarching vision of education.

The curriculum is also the foundation of an effective education system that is able to fulfil the developmental role assigned to the sector: that is, build the agency of every learner to be the drivers of sustainable development through their engaged participation as citizens of the school, their families and communities.

The NCF commonly includes the following curriculum components:

- Subject areas and content
- Teacher qualifications and competencies
- Pedagogical practices in the classroom
- Infrastructure
- Teaching and learning resources
- Relationships with community
- School leadership and governance structures

A national curriculum framework (NCF) is the common document developed and adopted by education sectors to capture the purpose of that system and define the curriculum components to achieve the purpose. To ensure CSTL schools, every country must adopt a CSTL-sensitive NCF. A CSTL NCF must provide a roadmap for identifying the overarching developmental goal of education: that is to ensure that all children acquire the competencies they need to become agents of sustainable development.

A quality, relevant and inclusive NCF is one that identifies the goal of the education system as building the human capital necessary for sustainable, inclusive development through the provision of education to every child to empower them to be active citizens (and as such, agents of sustainable development). It then also provides guidance on what the various components of the education system – from teaching content to teacher qualifications, through to infrastructure – should look like to support achievement of the overarching goal (that of ensuring access to quality education for all learners, including the most vulnerable).

Why is a quality, relevant and inclusive curriculum important for the SADC region?

A quality, inclusive, relevant curriculum is a fundamental requirement of the *CSTL Policy Framework* because it is recognized as a precondition for sustainable development.

SADC Policy Framework on CSTL's Policy Statement 7 requires that all education systems provide quality, relevant and inclusive teaching and learning.

It also requires the development of CSTL-sensitive curricula that ensure the following learning outcomes:

- Literacy and numeracy skills, especially in the early and primary-school years
- Life skills (including knowledge of human rights, respect of diversity, citizenship education, health and SRH, and respect for the environment)
- Skills, competencies and opportunities to apply knowledge to meet the demands and overcome challenges of modern societies and economies, such as:
 - HIV&AIDS
 - Climate change
 - Gender inequalities

SADC is united in its common vision: achieving sustainable equality, economic development, social justice and political stability. This depends on building the Region's human capital, which requires the provision of a quality and relevant education that prepares children for their civic, political and economic participation.

Inclusive development depends on ending the cycle of intergenerational poverty – the driver of chronic exclusion. This can only be achieved, however, if the most vulnerable children are also guaranteed access to education that provides a quality, relevant and inclusive curriculum that will support their development as active citizens.

CSTL is a vehicle for realizing the Region's shared vision by ensuring its education systems all work towards achieving the same goal by adopting a quality, relevant and inclusive curriculum.

Across the SADC region, the Ministries of Education have adopted 21st century, or competency-based, curricula with the express intention of preparing children for the challenges and opportunities of the 21st century: to equip them with the skills, knowledge and competencies they need to be agents of sustainable development.

The curriculum is the vehicle for realizing the development responsibility of the education sector to ensure that every child is an agent of sustainable development.

To drive sustainable development in southern Africa in the 21st century, we expect children to take the following responsibilities



To engage in **safe, healthy behaviour** to live long and productive lives



Not to be a costly burden to families and society due to illness or risky behaviour



To be **tolerant and respectful of others** despite differences in their families, schools and communities



To be **contributing members of their families and one day be good parents** who support the development of their own children to their full potential



To be **independent thinkers and problem-solvers** who address challenges, such as poverty and climate change, that prevent development



Once they complete their education, to be **employed or create jobs, and pay taxes**

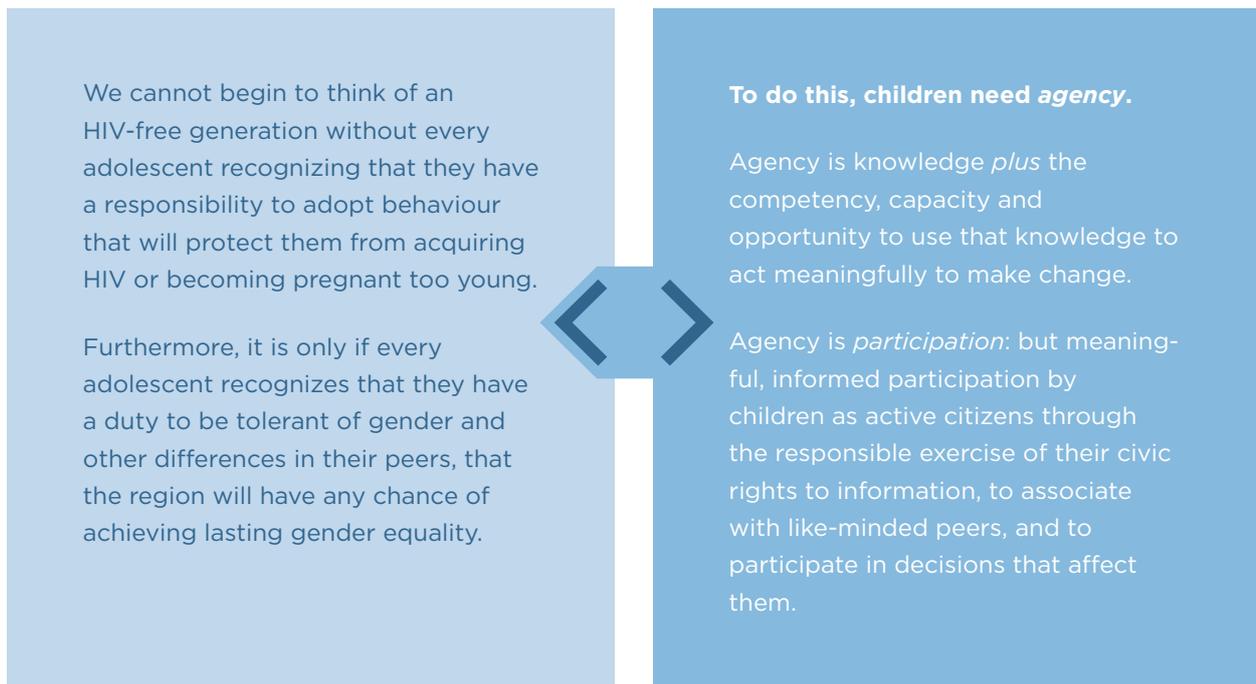


To **provide leadership** in their communities and countries

What outcomes are required for children to become responsible active citizens?

The sustainable development agenda recognizes that every child has the potential to change their own life, the lives of their families, schools and communities. The success of the sustainable development agenda depends on them fulfilling that potential and on them acting to make change. As such, it depends on fulfilling the right of every child to develop to their full potential so that they enjoy an equal opportunity to participate fully as active citizens. However, not only do they have this right - they also have a civic duty to act to make a positive difference - that is, to be agents of change.

Sustainable, inclusive development depends on children changing their own behaviour to bring a permanent end to development challenges - not merely as activists, but as agents of change through acting on their responsibilities to themselves and others.



It is the function of the education system to prepare every child to be an agent of change and to equip them with the agency necessary to do so.

Sustainable development requires that education prepare every child to be an active citizen with the agency to:

- Act independently and in groups to resolve development challenges
- Respect their own and others' rights
- Be good role models who are supportive and tolerant of diversity
- Have the skills necessary to be employed or an employer in the 21st century information economy.
- Have an understanding and ability to engage in civic and political opportunities to:
 - Advocate for change to developmental challenges
 - Vote for change and hold decision-makers accountable
 - Participate in policy and law making
 - Provide political leadership
- Be competent civic and political leaders who engage in ethical and effective governance of a 21st century developmental state that uses a country's resources effectively to overcome critical development challenges



When we talk about a *competency-based 21st century curriculum* – as required by CSTL – we mean a curriculum that will produce children who have the knowledge, skills and competencies necessary to fulfill these roles and responsibilities.

A CSTL school is one where there is a shared, clear understanding among the whole school community of the learning barriers faced by vulnerable learners and where targeted measures are taken to create an accessible, inclusive and enabling learning environment that:

- Overcomes the identified barriers
- Guarantees every child a high quality 21st century education that unlocks their full potential and motivates them to become active citizens who have the knowledge and skills to act meaningfully to overcome the challenges that frustrate development of the region

What is the CSTL curriculum goal of all CSTL schools?

Every child, including the most vulnerable, has equal access to age-appropriate, quality, relevant education that will equip them with the knowledge and capacities, and opportunities to act, to contribute to economic and social development, environmental sustainability, social justice, political stability and good governance of the SADC region.

Reflecting on the need and the process for developing a quality, relevant and inclusive curriculum

The Kingdom of Eswatini's review and development of a competency-based curriculum within the CSTL framework

The Eswatini Ministry of Education and Training recognized the need for curriculum reform to support the developmental aim and objectives of its education system. In 2014, it therefore embarked on a process of curriculum reform based on a World Bank review that had recommended that the existing “objectives-based curriculum” be replaced with a competency-based curriculum that integrates Life Skills Education (LSE) to overcome critical challenges and drivers of inequity among vulnerable groups.

The reform of the curriculum took into account various international, regional and national developmental and equity imperatives, including the Eastern and Southern African (ESA) Commitment to ensure access to comprehensive sexuality education (CSE), the *SADC Policy Framework on CSTL* and the SDGs.

The process began by orientating curriculum developers on health and social challenges that lead to HIV, sexually transmitted infections (STIs), poor health outcomes and high school dropout rates (including early sexual debut, teenage pregnancy, intergenerational sex, substance abuse, child abuse, gender discrimination and transactional sex).

The provision of LSE as a stand-alone subject at the secondary level necessitated bridging the gap from the primary level in a systematic manner. Aligning the curriculum ensures that the primary and secondary curricula dovetail, as well as enabling curriculum reform to be implemented at the primary school level. Areas were identified where the content from the *CSTL Policy Framework* could be aligned with the competencies and indicators in the primary school subject syllabuses, and the curriculum was developed to maximize these synergies.

To assist with the integration process, the Ministry of Education and Training, together with the National Curriculum Centre, the Educational Testing Guidance and Psychological Services Unit, UNFPA and UNESCO, developed an LSE integration matrix. The matrix was informed by the UNESCO *International Technical Guidance on Sexuality Education (ITGSE)* and the draft Eswatini *National Life Skills Education Framework*, which is aligned with the ITGSE and contains localized content. Implementation of the *Competency Based Primary School Curriculum* began in 2019 and will eventually be rolled out to reach over 240 000 primary school learners.²

Zambia's Ministries of Education and Health collaborate to improve learner agency to use CSE information

One of the most significant development challenges facing the ESA region is poor adolescent sexual and reproductive health (SRH) outcomes. For example, HIV&AIDS among this age group remains much higher than other age groups. Furthermore, teenage pregnancies are higher than in most other regions. In 2014, Zambia's Ministry of General Education revised its school curriculum to include CSE into a number of its teaching subjects and undertook training of teachers on providing quality teaching on it. Despite these measures, the country did not see the desired improvements in adolescent SRH. The Ministry identified a critical gap: the lack of available youth-friendly services in community clinics through which adolescents could put their CSE learnings into practice.

The Ministries of General Education and Health have collaborated to address this gap through the development and trial of three models that test different innovations for strengthening the formal partnerships and making adolescent-friendly SRH services routinely available to all learners receiving CSE. This collaboration has strengthened the CSE curriculum in a manner that will build adolescent agency to act on the information to change their behaviour and health outcomes.

The three models have institutionalized the partnership between clinics and schools through measures that include:

- Designating a dedicated focal point person at every school responsible for coordination and the keeping of records
- Establishing school health committees
- Establishing school and community peer education groups
- Developing a standardized reporting format for both health and education officials
- Assigning dedicated focal point persons in health facilities to deal exclusively with learners

The results are very promising: there has been an increase in knowledge and uptake of a variety of SRH services by learners receiving CSE. Learners are learning about and accessing counselling services, family planning, pre- and postnatal services, STI screening and safe abortions.³

CASE STUDIES

Malawi's Lilongwe Demonstration Primary School collaborates to identify and support learners' educational needs

Lilongwe Demonstration Primary School is an urban school with almost 3 000 learners, many of whom experience multiple vulnerabilities.

The school has adopted several innovative steps to provide care and support, including a coordinated, collaborative model for identifying vulnerable learners and supporting the provision of inclusive teaching and learning tailored to meet their needs. It runs a resource centre for special needs learners, while also providing integrated classes for them. The school has partnered with the organization "Fount for All" that is assisting to manage the resource centre (which was constructed through the school's own initiative) by providing specialist teachers. Previously the school had only one specialist teacher who dealt with learners with diverse learning difficulties.

The school has also partnered with the NGO Sandithaza that specializes in the screening and identification of learners with learning difficulties. Through its help, 60 learners have been identified so far. The identified learners are given specialized assistance to overcome their learning difficulties. They are coached and supported to move from one learning level to another so that eventually they are on par with their peers. Sandithaza has also engaged with caregivers to guide them on how they can support these learners in their homes.

This initiative has made a significant improvement in these learners' performance in integrated classes, so much so, that one of the learners was the top performer in the Standard 1 examination. Others are also doing well, and some are in the top 10 in their respective classes.⁴

What does a quality, relevant and inclusive curriculum look like across the curriculum pillars or platforms?

<p>Curriculum learning areas and pedagogy</p>	<p>The information, skills and competencies that children acquire at CSTL schools will prepare and enable them to be active citizens in all aspects of the society – social, economic, cultural and civic. This means that a CSTL school’s subject areas and teaching and learning practices will include age-appropriate information and will build understanding, capacity and competencies in relation to:</p> <ul style="list-style-type: none"> • Sustainable inclusive development • Key development challenges • The responsibilities and rights of children, schools, families and communities (including socioeconomic and civic responsibilities and rights that must be realized to overcome development challenges) • Social cohesion, tolerance and the value of diversity • Cultural differences and values • Environmental sustainability and sustainable living • Gender equality • Life Skills Education • Comprehensive sexuality education, including education to prevent early pregnancies and HIV&AIDS • Civic, local, national, regional and global democratic decision-making and accountability processes and platforms, and how to participate in them • Literacy and numeracy • Science and mathematics • Information, communication and technology (ICT)
<p>Pedagogical practices and relationships between teachers and learners</p>	<p>The relationship between learners and teachers in a CSTL school is interactive and mutually supportive, which will be seen in:</p> <ul style="list-style-type: none"> • How knowledgeable teachers are about their learners’ circumstances and how they respond to barriers and learners’ needs and interests <p>The relationship between learners and their teachers is one of open engagement. In a CSTL school, teachers engage with their learners on what their needs and interests are and use appropriate resources that respond to these, including special needs learning resources.</p> <ul style="list-style-type: none"> • How teachers engage with their learners <p>In a CSTL school, teachers fulfil their role as facilitators of the acquisition of knowledge and how to use it, and they:</p> <ul style="list-style-type: none"> - Ensure learners have access to a diversity of information sources and a supportive network of informal educators (including representatives from the media, NGOs, human rights institutes and the electoral commission). - Enable the critical use of information and development of skills to present reasoned positions and manage differences in opinions (through the use of facilitated dialogue, project-based learning and debating as teaching methodologies).

	<p>CSTL schools will have dynamic classroom practices, as well as debating clubs and school newspapers, etc., where children can apply the competency-based learning.</p> <ul style="list-style-type: none"> - Ensure that all learners have an opportunity to meaningfully exercise their knowledge to realize their responsibilities and rights and in so doing bring about change. For example, if children are provided with CSE, they must be given access to youth-friendly health facilities to access services and ensure that they exercise healthy practices. <ul style="list-style-type: none"> • The ongoing monitoring of the learner’s progress <p>CSTL teachers will engage in ongoing learner monitoring to assess their progress and how well the learners’ needs and challenges are being met, and how well they are progressing in acquiring the full range of civic competencies.</p>
Infrastructure	<p>A CSTL school provides infrastructure that allows children to access and use a variety of information. It therefore will provide:</p> <ul style="list-style-type: none"> • The infrastructure learners need to acquire the diversity of information to be active citizens, including: <ul style="list-style-type: none"> - Enough science and computer libraries and workrooms - Media centres offering access to a diversity of media, as well as offering the space for quiet reflection, debate and reading. - Environmentally sustainable infrastructure - Tools to enable learners with special needs to access and use information <p>The infrastructure will be designed to support open dialogue and access to relevant information beyond the school’s boundaries. It will foster learning spaces that promote interaction and a sense of community that enable formal and informal learning.</p>
Teacher competencies, capacities and skills	<p>Teachers will in turn acquire 21st century teaching knowledge, competencies and capacities, as well as receive ongoing support to:</p> <ul style="list-style-type: none"> • Provide the holistic and diverse teaching that children need to exercise their responsibilities as active citizens • Develop child-centred and participatory teaching practices (such as project-based learning, debating and dialogues) • Be tolerant of a diversity of views and actively seek these out when teaching • Have access to professional learning communities that enable teachers to collaborate, share best practices and integrate 21st century skills into their routine classroom practices

<p>Relationships with caregivers and communities</p>	<p>CSTL schools providing a relevant, quality and inclusive curriculum will become ecosystems or centralized hubs of learning that are facilitators, <i>and not just providers</i>, of teaching and learning. They are a resource through which learners are enabled to access a variety of information through an extended network of teaching partners in the broader community.</p> <p>This means that a CSTL school will be supported by a network of partners that work collaboratively with schools to facilitate the sharing of information necessary for children to practise their rights, responsibilities and competencies necessary to be active citizens.</p> <p>CSTL schools will build partnerships with external role-players that will provide supplementary teaching and learning, including:</p> <ul style="list-style-type: none"> • Businesses • The media • Electoral commissions • NGOs • Human rights organizations <p>Critically, caregivers of learners at a CSTL school are part of the educational continuum and must see themselves, and be supported by the school community, to be co-educators who provide their children with ongoing support to exercise their knowledge and competencies.</p> <p>A CSTL school will build a sound relationship with caregivers as co-educators by supporting their role as co-educators. This may be done through regular information-sharing sessions and workshops to inform them about 21st century learning and identify ways they can create a supportive home environment.</p>
<p>Governance, leadership and coordination</p>	<p>In a CSTL school, children’s agency and responsibilities are recognized and they participate, <i>in accordance with their evolving capacities</i>, in decisions about their teaching and learning environment. Therefore, every CSTL school will have:</p> <ul style="list-style-type: none"> • Democratic and inclusive SSTs and/or school governing bodies responsible for planning and decision-making on teaching and learning, including planning of the curriculum framework. These will include children, caregivers and representatives from the communities. The learners represented will include vulnerable or historically marginalized learners • Regular training for the SST or school committee on a quality, relevant and inclusive curriculum and their roles and responsibilities in its implementation

Minimum requirements for a quality, relevant and inclusive curriculum

The Ministry of Education, its partners, and every school should work towards achieving the following minimum requirements to secure a quality, relevant and inclusive curriculum, from the foundation through to the senior secondary levels of education:

Subject areas must prepare children to be active citizens in all aspects of society

They must include age-appropriate information across all levels of the general education system on the following areas:

- Sustainable inclusive development
- Development challenges
- Responsibilities and rights (including civil and political responsibilities and rights)
- Social cohesion, tolerance and the value of diversity
- Cultural differences and values
- Environmental sustainability and sustainable living
- Gender equality
- LSE and HIV&AIDS knowledge
- Civic, local, national, regional and global democratic decision-making and accountability processes and platforms, and how to participate in them
- Leadership, advocacy and communications for change
- Literacy and numeracy
- Science and mathematics
- ICT

Competency-based learner assessments and progression policies should be implemented at every school

Every school should have a suite of tools for enabling teachers to provide a combination of formative and summative assessments on progress made by each learner in completing the curriculum subject area and acquiring the competencies they require to graduate with agency.

Where learners are found not to be progressing adequately, they should be allowed to progress to the next grade in accordance with national education policy and be provided with additional support to overcome their learning challenges.

All teachers in the school must receive pre- and in-service training to provide teaching that will result in learners (including those facing barriers to learning) acquiring the knowledge and skills to be active citizens

- All teachers (at all levels – foundation, primary, junior secondary and senior secondary) must:
 - Receive pre-service and regular follow-up in-service training on CSTL and 21st century teaching and learning and how to provide it
 - Receive ongoing support for understanding a learner-centred approach to teaching, including the identification of learners' needs and interests, and how to respond to these in the classroom with additional support and competency-based assessments
 - Participate in a system of ongoing assessments and development of their understanding of 21st century teaching and learning and the development of a personalized teacher-support plan to build on strengths and address gaps

- Every head teacher and deputy head must receive training as instructional leaders of 21st century competency-based education
- Professional learning communities that enable teachers to collaborate, share best practices and integrate 21st century skills into classroom practice must be established, and the teachers' participation in these learning communities must be encouraged and incentivized

Pedagogical practices and co-curricular activities must be implemented to support the nurturing of 21st century competencies in all learners

Teachers should:

- Engage with their learners on what their needs and interests are and use resources that respond to these, including special needs learning resources
- Facilitate dialogue with learners to enable the critical use of information and the development of skills to manage differences in opinions
- Ensure that learners have access to a diversity of information sources and a supportive network of informal educators (including representatives from the media, NGOs, human rights institutes and the electoral commission)
- Ensure the practical application of content taught to learners through, for example, debates, and their participation in decision-making processes at schools. School governance structures and practices, the teaching and learning methodology and extracurricular activities should allow children to exercise their skills. Children should be enabled to put their learning into practice as active citizens of the school community through, for example:
 - Project-based learning
 - Debating clubs
 - School newspapers
 - Peer groups to identify and resolve localized issues
 - The participation of children in school governance structures
- Have access to teacher support groups (communities of practice) that support teachers' teaching and learning skills

School infrastructure must support 21st century learning and the attainment of associated competencies

Schools must:

- With the input of learners, caregivers and communities, develop a school infrastructure plan to identify and plan for the use of available resources to ensure 21st century learning spaces and equipment to support the curriculum
- In accordance with their available resources, provide media centres offering access to a diversity of media and ICT, as well as space for quiet reflection, debate or reading
- Provide science and computer workrooms
- Provide environmentally sustainable and supportive infrastructure
- Provide teachers with access to resources to share knowledge and practice with other professionals and connect with their learners, their families and communities

Relationships between the school and community are key to the success of 21st century learning

Schools must become conduits for sharing 21st century competencies and skills among learners, caregivers and communities.

Schools should therefore:

- Build a network of supportive teachers drawn from the broader community, including:
 - Businesses
 - The media
 - The electoral commission
 - NGOs
 - Human rights organizations
- Facilitate annual workshops to educate caregivers on the curriculum, and build partnerships with them as co-teachers who will create an enabling home environment where their children can grow their 21st century skills

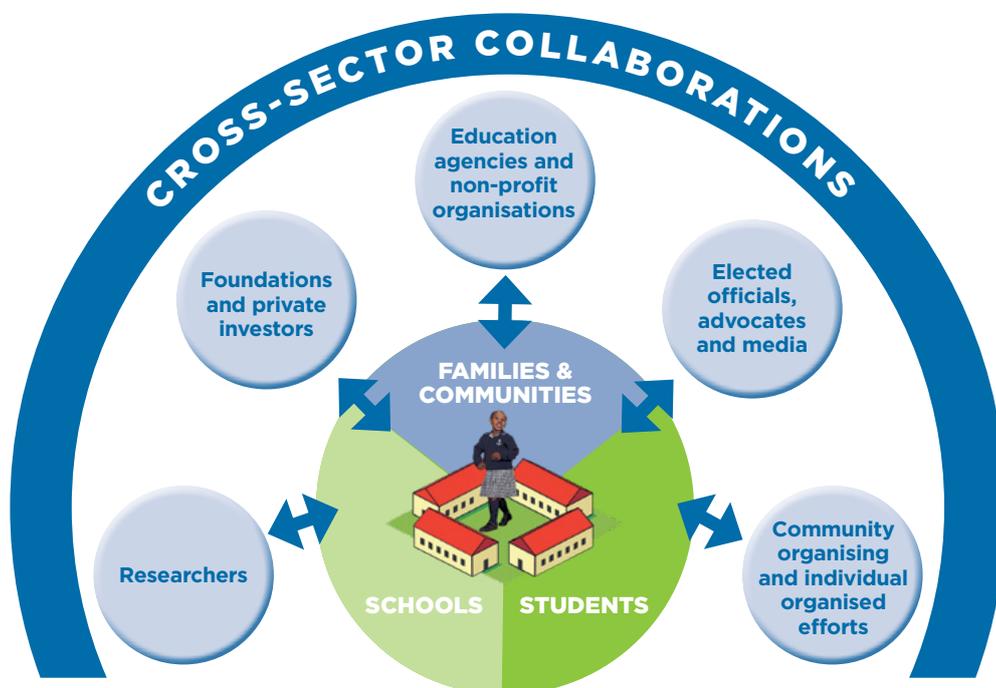


Figure 8: Cross-sector collaboration

School leadership and governance is critical to the success of 21st century learning

Learner-centred teaching and learning requires that children participate, in accordance with their evolving capacities, in decisions about their teaching and learning environment.

Therefore, every school should:

- Establish democratic and inclusive SSTs and/or school committees responsible for planning and decision-making on teaching and learning, including planning of the curriculum
- These committees must include children, caregivers and representatives from the community. The learners represented should include vulnerable or historically marginalized learners
- Provide ongoing training to the school support unit on the 21st century curriculum and their roles and responsibilities in supporting its implementation

Roles and responsibilities for developing, implementing and monitoring a quality, relevant and inclusive 21st century CSTL curriculum

What steps should be taken by members of the school community deliver a quality, relevant and inclusive 21st century CSTL curriculum?

<p>Children's responsibilities</p>	<p>Children must:</p> <ul style="list-style-type: none"> • Attend classes every day, pay attention and be active classroom participants • Engage in participatory teaching and learning practices in a respectful manner that recognizes and advances their own and their peers' rights to information, share their opinions, participate in decision-making, and access information • Join a peer education group that provides support to vulnerable learners, including homework support • Be active participants in all education opportunities provided • Apply knowledge and develop social, economic, civic and political skills required to be active citizens in all aspects of society • Participate – whether as contributing and supportive members or as beneficiaries – in peer group activities that provide additional learning support to learners facing barriers to learning
<p>Teachers' responsibilities</p>	<p>Teachers must:</p> <ul style="list-style-type: none"> • Implement the 21st century curriculum for all subject areas. • Engage in child-centred teaching and learning practices that: <ul style="list-style-type: none"> – Ensure access to a diversity of educational sources. – Allow learners to apply their knowledge (through for example, debating, essay writing, journalistic writing or project-based learning). • Participate in professional development to improve their skills to implement 21st century teaching. • Participate in communities of practice to improve skills to implement 21st century teaching and learning. • Conduct formative assessments of every learner's needs and challenges and develop a responsive teaching and learning plan to address these. • Conduct summative assessments of learners' progress (including that of learners with learning barriers). • Implement the curriculum innovatively through the use of responsive and inclusive LTSM that meet the diverse learning needs of all, including vulnerable learners. • Refer all children who are having difficulties with the curriculum to the SST for additional support.

SSTs' responsibilities	<p>SSTs must:</p> <ul style="list-style-type: none"> • Develop a curriculum implementation plan and budget to support the national 21st century curriculum and to give effect to the goals and objectives of the <i>CSTL Policy Framework</i>. <p>The plan should identify existing school assets that can be used to support implementation, as well as any gaps that must be addressed, and measures to address these (such as teacher capacity, infrastructure needs, etc.).</p> <ul style="list-style-type: none"> • Review the school budget to assess its adequacy to implement the 21st century CSTL curriculum. • Develop a resource mobilization strategy to address shortfalls. • Hold workshops for caregivers on the curriculum and the related development and implementation plans. • Inform caregivers of their roles in supporting implementation of the curriculum and the development of their children's capacities. • Monitor implementation of the curriculum implementation plans and report to the school community.
Caregivers' responsibilities	<p>Caregivers must:</p> <ul style="list-style-type: none"> • Participate in curriculum orientation workshops. • Provide support to learners with their homework and application of the skills learnt at school. • Contribute resources or skills to support the budget for implementing the curriculum. • Participate in caregiver workshops on how to support their children to develop their agency.
SMTs' responsibilities	<p>Head teachers and management must:</p> <ul style="list-style-type: none"> • Provide leadership in understanding and implementing a 21st century CSTL curriculum. • Participate in training provided on curriculum leadership. • Establish procedures and opportunities (such as staff meetings) to orientate teachers on the new curriculum, progress in its implementation, and challenges and plans to overcome the challenges. • Incentivize teacher participation in curriculum training and learning platforms. • Ensure that all teachers receive training to address knowledge, skills and qualification gaps. • Provide direction to teachers to engage in the planning, management of their time and setting of goals necessary to provide quality teaching and coverage of the full curriculum. • Continually monitor progress and areas of teaching and learning that need strengthening. • Ensure that teaching and learning continually improve through: <ul style="list-style-type: none"> - Teacher development. - The development of the physical teaching and learning environment. - The provision of quality LTSM that are adapted to the learning needs of all children in the school.

What are the responsibilities of other role-players (government and civil society) to create an enabling environment to support CSTL schools to deliver a quality, relevant and inclusive curriculum?

<p>National government</p>	<p>The country's leadership and accountability structures should lead by example and allow children to participate in their decision-making processes.</p> <p>Parliament, Cabinet and traditional leadership structures should avail themselves to schools as sources of information, and how children and adults can interact with them as active citizens.</p> <p>Parliament and portfolio committees should require regular reports on progress in the delivery of a quality, relevant and inclusive curriculum in all schools.</p>
<p>Ministry of Education</p>	<p>The Ministry of Education should:</p> <ul style="list-style-type: none"> • Implement existing policies, and critically review and, where necessary, revise their policies, practices and budgets to strengthen the enabling teaching and learning environment to mandate and support school communities to deliver a quality, relevant and inclusive 21st century CSTL curriculum • Review the NCF to assess its alignment to the <i>CSTL Policy Framework</i> and the minimum standards contained in this guide, and where necessary, develop supplementary guidelines to ensure that the implementation of the NCF advances the minimum standards • Develop a costed curriculum implementation plan in collaboration with teachers, head teachers, inspectors and children to implement the 21st century NCF, paying particular attention to measures to support the development of agency and civic competencies • As part of the broader plan, develop the following strategies to support the implementation of the 21st century CSTL NCF: <ul style="list-style-type: none"> - Communications plan - Infrastructure development plan - LTSM plan - Human resources development plan - Monitoring, assessment and quality improvement framework and plan - Supporting budget • Revise the teacher training institutions' curricula to ensure the development of 21st century teachers • Ensure school governance policies that obligate the establishment of inclusive governance structures that include children, caregivers and community members and school leadership structures for identification of learners' teaching and learning needs and barriers, and how to accommodate these through modified teaching practices and use of responsive LTSM • Develop learner assessment protocols and appropriate teaching methodologies to meet any special learning needs of vulnerable learners

	<p>These documents should prescribe children’s roles and mandates, as well as the role and mandate of the extended community of learning</p> <ul style="list-style-type: none"> • Establish a CSTL NCU made inclusive by: <ul style="list-style-type: none"> - Ensuring the inclusion of the voices of the extended learning community, caregivers and children. - Making the curriculum directorate a co-chair of the NCU. - Embedding curriculum indicators related to children’s civic competencies and agency in the CSTL MER Framework and associated EMIS. <p>The Ministry of Education’s special needs units should:</p> <ul style="list-style-type: none"> • Develop tools to be included in pre- and in-service training of all teachers and school leadership structures for identification of learners’ teaching and learning needs and barriers, and how to accommodate these through modified teaching practices and use of responsive LTSM • Develop learner assessment protocols and appropriate teaching methodologies to meet any special learning needs of vulnerable learners
<p>Other ministries, departments and multi-sectoral structures</p>	<p>The Ministry of Finance must allocate resources for the implementation of the costed curriculum implementation plan by schools.</p> <p>The Ministry of Health should collaborate with the Ministry of Education to ensure the establishment of accessible youth-friendly health services (YFHS) at clinics and schools to complement LSE and CSE.</p> <p>Ministries of Social Development, Justice and others should ensure accessible services necessary to complement LSE and civic education (such as counselling for substance use and abuse).</p> <p>Relevant ministries should collaborate with the Ministry of Education to develop infrastructure and teaching and learning resource guidelines for an inclusive special needs curriculum and collaborate in the provision of inclusive infrastructure and assistive devices.</p>
<p>Civil society, development partners and professional associations</p>	<p>Development partners, local media and businesses should avail themselves for teaching and learning at the local school.</p> <p>Children’s participation advocacy groups should adopt CSTL as an advocacy vehicle for mainstreaming children’s participation.</p> <p>NGOs, development partners and businesses should provide supplementary resources (financial and human) to create an enabling teaching and learning environment for the provision of a quality, relevant and inclusive curriculum.</p> <p>NGOs and development partners should provide additional learning support through curriculum support programmes.</p>

Indicators of progress in achieving a quality, relevant and inclusive 21st century CSTL curriculum

Subject areas

- Every school develops a costed curriculum implementation plan through a consultative process that includes teachers, inspectors, caregivers and children.
- All schools provide meaningful teaching and learning that provides the theory of and opportunity to practise:
 - Responsibilities and rights education
 - LSE
 - Education for sustainable development
 - CSE
 - Environmental sustainability
 - Gender equality
 - Literacy, numeracy and ICT
 - Civic responsibilities and the workings of democracy and governance processes
 - Advocacy, leadership and communication for change

Learner assessment, progression and support

- A formative learner assessment is developed and universalized for all learners to enable teachers to identify their learning needs, barriers and interests.
- A system of support – with standardized guidelines for the provision of additional support to learners with learning barriers – is implemented.
- A competency-based assessment system (that includes civic competencies) implemented.
- All learners not meeting the competency standards are identified and provided with additional teaching and learning support responsive to their needs and challenges.

Teacher support

- The teacher training curriculum for all phases is revised to align with the curriculum minimum standards set out in this guide.
- All teachers receive annual in-service training on the curriculum minimum standards and how to fulfil their roles and responsibilities.
- All teachers receive annual in-service training on inclusive, quality CSTL teaching and learning.
- All head teachers receive training on providing 21st century CSTL curriculum leadership.
- Communities of practice are established to support teachers in the provision of a CSTL-sensitive competency-based 21st century teaching and learning.

Pedagogical practices and co-curricular activities

- All teachers consult learners on their learning interests and needs and on how these can be met through innovative classroom practices and codes of conduct.
- Teachers provide access to more than one medium of information (social media, print media, radio, etc.) to provide different perspectives on critical development issues.
- Teachers facilitate children's access to informal educators/sites of learning (such as guest speakers from the surrounding community or field visits).
- Schools ensure that learners have access to services that enable them to exercise their civic responsibilities and rights, such as youth-friendly health facilities.

- All teachers use project-based learning to allow children the opportunity to apply theoretical knowledge.
- Teachers use debating or similar activities that develop critical reasoning and rhetoric skills.
- Schools establish a newspaper so learners can apply their writing skills.

School infrastructure

- Every school develops a curriculum school infrastructure plan in consultation with teachers, caregivers, learners (in accordance with their evolving capacities) and community members.
- Every school provides specialized facilities to support application of knowledge learned through the school's 21st century competency-based curriculum, including, where relevant:
 - Environmentally-friendly and sustainable infrastructure, such as water tanks, school vegetable gardens and recycling bins
 - Science and computer laboratories
 - Media centres enabling teachers and learners to access a diversity of media, as well as offering space for quiet reflection, debate and reading

Relationships between the school and community

- Schools should have a network of at least two external community partners (such as NGOs, the media or human rights institutions) that support the implementation of the curriculum, and which have clearly defined roles and responsibilities.
- Schools should have a documented working partnership with local health facilities that secure youth-friendly SRH services that enable learners to access services they are taught about and motivated to use through CSE.
- Schools (individually or collectively) should host an annual workshop with caregivers to inform them about CSTL and the competency-based curriculum and how they can support learning through a supportive home environment.

School leadership and governance

- Schools must establish an inclusive SST and/or school committee (that includes children, including vulnerable learners) that is responsible for planning inclusive teaching and learning (including planning of the curriculum implementation plan).
- CSTL national and regional support teams must provide mentoring to the SST and other school governance committees on CSTL and the 21st century curriculum.

Progress indicators measuring impact

These comprise:

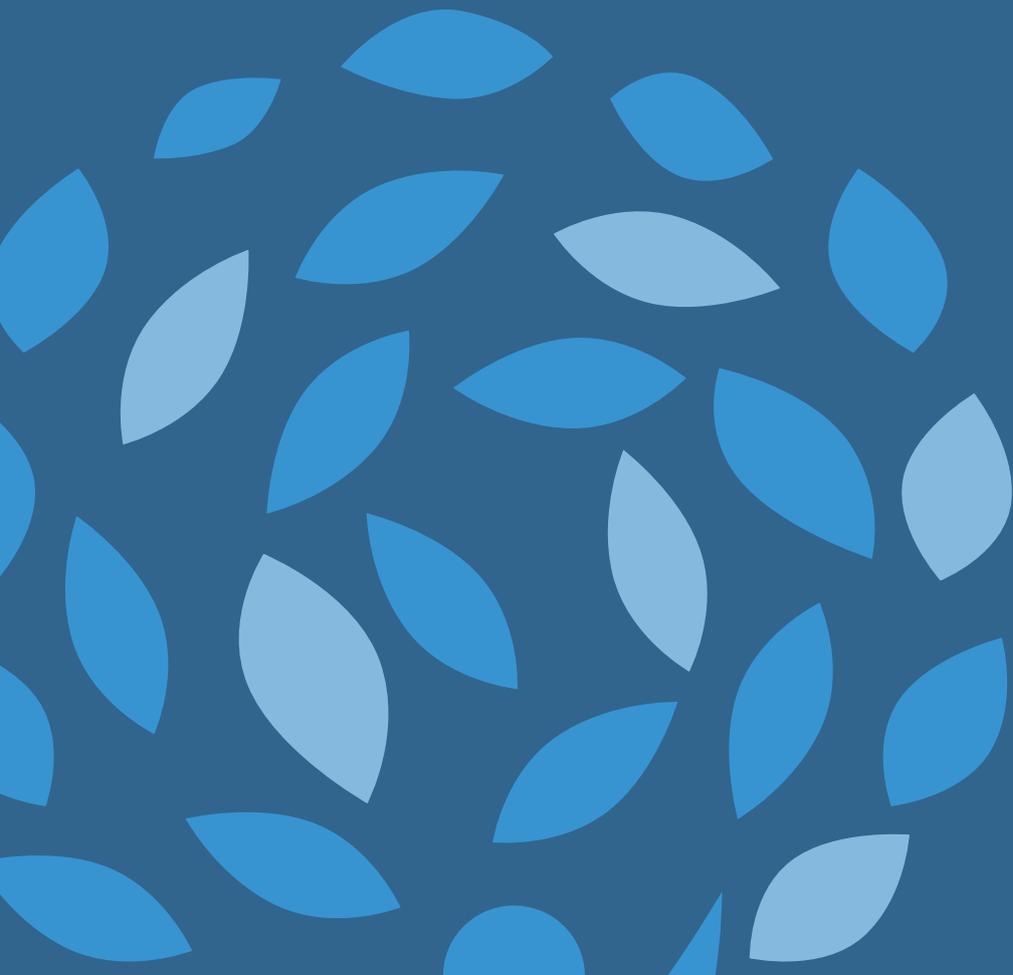
- Increased learner enrolment
- Increased enrolment of vulnerable learners as identified in this guide
- An increase in learners with special education needs enrolled in and completing all phases of education
- An increase in learners accessing youth-friendly SRH services
- An increase in learners engaging in positive behaviour, such as HIV testing or refraining from harmful behaviour (for example, early sexual debut or unprotected sex)
- A reduction in dropout rates, including reduced rates among vulnerable learners
- Increased learner achievement, including increases among vulnerable learners
- Reduced repetition rates

How does a school know if it is making progress in delivering a quality, relevant and inclusive curriculum?

CHECKLIST	✓	✗
A costed school curriculum implementation plan and supporting infrastructure development plan is developed.		
Resources are mobilized by the school to implement the curriculum implementation plans.		
All teachers receive training on learner assessments, developing a responsive teaching and learning environment and delivering a competency-based 21st century, quality relevant CSTL curriculum.		
All learners receive teaching and learning that includes theory and the opportunity to practise it on: <ul style="list-style-type: none"> • Sustainable inclusive development • Responsibilities and rights of children, schools, families and communities, including socio-economic and civic responsibilities and rights • Social cohesion, tolerance and the value of diversity • Cultural differences and values • Environmental sustainability and sustainable living • Gender equality • LSE and HIV&AIDS knowledge • Civic, local and national democratic and governance processes • Advocacy, communication for change and leadership • Literacy and numeracy • Science and mathematics • ICT 		
Schools and teachers provide or establish: <ul style="list-style-type: none"> • Access to more than one medium of information (including social and print media and radio) • Access to informal educators / sites of learning (such as guest speakers from the surrounding community or field visits) • Accessible services providing an opportunity to use knowledge • Project-based learning • Debating or similar methodology for developing critical reasoning and rhetoric skills • A school newspaper 		
Schools host an annual workshop to inform caregivers on CSTL and the curriculum and how they can support continuation of learning at home.		
An inclusive SST and/or school committee responsible for planning and decision-making on teaching and learning (including planning of the curriculum framework) is established and includes children, including vulnerable learners.		

Endnotes

- ¹ UNESCO. 2018. *Comparative analysis of National Curriculum Frameworks of Five Countries: Brazil, Cambodia, Finland, Kenya and Peru*.
- ² Ghamrawi N, Ghamwari NAR & Shal T. 2017. *Lebanese public schools: an investigation into teachers' instructional practices*. *Open journal of leadership*.
- ³ Extracted from *CSTL Newsletter*. 2018. http://www.cstlsadc.com/wp-content/uploads/2018/10/7416_CSTL_Newsletter_ENG_2018_ISSTe02_web.pdf.
- ⁴ Ministry of General Education. June 2019. *Report: Monitoring of the model linking Comprehensive Sexuality Education to Adolescent Sexual Reproductive Health Rights services in Solwezi and Mufumbwe districts*.
- ⁵ Extracted from the Malawi *CSTL Quarterly Report to MIET AFRICA*.



PART 3

Section 3

Building block 2: Teacher development and support



PART 3 Section 3

Building block 2: Teacher development and support



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What is teacher development and support?

The quality of teaching and learning and learner success depends on the availability of enough qualified, motivated teachers who are motivated to provide inclusive, quality 21st century teaching.

This in turn requires the systematic provision of pre- and in-service capacity-building and ongoing support to teachers to capacitate them to fulfil their important transformational role of building learner agency for sustainable development.

Why is teacher development and support important?

Access to school is not enough to achieve the development goals of the education system. Vulnerable children must receive *quality* education. This is in turn dependent on the qualifications and skills of, and ongoing support provided to, teachers. They must understand children's learning needs in the 21st century, and how to respond to them effectively so that they may develop to their full potential.

It is essential that all children, especially the most marginalized, access high quality, relevant education and are supported to participate effectively to acquire the knowledge and capacity they need to become active citizens.

What is the teacher development and support goal of all CSTL schools?

That every school in the SADC Region has sufficient suitably qualified and supported teachers with the skills and knowledge to:

- Recognize vulnerable children and their associated barriers to learning
- Facilitate their access to support to overcome these barriers
- Provide quality 21st century teaching and learning to all learners (including learners facing barriers to education) that builds every learner's agency to fulfil their civic responsibilities

CASE STUDIES

Reflecting on teacher development and support and how it can be done

Zimbabwe uses existing support structures to scale up teacher training and support

In 2016, Zimbabwe's CSTL team developed a well-resourced, efficient training plan to universalize CSTL training. It developed and ensured the allocation of a budget for a training programme in terms of which all the district school inspectors in the 58 districts that do not have "CSTL laboratory schools", and teachers in clusters around the laboratory schools, would be introduced to CSTL.

The CSTL team realized that, because of the location of the district offices and the regularity of their contact with schools, the district school inspectors, if trained in CSTL, would speed up CSTL advocacy and could scale up training to reach all schools within their districts. Through the Better Schools Programme they are also able to mobilize human, financial and material resources to reach out to schools.

The inspectors were divided into two groups (Northern Region and Southern Region) and were given training over two days, in either Harare or Bulawayo. Following the workshops, each district school inspector was tasked with carrying out training workshops for all the heads of school in their district. The heads of school would then conduct workshops at cluster level, in turn followed by workshops at school level so as to ensure that teachers and caregivers were familiar with and understood CSTL.

Workshops to induct teachers were carried out in 12 of the 15 CSTL laboratory schools by clustering schools in groups of six to nine per laboratory school. Depending on the size of the cluster, three or four representatives were invited from each school. In total, 84 schools were reached through the cluster system, with approximately 360 teachers attending the training.

The intention was that this training would have a ripple effect when the trained teachers, heads of school and school development chairpersons train teachers and caregivers in their schools. As for the district schools inspectors, they are expected to reach out to an even greater number through their meetings with head teachers and other stakeholders at district level.¹

Malawi universalized training of teachers to meet the needs of learners with special needs

After noting gaps in the system and as part of the implementation of the *Policy on Inclusive Education*, the government of Malawi introduced Special Needs Education in the pre-service training curriculum of all primary teacher training colleges. The intention is to increase access to education among children with special needs and learning difficulties.²

Ongoing support for teachers in Malawi to identify and respond to the learning needs of vulnerable learners

In partnership with supportive NGOs and donors, Lilongwe Demonstration Primary School has established a resource centre for teachers that provides specialist support to special needs teachers. The school partnered with the organization, Fount for All, that assists it with the management of the resource centre and the provision of specialist LTSM and pedagogical support.

CSE goes online in Mozambique

Along with other countries in the ESA Region, Mozambique has committed to expand CSE through integration of SRH and HIV responses into the LSE curriculum. But the challenge for many countries is not the integration of CSE into the curriculum, but how to ensure that all teachers are trained in the revised curriculum.

Mozambique's Ministry of Education and Human Development recognised that innovation was required to ensure training at scale. It turned to electronic platforms and in 2017 ran its first online teacher training course as part of its CSE programme.

The training programme was developed and delivered in partnership by the Ministry's School Health and HIV Department, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), the Regional Programme for Implementation of the ESA Commitment, and UNESCO. The course was attended by 109 teachers.

The Department's Chief of School Health and HIV (as well as the CSTL focal point person) presented an overview of the course to the participating teachers. He emphasized that CSE should be integrated into all subjects at all levels in participating schools: learners who require information on CSE should be able to approach any teacher, regardless of the subject they teach. He explained that the objective of CSE is to enable young people to make healthy and respectful choices about their relationships and sexuality, thereby reducing risk-taking sexual behaviour. To be effective, CSE should address peer and cultural pressure and enable learners to practise effective decision-making, communication, negotiation and refusal skills; furthermore, it should utilize teachers who are well-trained, comfortable with the content and committed to CSE.

During the course, participants shared personal stories and experiences with CSE, but noted the following challenges:

- Some teachers have difficulty dealing with sensitive topics relating to sexuality and are not ready to discuss the realities facing adolescents.
- Adolescents appear to know more about these topics than their teachers.
- Teachers need more time to engage properly with young people.

Nevertheless, participants viewed the online course as an effective way to educate a large number of teachers on CSE, so that risk-taking sexual behaviour among adolescent learners can be reduced.³

Magwegwe Primary School in Zimbabwe shines, thanks to CSTL

Magwegwe Primary School was established in 1964. It is located about 15 kilometres outside of Bulawayo in a community of mostly of older caregivers looking after orphaned and other vulnerable children.

Prior to the launch of CSTL, its enrolment fluctuated. Many learners dropped out of school, and so the retention rate was low. Absenteeism was rife too, leading to low pass rates of 37% in 2012, 52% in 2013, and 43% in 2014. The school was rated poorly compared to the 29 schools in the district, ranking 28th (2012), 23rd (2013) and 29th (2014 and 2015).

Since CSTL was introduced, significant changes in the approach to teaching and learning have been

noted in the school, driven primarily through a focussed programme of teacher development and support. Teachers attend regular training programmes where they are provided with information and skills on how caregivers and schools can work together to help disadvantaged learners.

The CSTL concept has been introduced to caregivers, teachers and pupils, helping the school community better understand the rights of children to care and support and safety and protection. A nutrition school garden was established in 2014, with the mealies and other vegetables grown sold to raise money to help in the school feeding programme. Some stakeholders, including the alumni, have donated books and pens to disadvantaged learners. Also, about 40 pupils were assisted to obtain birth certificates, affording them the chance to partake in sports and all other school activities.

In the short time that it has been included in the CSTL programme, the school has witnessed huge improvements in enrolment, dropout and results. Dropouts are now next to zero. Results in 2016 shot up to 84% at Grade 7, an achievement partly attributed to the CSTL programme. Out-of-school learners are now also being taught under a special programme providing non-formal classes. The school notes that “a new culture has certainly developed, and we hope to enjoy the fruits of our efforts by keeping the hindrances to learning as low as possible in our school”.

What does teacher development and support look like?

What does a CSTL school where teachers are developed and supported look like?

Characteristics of a CSTL school where teachers are developed and supported:

- The school has sufficient qualified teachers to facilitate teaching of a quality, inclusive and relevant 21st century curriculum through schools as hubs of learning.
- Teachers at CSTL pre-primary, primary and secondary schools all receive support and develop the required knowledge and competencies to provide quality, relevant and inclusive 21st century teaching and learning to develop their learners' agency as active citizens.
- Teachers are enabled and supported to identify vulnerable learners and ensure that they received the additional support they need to overcome educational barriers to access and participate meaningfully in all teaching so that they acquire the agency they need to become active citizens.
- Every head teacher and teacher at a CSTL school has access to a community of practice that supports the development of 21st century leadership and teaching and learning competencies.

Minimum requirements for teacher development and support

The Ministry of Education and every school should work towards achieving the following minimum requirements to provide the teacher development and support, from the foundation through to the senior secondary levels of education:

- Every school conducts a CSTL teacher audit and develops a costed human resources improvement plan, mobilizes resources and implements it.
- Every school, including rural and historically poorly performing schools, has enough suitably qualified teachers to comply with nationally prescribed teacher to learner ratios, and who have the competencies that they need to provide quality teaching and learning and cover the 21st century curriculum, including mathematics, science, ICT and civic education (including CSE, LSE, human rights and responsibilities, and environmental studies).
- Every school has teachers who receive support on special needs educational pedagogy.
- Every school has formalized referral, tracking and reporting systems and processes for identifying and referring vulnerable learners for complementary support and for the development of an individualized learning plan.
- All teachers are provided with regular training on:
 - CSTL and their associated roles and responsibilities
 - The identification of vulnerable learners and their additional learning barriers and needs
 - The use of referral and follow-up mechanisms to ensure that they access services to overcome barriers
 - How to develop an individualized learning plan that meets their specific learning needs
- All teachers (including head teachers) are provided with bi-annual in-service training on the implementation of the 21st century curriculum, with a focus on pedagogical practices that promote agency.
- Every head teacher and teacher participates in a community of practice for 21st century teaching and learning for the development of learner agency.
- Every school has a monitoring and quality improvement system in place to assess the 21st century competencies of head teachers and teachers and ongoing mentoring and support.

Roles and responsibilities for providing teacher development and support

What steps should be taken by members of the school community to provide teacher development and support

Children's responsibilities	<p>Children must:</p> <ul style="list-style-type: none"> • Explain their learning needs and challenges to their teachers • Work with their teachers to overcome their learning barriers • Be respectful of their teachers and participate in all educational activities
Teachers' responsibilities	<p>Teachers must:</p> <ul style="list-style-type: none"> • Participate in training to build their capacity to ensure that all learners, including the most vulnerable, learn to their full potential • Participate in communities of practice to build their 21st century teaching competencies
SSTs' responsibilities	<p>SSTs must:</p> <ul style="list-style-type: none"> • Conduct an audit of skills and qualifications that teachers require to implement the 21st century curriculum <p>The audit should identify the skills that the teachers should have, the current status and gaps.</p> <ul style="list-style-type: none"> • Develop a costed, multi-sectoral plan to support the capacitation of all teachers • Mobilize resources for implementing the plan • Develop an annual progress report on the implementation and impact of the plan, which must be disseminated to teachers, caregivers, and the local education office
Caregivers' responsibilities	<p>Caregivers should:</p> <ul style="list-style-type: none"> • Communicate with teachers about the support they should provide to their children (for example, helping with homework after school)
SMTs' responsibilities	<p>Head teachers and management should:</p> <ul style="list-style-type: none"> • Participate in the teacher audit and development of the teacher development plan • Participate in training to build their capacity to provide 21st century curriculum management • Ensure that every teacher receives CSTL training, and regularly assess their progress

What are the responsibilities of other role-players (in government and civil society) to create an enabling environment to support schools to ensure teacher development and support?

<p>National Government</p>	<p>Cabinet and traditional leadership structures should prioritize teacher development, set targets for all role-players and identify their roles and responsibilities.</p> <p>Cabinet and traditional leadership structures should identify teacher development as a priority in the medium-term planning framework and supporting budgets.</p> <p>Parliament should require the Ministry of Education to provide regular reports on teacher development and its impact on improved educational provisioning and outcomes.</p>
<p>Ministry of Education</p>	<p>The general education ministry should collaborate with higher education and professional associations to:</p> <ul style="list-style-type: none"> • Develop a 21st century teacher audit framework of minimum standards for a CSTL teacher <p style="margin-left: 20px;">The audit should identify the skills and competencies that a CSTL teacher should have, the current status and gaps.</p> • Develop a national teacher development and support plan to build a CSTL teaching workforce <p>Together, the general and higher and vocational education ministries should develop a pre- and in-service teacher training curriculum that embeds CSTL and 21st century teaching and learning for the development of agency.</p> <p>The Minister, Ministerial head and Planning Unit should advocate for the allocation of public and donor funds to resource the teacher development plan.</p> <p>The standards in the audit framework should be integrated into the national inspectorate’s monitoring, management and mentoring tools to ensure the strengthening of CSTL teachers through the routine inspectorate visits to schools.</p> <p>The Ministry should embed the standards and related indicators in the education system’s teacher recruitment and performance management systems and tools, assessment and quality improvement mechanisms, and EMIS.</p> <p>The Ministry and CSTL NCU should develop annual progress reports on implementation of the teacher development and support plan.</p> <p>In collaboration with complementary ministries and implementing partners, the Ministry should develop a standardized identification and referral, follow-up and reporting process for vulnerable children, for use by all CSTL schools.</p>

<p>Other ministries, departments and multi-sectoral structures</p>	<p>The Ministry of Finance must allocate resources to support implementation of the teacher development and support plan.</p> <p>Professional and training bodies should incentivize teacher participation in CSTL training through accreditation processes.</p> <p>Ministries of Health, Social Development, Justice and others should collaborate with the Ministry of Education to establish standardized referral processes for vulnerable children and access to complementary services.</p>
<p>Civil society, development partners and professional associations</p>	<p>Development partners (including NGOs and businesses) can provide financial, human, technical and material resources to support the teacher development and support plans.</p> <p>External partners (including NGOs, the media and human rights institutions) should participate in communities of practice to address the promotion of learner agency by teachers and support the development of advocacy, communications for change and leadership skills, as well as create opportunities for using these for change.</p>

Indicators of progress in achieving teacher development and support

- A school-level CSTL teacher audit and development plan developed, costed, resourced and implemented
- An increase in schools complying with nationally prescribed teacher to learner ratios
- An increase in qualified teachers in CSTL schools
- The pre-service teacher training curriculum for all teachers includes a CSTL component
- An in-service CSTL training programme developed
- An increase in head teachers and teachers who receive CSTL pre- and in-service training on CSTL and 21st century teaching and learning for the development of agency
- CSTL communities of practice established and accessed by an increasing number of teachers and head teachers

How does a school know if it is making progress in developing and supporting teachers?

CHECKLIST	✓	✗
A school CSTL teacher audit and development and support plan are developed and costed.		
Resources are mobilized for implementation of the plan.		
Teachers receive training on CSTL through pre- and in-service training.		
Teachers participate in a CSTL community of practice.		
Head teachers hold regular progress meetings on the capacity needs, initiatives and outcomes for teachers, and to plan for ongoing improvements.		
An annual teacher development support report is developed and communicated to stakeholders.		
A standardized identification, referral and follow-up school protocol is developed and implemented for the identification and provision of core and complementary support to vulnerable learners.		

Endnotes

¹ Extracted from the *CSTL Newsletter*, Issue 3, 2016.

² Extracted from the *Malawi CSTL quarterly report to MIET AFRICA*.

³ Extracted from the *CSTL Newsletter*, 2017. http://www.cstlsadc.com/wp-content/uploads/2017/11/7223_CSTL_Newsletter_Web_ENG_FA.pdf.



PART 3

Section 4

**Building block 3:
Enabling and inclusive
infrastructure**



PART 3 Section 4

Building block 3: Enabling and inclusive infrastructure



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What is enabling and inclusive infrastructure?

Enabling and inclusive infrastructure refers to a school having enough environmentally sustainable, well-maintained, safe and appropriate physical structures and basic amenities to meet the needs of all learners, including children with special needs.

Adequate school infrastructure is key to achieving the education sector's access, equity and quality goals and for realizing children's rights.

Why is infrastructure important?

Enabling and inclusive infrastructure is essential for creating a physical environment where quality and inclusive teaching and learning can take place, and that is respectful and promotes rights, is safe and facilitates inclusion, participation and child-centred teaching and learning.

Schools must ensure adequate infrastructure because:

- In terms of the *Convention on the Rights of the Child* and the *African Charter on the Rights and Welfare of the Child* among others, Member States have committed to realizing children's rights to

dignity, equality and a safe and healthy environment – all of which depend on adequate infrastructure and basic services

- Inadequate infrastructure is a leading cause of vulnerable children's exclusion from school, failure to participate, receive a quality education, and dropping out, and as such is a priority CSTL building block

Having enough, accessible, safe, hygienic and appropriate learning spaces, buildings and basic services (including classrooms, laboratories, libraries and water and sanitation facilities) is necessary for achieving universal access to quality education.

The provision of an adequate and equitable distribution of school infrastructure is a key determinant of achieving the SDGs:

- Having enough schools for the different phases of education is key to ensuring access, especially in under-serviced and over-subscribed areas.
- The effective implementation of a quality, relevant and inclusive curriculum requires the availability of enabling infrastructure such as media centres, laboratories and workrooms.
- Access and the provision of quality education for children with disabilities depends on the provision of age- and developmentally-appropriate infrastructure in sufficient quantities, especially in rural and other under-serviced areas.

What is the infrastructure goal of all CSTL schools?

It is therefore the goal of every CSTL school to provide safe, hygienic, inclusive and environmentally sustainable school buildings, equipment, facilities and grounds that support access to quality teaching and learning for all, including the most vulnerable children.



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Reflecting on the importance of enabling and inclusive infrastructure

Lilongwe Demonstration Primary addresses infrastructure priorities

The previously mentioned, Lilongwe Demonstration Primary is a very large school in Malawi, with very limited space and crowded classrooms. There are 33 teachers and only 16 classrooms for some 2 370 learners, several of whom have learning disabilities or other special needs.

Before 2015, the sanitation facilities were in disrepair resulting in low water pressure and faulty toilets. For such a large school, and especially one that caters for learners with special needs, these were major challenges.

With the introduction of CSTL, the school was supported to identify priority needs, key being hand-washing facilities and improved services for learners with special needs. Following the training of teachers on the importance of identifying and accessing support for vulnerable learners, the school embarked on a project to repair the water system and to construct a tank to store water.

The school approached the Ministry of Education, the community, and other partners for support. The Ministry provided funds through its School Improvement Programme for the construction of a water tower to house a 10 000-litre water tank, purchased with funds from UNICEF, while the community agreed to provide sand, quarry stones, bricks and labour. Teachers and learners now have sufficient drinking water, and there are improved facilities for handwashing. The increased water supply has also allowed Lilongwe Demonstration to establish a school food garden. With garden tools and seedlings provided through CSTL, the school has already reaped maize and soya beans, which have been used to improve the nutritional intake of learners.

The introduction of CSTL at Lilongwe Demonstration Primary School has made a real difference to the lives of its learners.¹

Improved access to water has a ripple effect on the whole school environment at Shurugwi No.2 High School

Shurugwi No.2 is one of Zimbabwe's CSTL laboratory schools where CSTL has helped create an enabling and inclusive learning environment through targeted infrastructure improvements.

The school was established in 1987 to provide secondary education for children in the community. It was originally designed to be a boarding school, but water shortages caused many problems: there was inadequate water for drinking and cleaning toilets, as well as for conducting agriculture lessons. Furthermore, the city council failed to provide adequate sanitation.

With the introduction of CSTL, the school was able to get water for its day-to-day needs. Learners are now provided with drinking water, and the school now maintains a productive nutrition garden that produces vegetables to supply the school feeding programme.

The improved access to water has had a ripple effect on the teaching and learning environment and has positively impacted teaching and learning. Lessons can now be conducted all day long, whereas in the

past lessons were sometimes abandoned due to lack of water. Learner dropouts have declined, and the school's ability to support the care and needs of learners has improved.

Shurugwi No.2 High has also become an effective cluster school – that is, a school that supports surrounding schools with CSTL planning and implementation. These schools now meet at various cluster activities. This was not possible before the school had water.²

Ekwendeni Community Day Secondary School mobilizes resources for the expansion of school infrastructure

Ekwendeni Community Day Secondary School in the Mzimba District of Malawi was too small to accommodate all the learners in the community who required secondary education places. So the school approached a mobile money business, TNM Mpamba Trust, which provided MWK13 million (approximately USD17 000) to upgrade the school infrastructure. This resulted in a dramatic increase in enrolment – from 400 to 1 200 learners – because of the additional buildings and facilities at the school.

What does enabling and inclusive infrastructure look like?

What does a CSTL school look like that has enabling and inclusive infrastructure?

A school that has enabling and inclusive infrastructure is one in which all children, including children with disabilities, are accommodated in buildings and grounds that have:

- Safe, accessible roads to the school
- Safe walls and ceilings that protect children against the elements
- A safe perimeter fence
- A safe power supply
- A sufficient and safe water supply
- Sufficient sanitation facilities that are accessible, provide privacy and promote hygiene
- Infrastructure that supports the implementation of a quality, relevant curriculum (a media centre, a computer and science laboratory, woodwork and similar rooms, etc.)
- Sufficient spaces for teaching and learning, sport and recreational facilities
- Telephones and internet connectivity
- Adequate administrative and teacher support spaces
- Infrastructure that ensures the sustainable use of resources and educates children on sustainable practices

Minimum requirements for enabling and inclusive infrastructure

The Ministry of Education and every school should work towards achieving the following minimum requirements to secure enabling and inclusive infrastructure, from the foundation through to the senior secondary levels of education:

- Conduct a school infrastructure audit measured against national minimum infrastructure requirements and the minimum standards contained in this document, and develop a school infrastructure development plan to meet the CSTL infrastructure goal. Identify infrastructure needs and priorities (including the needs of vulnerable groups, gaps and the cost of addressing the gaps) and identify partners for resourcing and providing the required infrastructure.
- Cost and mobilize resources to support implementation of the infrastructure development plan.
- Build and maintain school buildings and grounds that are environmentally sustainable (including measures for water harvesting, energy conservation, power generation and recycling).
- Ensure all schools are accessible to children with disabilities.
- Ensure that classrooms do not exceed the prescribed maximum number of learners per class.
- Ensure that all schools have specialized rooms to support implementation of the competency-based curriculum (including media centres and laboratories).
- Ensure that all learners have access to basic teaching and learning resources, including a desk, a chair and LTSM.
- Ensure that all pre-schools have adequate and safe teaching and learning resources, equipment and play areas.
- Ensure that adequate sanitation and hygiene facilities that meet the needs of all children (including those with special education needs, girls and young children).
- Ensure that every school has adequate refuse removal services to ensure the hygiene and safety of the school community.
- Ensure that schools are secured with a perimeter fence and security to control access.
- Ensure that teachers in rural areas have access to adequate housing.

Roles and responsibilities for providing enabling and inclusive infrastructure

What steps should be taken by members of the school community to develop and maintain enabling and inclusive infrastructure?

Children's responsibilities	<p>Children should:</p> <ul style="list-style-type: none"> • Participate in the school infrastructure audit • Identify their infrastructure needs to inform the school infrastructure development plan • Take care of school property and infrastructure
Teachers' responsibilities	<p>Teachers should:</p> <ul style="list-style-type: none"> • Share their views on infrastructure priorities to inform the school infrastructure development plan

Teachers' responsibilities (continued)	<ul style="list-style-type: none"> • Teach measures for use of environmentally sustainable infrastructure (for example, by making recycling information and recycling bins available)
SSTs' responsibilities	<p>Together with the SMT, SSTs should:</p> <ul style="list-style-type: none"> • Conduct a school infrastructure audit as measured against the minimum requirements of inclusive and enabling infrastructure The audit should identify available infrastructure, infrastructure needing repair and gaps • Develop and cost an infrastructure development plan (which should form part of the broader school development plan) • Develop a resource mobilization plan for the infrastructure plan The resource mobilization plan should include the use of assets within the school community, as well as resources from development partners and the government. • Develop an M&E framework to measure progress in implementing the infrastructure plan • Develop a report on progress in providing enabling and inclusive infrastructure at the school, the remaining gaps and priorities, and resources required The report should be disseminated to the school community, development partners and national Ministry of Education.
Caregivers' responsibilities	<p>Caregivers should:</p> <ul style="list-style-type: none"> • Support the development of infrastructure and basic services by contributing their skills to implement infrastructure improvement projects and fundraising initiatives for infrastructure development • Participate in the infrastructure audit • Contribute their skills and other resources to support infrastructure improvement • Participate in the development of the school infrastructure development plan • Familiarize themselves about the plan and hold the school accountable for its implementation
SMTs' responsibilities	<p>Together with the SST, head teachers and management should:</p> <ul style="list-style-type: none"> • Conduct a school infrastructure audit as measured against the minimum requirements of inclusive and enabling infrastructure The audit should identify available infrastructure, infrastructure needing repairs and improvements, and gaps. • Lead the audit and development of the infrastructure development plan Gaps and inadequacies must be communicated to the local education office. • Advocate for the national and regional mobilization of resources to support the school's infrastructure development plans

What are the responsibilities of other role-players (in government and civil society) to create an enabling environment to support schools to provide inclusive and enabling infrastructure?

National Government	<p>Cabinet, local government and traditional leadership structures should prioritize school infrastructure as a national priority and set targets and goals for all responsible role-players and identify their roles and responsibilities.</p> <p>Cabinet, local government and traditional leadership structures should identify school infrastructure development as a priority in the medium-term planning framework and supporting budgets.</p> <p>Parliament should require the Ministry of Education to provide regular reports on the required infrastructure to support CSTL and progress in securing enabling and inclusive infrastructure in all schools, especially the historically marginalized schools.</p>
Ministry of Education	<p>The Ministry of Education should:</p> <ul style="list-style-type: none"> • Review existing infrastructure standards against the requirements for CSTL and the national 21st century curriculum and revise them where necessary <p>These should be developed into a school infrastructure audit and infrastructure development plan guide.</p> <ul style="list-style-type: none"> • Develop and cost a national school infrastructure improvement plan to support implementation of the national 21st century curriculum • Mobilize resources from the finance ministry and development partners to implement the infrastructure development plan • Develop an MER framework with indicators and tools to measure and report on progress in implementing the infrastructure development plan nationally and in schools • Ensure that the indicators are embedded in the EMIS • Communicate the minimum infrastructure standards and guidelines, the infrastructure development plan, the M&E plan and indicators to schools • Embed the indicators in the monitoring and reporting responsibilities of inspectors and schools • Publish an annual infrastructure development report noting priorities, gaps and progress in improving enabling and inclusive infrastructure across all schools in the country
Other ministries, departments and multi-sectoral structures	<p>The Ministry of Finance must allocate resources to implement the infrastructure development plan.</p> <p>The Ministries of Works and Transport should:</p> <ul style="list-style-type: none"> • Conduct an audit of roads to assess access to schools and improve the safety of roads to inaccessible schools • Collaborate in the development of the infrastructure development plan and identify its roles and responsibilities in providing bulk infrastructure <p>Local government must participate in the development of the school infrastructure development plan and contribute resources.</p> <p>The Ministry of Environmental Affairs should participate in the development of the national infrastructure guidelines and plan to ensure that they are grounded in environmentally sustainable principles.</p>

**Civil society,
development
partners and
professional
associations**

Development partners (including NGOs and businesses) should provide resources to implement national and school infrastructure development plans.

Indicators of progress in achieving enabling and inclusive infrastructure

- Every school conducts an infrastructure audit and develops a costed school infrastructure development plan
- An increase of adequate sanitation facilities to accommodate the numbers and different needs of diverse learners (including the younger children, girls and children with disabilities)
- An increase in the availability of safe and enabling teaching and learning spaces (including enough classrooms to accommodate the national maximum prescribed number of learners)
- An increase in the availability of infrastructure that accommodates the teaching and learning needs of children with disabilities
- An increase in media centres, laboratories and workrooms to support implementation of the competency-based curriculum
- Improved availability of basic teaching and learning supplies (such as desks, chairs and LTSM)
- An increase in the number of schools with a secure perimeter fence
- An increase of environmentally sustainable infrastructure in schools (including measures for water harvesting, energy conservation, power generation and recycling)
- Access to adequate refuse removal

How does a school know if it is making progress in delivering an enabling and inclusive infrastructure?

CHECKLIST	✓	X
A school infrastructure audit and costed development plan is developed and disseminated to the school community.		
Resources are mobilized from a diversity of sources (including school fees and from school community members and development partners) to implement the infrastructure development plan.		
There are improvements in the availability of basic services (water and sanitation for all, including learners with special sanitary needs).		
Fewer classes are overcrowded.		
There is an increase in infrastructure for learners with disabilities.		
Every learner has a desk, chair and access to LTSM.		
The school has access to telephones and internet connectivity.		
A media centre, laboratory and other workrooms required to implement the curriculum are available.		
There is an increase in environmentally sustainable infrastructure and facilities.		
The school has a safe access road and a perimeter fence.		
Refuse is safely removed on a regular basis.		
More teachers in rural areas have access to adequate housing.		

Endnotes

¹ Extracted from the *CSTL Newsletter*, 2017. http://www.cstlsadc.com/wp-content/uploads/2016/10/CSTL_Newsletter_2017-ISSTe-1_ENG.pdf.

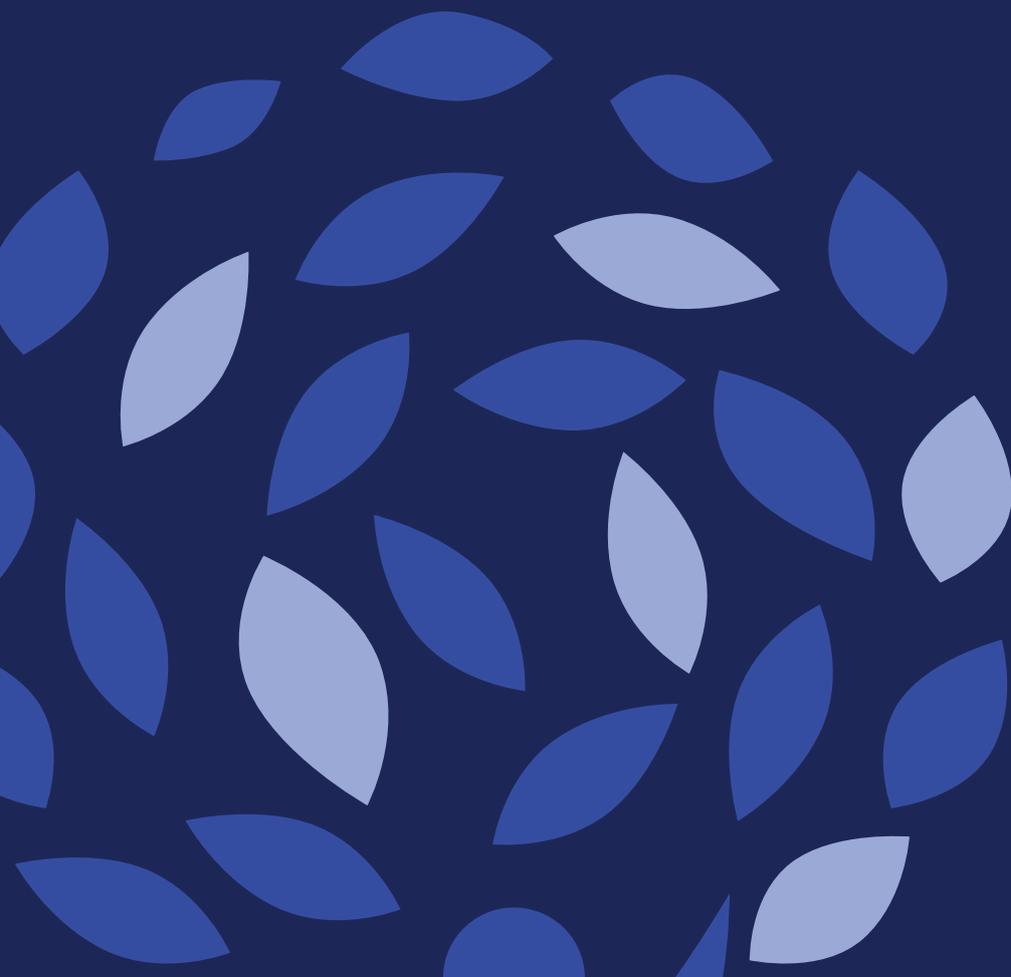
² Extracted from the *CSTL Newsletter*, Issue 1, 2018.



PART 3

Section 5

**Building block 4:
Material support**



PART 3 Section 5

Building block 4: Material support



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What is material support?

Material support refers to resources or services that address the following barriers to education linked to high levels of household poverty, including:

- School fees
- Uniforms
- Assistive devices for children with special education needs
- Transport
- Exclusionary parental practices that result in children's removal from school

Why is material support important?

Poverty is in itself a leading cause of educational exclusion. It also intersects with other barriers (such as parental illiteracy, gender, disability and geography) to aggravate the negative impact on children's educational outcomes. Household poverty results in caregivers being unable to cover school costs (such as school fees, school materials, transport and uniforms). In addition, poverty is a driver of exploitative and abusive practices that exclude children from school (for example, child labour, child marriages and gender inequities). It is also a driver of risky behaviour that expose adolescents to sexual exploitation and HIV transmission.

To ensure the inclusion, completion and quality educational outcomes for children living in poverty, it is important that poor caregivers and their children receive material assistance to cover the costs of schooling and receive instruction on the value of education in breaking the inter-generational poverty trap.

What is the material support goal of all CSTL schools?

No child is excluded from enrolling, participating or completing school at all levels – from pre-school through to secondary school – because of the cost of education.



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Reflecting on the importance of material support and how it can be strengthened

Chingoli Primary School collaborates with partners to provide material support to vulnerable learners

Chingoli Primary, located in the Mulanje District of the Shire Highlands educational division in Malawi, is a large school with over 3 000 learners and 42 teachers. After being included in the CSTL Programme at the start of 2016, the school has put CSTL principles into practice to support vulnerable learners.

The school has introduced a programme that provides material support to needy learners, including providing them with school uniforms. After attending the CSTL training, teachers contacted partners and the business community to raise funds for materials to make uniforms for learners. The school has also set aside one day a month when teachers and students volunteer to do this.

The CSTL Programme encourages schools to form partnerships, and Chingoli has approached various organizations to provide assistance to vulnerable children. This outreach has already borne fruit: for example, Pacific Limited provided school bags and other LTSM to learners.

Scholarships to keep girls in school

In partnership with the Chinese government and the NGO, BEAM Malawi, has established a four-year sponsorship that covers the school costs for 350 girls in community day secondary schools. The programme, which is worth MWK21 million (approximately USD27 000), was established to keep as many vulnerable girls as possible in school.

What does material support look like?

What does a CSTL school that provides material support look like?

A CSTL school ensures that all children at risk because of poverty are not excluded from school or any teaching and learning activities, are not prejudiced because of their inability to pay for school-related costs, and are not pressured by their peers or caregivers to engage in risky behaviour or leave school to secure income for the family.

A CSTL school ensures that every child in need receives an appropriate package of material and related support to ensure that they enrol, attend regularly, participate fully in all teaching and learning activities, and complete their schooling. It recognizes all of the cost-related barriers and consequences for children living in poverty, and provides a network of support to overcome these by, for example:

- Offering free or subsidized primary education
- Subsidizing the costs of pre-primary and secondary education
- Not charging any additional costs for children who receive free or subsidized education or education grants
- Providing additional material support to cover indirect costs that contribute to children's exclusion (such as stationery, uniforms, transport, extracurricular activities, and sanitary pads for girls)
- Making children and caregivers aware of the value of keeping children in school for long-term family security and community development
- Informing caregivers about the support programmes for helping them with the costs of schooling

Minimum requirements for material support

The Ministry of Education and every school should work towards achieving the following minimum requirements for material support, from the foundation through to the senior secondary levels:

- Early childhood education for children should be publicly funded and free/subsidized for children living in poverty.
- Primary education must be free for all children, and secondary education should be free for children living in poverty.
- In addition to free schooling, a package of material support should be provided to all poor children to cover schooling costs (such as LTSM, uniforms, transport, extracurricular activities and dignity packs for girls once they reach puberty).
- Comprehensive material support packages should be available to meet the extra costs for children living in poverty who have additional learning needs (such as those with disabilities), so as to ensure their participation in quality education. These should include a combination of cash, care and assistive devices.
- Special measures should be taken to ensure that children living in poverty enjoy equal access to essential 21st century teaching and learning environments. For example, special measures should be taken to ensure their access to ICT and their participation in all school activities, including project-based learning, school outings, after-school peer groups and school leadership and governance structures.
- Through the LSE or CSE curriculum, as well as peer education groups, all learners should be provided with information on risks of common coping mechanisms that adolescents engage in to deal with poverty (such as risky sexual behaviour and early marriage), and the associated risks of dropping out. The school should provide information on services to avoid these risks, and ensure that children can access them. Education should emphasize that it is learners' civic duty to make use of these services, remain in school, become economically and socially independent, and support their families and communities thrive in the future.
- Teachers and learners in CSTL schools will be capacitated to identify children at risk of educational exclusion because of poverty. They must have access to referral instruments, as well as a multi-sectoral network of service providers that children and their caregivers can be referred to for material support.
- Schools should communicate regularly with caregivers, community members and traditional leaders on the value of education, as well as services that are available to help cover the costs of schooling. They should also provide information on the risks of sexual and other forms of exploitation (such as child labour and the associated risks of HIV transmission and early pregnancies) that are likely to result in children dropping out.

Roles and responsibilities for providing material support

What steps should be taken by members of the school community to provide material support?

Children's responsibilities	<p>Children should:</p> <ul style="list-style-type: none"> • Know their and their peers' rights and responsibilities to access education, despite poverty, and not discriminate against or otherwise infringe the rights of vulnerable learners • Understand that it is their civic responsibility to secure their own and their families' and communities' wellbeing by completing a quality education. • Refrain from risky behaviour • Help to address poverty-related challenges
Teachers' responsibilities	<p>Teachers must identify children who are vulnerable and refer them for access to material support.</p>
SSTs' responsibilities	<p>SSTs must:</p> <ul style="list-style-type: none"> • Inform caregivers, teachers and community members about the various material support that is available for vulnerable children, and the importance of keeping children in school • Develop a referral protocol to ensure that all vulnerable children who qualify for material assistance are identified and apply for support • Develop an annual report on: <ul style="list-style-type: none"> – The number of children requiring material support – The number receiving/not receiving it – Plans to improve the availability of material support programmes • Develop policies and codes of conduct that prohibit discrimination against children whose caregivers cannot afford the costs of schooling (including their exclusion from school or participation in school activities, refusing their school reports, or treating them differently)
Caregivers' responsibilities	<p>Caregivers must:</p> <ul style="list-style-type: none"> • Ensure that their children attend, participate in and complete schooling • Seek material support rather than remove children from school because of costs • Find out from the school what material support is available and apply for it if they qualify • Participate in workshops on the value of education and the importance of keeping children in school
SMTs' responsibilities	<p>Head teachers and management should:</p> <ul style="list-style-type: none"> • Develop a communications plan that targets caregivers, community members and children about: <ul style="list-style-type: none"> – The importance of keeping vulnerable children in school – The dangers of exploitative practices and risky coping mechanisms – The support available to help with the costs of schooling • Provide leadership on prohibiting discrimination on the basis of children's poverty or related vulnerability

What are the responsibilities of other role-players (in government and civil society) to create an enabling environment to support schools to provide material support?

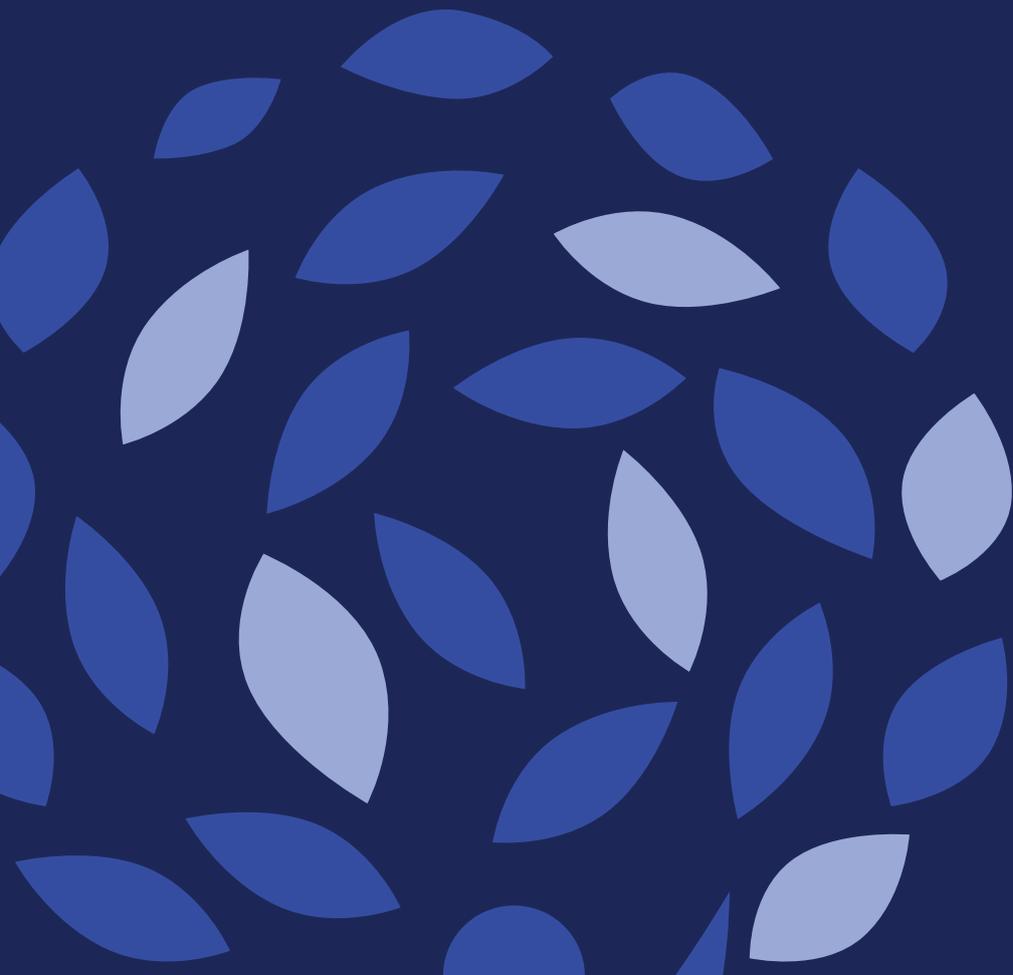
National Government	<p>Cabinet and traditional leadership structures should:</p> <ul style="list-style-type: none"> • Provide public leadership on the importance of the inclusion and completion of education by poor and otherwise vulnerable learners as the foundation of sustainable and inclusive development • Identify measures to address the cost of schooling as a priority in the medium-term planning framework and supporting budget <p>Parliament should require the Ministry of Education to provide regular reports on the number of children excluded from school because of costs, the number accessing material support, and the measures that are in place to improve access for poor and otherwise vulnerable learners because of costs.</p>
Ministry of Education	<p>The Ministry of Education should:</p> <ul style="list-style-type: none"> • In collaboration with the NCU and other ministries, develop a communications and advocacy strategy to inform caregivers and communities about the importance of education for poor and other vulnerable children as the foundation of sustainable development This should include key messages and advocacy materials for distribution to schools. • Develop standardized operating procedures for schools for identifying, referring and facilitating applications for material support by poor and otherwise vulnerable learners • Record the number of vulnerable learners in schools needing support, accessing it, and the number that do not The data should be compiled into an annual report and submitted to the NCU and Parliament. • Conduct a study to determine the number of learners of primary and secondary age requiring material support, the nature of the material support required, the number accessing support and the remaining gap • Develop clear recommendations for addressing these gaps through expanded material support, and advocate for their implementation with the relevant ministries, including Finance
Other ministries, departments and multi-sectoral structures	<p>The Ministry of Finance must allocate resources to support the implementation and expansion of material support programmes.</p>
Civil society, development partners and professional associations	<p>Development partners (including NGOs and businesses) can provide resources to support the provision of material support, research and advocacy to strengthen the network of material support for vulnerable learners.</p>

Indicators of progress in achieving material support goals

- Children living in poverty access free primary education, free/subsidized pre-school and secondary education
- Children living in poverty have access to a basic package of comprehensive support to address indirect costs
- Children living in poverty receive additional material support to ensure their meaningful participation in 21st century teaching and learning opportunities
- An increase of children with disabilities receiving a package of material support
- An increase of girls receiving dignity packs
- A reduction in learners dropping out because of costs associated with schooling or lost opportunity costs
- An increase in communications and workshops with caregivers, community and traditional leaders on the value of education

How does a school know if it is making progress in providing material support?

CHECKLIST	✓	✗
The school knows how many children and their caregivers need material support and the nature of the support required.		
There is an increase in children accessing a combination of material support to address school fees and indirect costs associated with schooling.		
A school policy is developed prohibiting the exclusion of any child, or discrimination against any child, because of their inability to cover schooling-related costs.		
The school has a protocol, tools and a referral network for identifying and ensuring children in poverty are identified and access support.		
Special measures are in place to ensure that children living in poverty can participate fully in all teaching and learning (including access to ICT and project materials, participation in extracurricular activities and outings, and participation in school leadership and governance structures).		
The school develops child-centred activities on: the link between education and escaping inter-generational poverty; children's civic duty to avoid risky behaviour; accessing material support to remain in school and become economically independent and active.		
The school develops communications and advocacy interventions to inform caregivers and community leaders on the value of education for vulnerable learners and the forms of support available.		
There is a reduction in children dropping out because of costs or because of associated lost opportunity costs.		
Refuse is safely removed on a regular basis.		
More teachers in rural areas have access to adequate housing.		



PART 3

Section 6

**Building block 5:
Nutrition and health
promotion**



PART 3 Section 6

Building block 5: Nutrition and health promotion



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What is nutrition and health promotion?

Nutrition and health promotion refers to the integrated provision of health and nutrition education, services and support delivered through schools that contribute to the health, wellbeing, knowledge and optimal development of learners.

It includes health and nutrition education (including CSE); access to food, basic nutrition and protective health services (including SRH services, immunizations and deworming); health-promoting school infrastructure.

Why is nutrition and health promotion important?

Poor health and malnutrition are leading causes of poor educational attendance and outcomes among vulnerable children, and are key challenges preventing sustainable, inclusive development in the SADC Region.

Poor health, high levels of HIV&AIDS, early unplanned pregnancies and malnutrition present critical challenges to achieving inclusive, sustainable development in the SADC Region.

These are fundamental impediments to the development of children to their full potential and are drivers of educational exclusion of vulnerable children. They contribute significantly to poor school enrolment and attendance, high levels of dropping out and poor educational achievements.

Educational exclusion is in turn a driver of poor health and nutrition outcomes, thereby fuelling a negative cycle of inter-generational poverty and exclusion.

Ensuring the development of children (and the Region) depends on them accessing integrated, quality health programmes through education.

Illness, hunger and malnutrition are leading causes of absenteeism, dropping out and poor educational outcomes for children. Poor hygiene and sanitation services, especially for girls and children with disabilities, contribute to poor health outcomes and associated educational challenges, including poor attendance and high drop-out rates. In addition, poor health and malnutrition have a fundamental impact on the right of vulnerable children to a quality education. Poor nutrition impacts on children's cognitive development, their ability to concentrate and their attendance and retention at school. This in turn impacts negatively on their ability to do well at school and graduate with the knowledge and agency required to become active citizens. Illness and health issues impact on children's development and education in multiple, intersecting ways.

Healthy, well-nourished children are the foundation of human capital for sustainable development. Therefore, the SDGs, Africa's *Agenda 2063* and various HIV&AIDS and nutrition development instruments call for prioritization of child health and nutrition goals by all SADC Member States. Special attention is given to the following pressing and persistent challenges to the SADC Region's achievement of the SDGs and related goals - the high levels of HIV&AIDS transmission and related deaths among adolescents; high levels of early unplanned pregnancies; and high levels of gender inequality.

SADC Member States have taken significant action to improve HIV, general health and nutritional wellbeing of their populations, including children. Nevertheless, having passed the mid-way mark in the SDG journey, countries in ESA have fallen behind and are at risk of failing to achieve many of its health and nutrition-related goals. These failings are driving the region's slow progress in the eradication of poverty and inequality and in securing sustainable social and economic development.

To get back on track, the World Bank, UNAIDS, UNICEF, WHO, the African Development Bank, the African Union and other regional structures have urged countries in southern Africa to:

- Accelerate progress by improving access to quality education for vulnerable children
- Develop integrated school health programmes in collaboration with the health sector to provide education and access to quality, youth-friendly health services (YFHS) to enable children to know and practise healthy behaviour that will ensure their health, nutrition and wellbeing

Three critical areas where SADC Member States have fallen behind are HIV&AIDS transmission and infection rates; early unplanned pregnancies; and malnutrition, especially stunting of children. Given the enormous impact these issues have on human capital development, the SADC Region is not making sufficient progress on these fronts to achieve, not only the goals related specifically to these issues, but also the closely related broader goals of eliminating poverty and inequality.

The World Bank has estimated that poverty is set to worsen in sub-Saharan Africa because of the failure

to address inequality by addressing the factors undermining human capital development of the majority of marginalized households and children. It predicts that by 2030, nine out of every 10 people living in extreme poverty will be in sub-Saharan Africa. This major stumbling block is driven and shaped by the slow progress – and at times, reversal of gains – in the SADC Region in eliminating malnutrition, poor health, the prevalence of HIV&AIDS among young people, and high rates of unplanned, early pregnancy.

Malnutrition is a major cause of poor development of vulnerable children and a leading cause of inequality and poverty. Globally, Africa is the only region where stunting rates have increased; moreover, the highest increases were recorded in sub-Saharan Africa where it increased by 16% between 2000 and 2017.

Malnutrition, including stunting, is projected to escalate further in Africa by up to 20% because of climate-related disasters. The African Union and African Development Bank have launched the African Leaders for Nutrition (ALN) initiative in terms of which African countries have committed to increase investments in integrated, multi-sectoral programmes to improve children’s nutritional wellbeing and prevent stunting.

The African Development Bank’s Multi-sectoral Nutrition Action Plan calls for integrated nutrition programmes because they:

... offer among the highest returns on investment in the development field and can be seen as harnessing a population’s brain power, or “grey matter infrastructure” through human capital investment. Investments in nutrition provide significant economic and social benefits: (i) Job creation: Children who are adequately nourished do better in school, earn 20% more in the labor market, are 10% more likely to own a sustainable business, and are 33% less likely to live in poor households as adults; (ii) Increased productivity, due to a healthier workforce; (iii) Savings of resources currently directed to healthcare, disease treatment and other problems associated with stunting.

The SADC Region is not on track to achieve global and its own HIV prevention goals. The region remains home to the largest HIV-affected populations. While gains have been made among younger and older populations, in 2014, HIV outcomes deteriorated for adolescents (aged 10-19), and significant numbers of girls and young women (ages 15-24) are still becoming infected at a higher rate than boys and young men.

- Modelling in 2014 indicated that HIV&AIDS was the leading cause of death among 10- to 19-year-olds in Africa
- More than half of all adolescents aged 10-19 living with HIV are in the ESA Region
- In 2016, half a million new adolescents acquired HIV, and half of them live in the ESA Region

This is because of gender inequalities and low levels of comprehensive HIV-prevention levels, the continued practice of risky behaviour, gender inequalities, and high levels of child marriage. In 2015, only 45% of men and boys, and only 42% of girls and young women, had comprehensive HIV-prevention knowledge, despite CSE being included in most school curricula reaching these vulnerable groups by 2015. In addition, teenage pregnancy rates remain very high across the region.

A leading cause of the limited progress is lack of access to comprehensive SRH services to complement the education provided, as well as to address gender inequities and the drivers of such inequities, including economic disempowerment and cultural attitudes, values and practices.

The solution

ESA countries have committed to collaborating to realize a shared vision as captured in the ESA Ministerial Commitment concerning CSE and SRH services for young people.

Vision

Young Africans who are global citizens of the future, who are educated, healthy, resilient, socially responsible, informed decision-makers, have the capacity to contribute to their community, country and region through guaranteed access to the highest possible level of health, education, non-discrimination and wellbeing.

2020 Goals and Targets	How? Priority Actions
<ul style="list-style-type: none"> • Reduce new HIV infections by 75% compared to 2010⁹ • Consolidate gains and push towards eliminating HIV infections among adolescents and young people aged 10–24¹⁰ • 95% of young people demonstrate comprehensive HIV¹¹ prevention knowledge levels • Reduce early and unintended pregnancy by 75%¹² • Eliminate gender-based violence (GBV)¹³ • Eliminate child marriages¹⁴ 	<ul style="list-style-type: none"> • Support adolescents as leaders and agents of social change¹⁵ through multi-sectoral adolescent-targeted programmes that secure high-quality health and education and non-discrimination • Provide good quality education for all learners and ensure that girls complete secondary school • Scale up delivery of quality CSE in primary, secondary and tertiary institutions¹⁶ • Institutionalize CSE in pre- and in-service teacher training to enhance the capacity of teachers to deliver it¹⁷ • Provide CSE that develops learners' knowledge to prevent pregnancy (for example, through integrating content on pregnancy prevention, access to contraceptives, gender equality and power dynamics within relationships) • Implement re-entry policies for pregnant and parenting girls and put in place programmes that reduce dropout of adolescent mothers. • Increase the availability of services to ensure that they reach adolescents and increase the impact of prevention, treatment and care programmes¹⁸ • Scale up provision of health facilities providing YFHS • Promote uptake of services by strengthening linkages between schools and health facilities¹⁹ • Increase adolescent access to health education and services (including contraception) by establishing referral systems between schools and health facilities • Eliminate school-related GBV • Engage boys and young men in learning about and practising contraception • Institutionalize YFHS content and guidelines in pre- and in-service health provider training programmes to enhance the capacity of service providers to deliver YFHS

What are the nutrition and health promotion goals of all CSTL schools?

- Every school in the region provides all children with access to a minimum package of youth-friendly health and nutrition services (including CSE and comprehensive SRH services) that ensure that they have the knowledge to exercise their health responsibilities and rights.
- No child in the region:
 - Fails to enrol, attend school or participate fully in all teaching and learning activities
 - Drops out
 - Fails to complete their schooling because of hunger, ill health or early, unplanned pregnancy

CASE STUDIES

Reflecting on the importance of nutrition and health promotion and how it can be provided

Zimbabwe's education system introduces the Home-Grown School Feeding Programme

Zimbabwe's CSTL national model identifies Nutrition and Health Promotion as one of the six priority areas of the Essential Package of Care and Support to be delivered through the education system. This area focuses on improving the health status of both teachers and learners through education, access to food, nutrition and health services.

In 2015, the Ministry of Primary and Secondary Education introduced the Home-Grown School Feeding Programme as one of the strategies to address nutrition and health promotion, whereby the government supplies maize to the provinces to feed all primary school learners. The programme has three key objectives: i) to improve the nutritional status of learners leading to better health and resistance to infectious diseases that would keep them from attending school; ii) to help children access and stay in school by ensuring that they are not hungry; and iii) to benefit the local community by creating a demand for their produce (such as vegetables, fruit and maize).

Schools produce food for their own needs while also focusing on skills development for the learners. Several schools with agricultural land, especially boarding schools, are producing enough food to feed all their learners and also to sell to generate income for the school. The Ministry shares ownership of school feeding with the communities, who are encouraged to provide firewood, cooking utensils and volunteers to cook.

The long-term goal is to make this a self-sustaining project, eventually transferring ownership of the feeding programme from the Ministry to the school and local community. As school feeding programmes run for a fixed number of days a year and have a predetermined food basket, they also benefit local producers by generating a structured and predictable demand for their products, thereby building the market and the enabling systems around it.

Glen View 2 Primary School has fully embraced the Home-Grown School Feeding Programme

Glen View 2 Primary School in Harare is one of the schools that has fully embraced the Home-Grown School Feeding Programme. With an enrolment of over 2 500, the school feeds all its learners on a daily

basis. The school grows vegetables, but has also ventured into fish farming to raise funds for school feeding and other needs. Proceeds from the garden and other projects are used to assist vulnerable children with school fees, stationery and uniforms.

Chingoli Primary in Malawi facilitates access to essential health services

After participation in CSTL training, which included the use of the Learner Vulnerability Identification Form, teachers at Chingoli Primary identified a Standard 3 learner as particularly vulnerable, due to his impoverished home situation and poor health. In 2016, at the start of the academic year in September, the school referred him to a nearby health centre, which in turn referred him to the district hospital where he was prescribed medication, which he continues to take. The school also put the learner in contact with the Adventist Development and Relief Agency, which is now providing him and his family with food items, as well as the money to pay for his medication. Teachers also approached partners to assist the boy's mother, who is a single parent, as she was experiencing problems with the roof of the humble family home. The house has now been fully roofed with iron sheets. Thanks to the CSTL intervention, the learner's medical condition and home life has been greatly improved.

The Kingdom of Eswatini developed and rolled out a LSE curriculum that integrates CSE

In 2016, the Kingdom of Eswatini successfully developed an LSE curriculum for secondary schools. In preparation for country-wide rollout to all secondary schools, it delivered online training to more than 2 000 teachers.

CSE is a major component of the LSE curriculum, and a study found that teachers' delivery was hampered by knowledge gaps and discomfort around discussing the topics. An urgent need was identified for an online course to fast-track training. The online CSE course, an ESA regional initiative, was received enthusiastically and, thanks to sponsorship from UNESCO and UNFPA, exceeded the initial target of 90 teachers. The course provides teachers with accurate information to share with learners, and hones their computer skills, paving the way towards the achievement of Eswatini's *Vision 2022*. It covers seven modules: Sexuality Overview; Adolescent Social and Emotional Development; Sexual and Reproductive Anatomy and Physiology; Fertility, Pregnancy and Reproduction; Preventing STIs and HIV; Gender; and Relationships.

Teachers had this to say about the course:



The information helps us to understand adolescents better.

The literature is empowering for people who work with adolescents on a daily basis.

The STIs chart summarizes everything.²⁰



What does nutrition and health promotion look like?

What does a CSTL school that provides nutrition and health promotion look like?

A CSTL school that provides nutrition and health promotion has healthy and well-nourished children who attend school regularly, complete their schooling, participate fully, concentrate in class, and perform to their full academic, sport and cultural potential.

The school provides:

- Nutritional support, including school feeding and education to all learners
- Preventative health education to promote healthy living and responsible behaviour
- Access to quality YFHS to complement the education provided
This enables children to put the information received into practice, avoid disease, know their health status and promote healthy behaviour
- A comprehensive package of education and services through multi-sectoral integrated, adolescent-targeted programmes including:
 - Services such as immunizations and deworming
 - Basic screening and referrals for early treatment of vision, hearing and attainment of developmental milestones
 - CSE in primary, secondary and tertiary institutions
 - Comprehensive HIV&AIDS prevention education
 - Access to quality YFHS to enable children to use the information received at school and exercise their agency
 - Protection from discrimination through gender equality education
 - Implementation of a re-entry policy for pregnant and parenting girls
 - Access to services prevent early, unplanned pregnancies (and where they occur, access to support to ensure that they remain at and complete school)
- Training for all teachers and health practitioners on CSE and YFHS
- Strong partnerships between the school and local clinic that offers YFHS
- Effective referral systems between the schools and clinics to ensure routine access to screening services and treatment

Minimum requirements for nutrition and health promotion

The Ministry of Education and every school should work towards achieving the following minimum requirements for nutrition and health promotion, from the foundation through to the senior secondary levels of education:

- With the support of the health sector, develop and implement nutritional guidelines for children in pre-schools and the foundation phase to optimize nutritional wellbeing, the holistic development of the child and to prevent stunting
- Ensure that every school:
 - Develops a school nutrition and health promotion policy that:
 1. Plans, delivers and monitors a comprehensive package of youth-friendly nutrition and health education and services
 2. Identifies key role-players and their roles and responsibilities
 3. Defines what qualifies as YFHS
- Provides health and nutritional education (including LSE and CSE) through the curriculum as well as extracurricular activities
- Through annual workshops or written communications, engages with caregivers on children's nutrition and health responsibilities and rights, and the role of the school, health sector and caregivers in supporting these
- Together with learners, establishes a food garden
- Provides supporting education on the impact of climate change on food and nutrition and on the use of environmentally sustainable agricultural techniques
- Implements the national school feeding programme to provide at least one nutritious meal per day
- Avails a package of basic health services – provided by trained healthcare providers, either on the school premises or at the local or mobile clinic – for every learner, and includes the following services:
 - Vision and hearing screening
 - Immunizations
 - SRH services, including family planning, HIV&AIDS and STI testing, counselling, treatment and adherence support
- Provides a safe and health-promoting school environment and maximizes the use of sustainable water and sanitation facilities
- Trains teachers on the identification and referral of chronically ill learners, and establishes appropriate referral mechanisms
- Establishes a clearly defined partnership with the local or mobile health facility to provide YFHS
- Trains teachers and healthcare workers who are providing supportive services on the provision of YFHS
- Establishes peer education groups to advance education and the practical application of nutrition and health services
- Has a first aid kit and trains teachers on basic first aid
- Implements physical activity programmes

Roles and responsibilities for providing nutrition and health promotion

What steps should be taken by members of the school community to provide nutrition and health promotion?

Children's responsibilities	<p>Children should:</p> <ul style="list-style-type: none"> • Participate in classroom and extracurricular activities providing nutrition and health education • Exercise the knowledge they receive and eat healthy food and practise positive, healthy behaviour • Participate in multi-generational workshops on children's nutrition and health responsibilities and rights • Participate in peer groups that focus on advocacy for health eating and healthy behaviour
Teachers' responsibilities	<p>Teachers should:</p> <ul style="list-style-type: none"> • Provide education, (including CSE through the LSE or other relevant curriculum) on nutrition and healthy behaviour • Lead by example and eat healthy food and engage in healthy behaviour at school • Support learner peer groups to implement nutrition and health promotion activities • Support physical activity by learners and teachers
SSTs' responsibilities	<p>SSTs must:</p> <ul style="list-style-type: none"> • Establish a nutrition and health promotion sub-committee within the school governance committee <p>The committee should:</p> <ul style="list-style-type: none"> –Include learners, teachers, the health sector, the SMT, caregivers and development partners –Develop a school health and nutrition policy and programme of action <ul style="list-style-type: none"> • Review the school budget to ensure that funds are available to support a healthy environment, sports facilities and the implementation of the school nutrition and health programme • Mobilize resources from government and partners for health promotion • Establish a working partnership with the local clinic and agree on a programme of visits and the services to be provided through the school • Develop an annual report on: the number of children requiring nutrition and health support; the number receiving/not receiving it; plans to improve the services not routinely available • Develop a referral protocol and tools to ensure that all children requiring health services are identified and referred to the local clinic • With the support of the Ministries of Agriculture and Health, establish a school food garden • Implement and oversee the school feeding programme and ensure that it provides at least one nutritious meal a day

Caregivers' responsibilities	<p>Caregivers should:</p> <ul style="list-style-type: none"> • Understand their children's health and nutrition needs and how to meet these through engagements with the school and local clinic • Participate in workshops on children's health and nutrition responsibilities and rights and support their realization outside of the school • Support the school food gardens and feeding programmes by volunteering their time and expertise
SMTs' responsibilities	<p>Head teachers and management should:</p> <ul style="list-style-type: none"> • In collaboration with the SST, develop a school advocacy and communications plan for caregivers, community members and children on: <ul style="list-style-type: none"> – Health and nutrition promotional behaviour and the related services that are available – The importance of good health and nutrition for school success • Conduct multi-generational workshops on nutrition and health promotive behaviour and how caregivers can support these at home • Implement activities supporting physical activity by learners and teachers

What are the responsibilities of other role-players (in government and civil society) to create an enabling environment to support schools to provide nutrition and health promotion?

National Government	<p>Cabinet and traditional leadership structures should provide public leadership on the importance of nutrition and health promotion that lay the foundations for effective school participation and as a foundation of sustainable and inclusive development.</p> <p>Parliament should require the Ministries of Education and Health to provide regular reports on the number of children requiring and receiving health and nutrition promotion services, the nature of the services, gaps and plans to strengthen the health and nutrition safety net through schools.</p>
Ministry of Education	<p>In collaboration with the CSTL NCU and the Ministry of Health, the Ministry of Education should:</p> <ul style="list-style-type: none"> • Develop nutrition guidelines for pre-schools. • Develop a national school feeding programme. • Develop standardized guidelines for delivery of youth-friendly health and nutrition education and services. • Develop a CSE/LSE curriculum that complies with global and regional standards. • Define the basic package of youth-friendly health and nutrition services that aligns with global and regional commitments and that should be provided through all schools.

	<p>With the support of Health and other ministries, the Ministry of Education should develop:</p> <ul style="list-style-type: none"> • Pre- and in-service training for teachers and healthcare practitioners. • Guidelines on the provision of youth-friendly health and nutrition services. • Standardized operating procedures for facilitating access to health services via schools for children needing them. <p>The Ministry of Education should:</p> <ul style="list-style-type: none"> • Negotiate a standard package of support from the Ministry of Agriculture to provide education and material support for food gardens at schools. • Record the number of learners in schools accessing health and nutrition promotion services. <p>The data should be compiled into an annual report and submitted to the NCU and Parliament.</p>
<p>Other ministries, departments and multi-sectoral structures</p>	<p>The Ministry of Finance should allocate resources to support the implementation and expansion of health and nutrition programmes at all schools.</p> <p>The Ministry of Health must support the Ministry of Education to develop nutrition guidelines and referral processes for use at pre-schools and schools.</p> <p>The Ministry of Agriculture must develop a programme of support for all schools to establish and maintain school food gardens.</p>
<p>Civil society, development partners and professional associations</p>	<p>Development partners (including NGOs and businesses) should provide support and resources for implementing nutrition and health promotion programmes.</p>

Indicators of progress in achieving nutrition and health promotion goals and objectives

- Pre-school and foundation phase nutritional guidelines are developed in pre-schools
- The school curriculum incorporates nutritional, health promotive and preventative information and education on healthy eating, HIV&AIDS, substance abuse and CSE (including on the prevention of teen pregnancies)
- An increase in schools with food gardens
- An increase in schools providing a daily meal
- An increase in primary and secondary schools providing a basic package of preventative health services, including immunizations, developmental screening and testing
- An increase in schools with a formal nutrition and health promotion policy and programme of action
- An increase in schools with a formal relationship with the local clinic and a formalized referral protocol to ensure that children identified as needing treatment are referred and receive it
- An increase in schools with a first aid kit and teachers trained in basic life support
- A reduction in children using alcohol or drugs

- An increase in children identified with, and referred for remediation of, vision, hearing, speech and language impairments
- An increase in children accessing youth-friendly services
- An increase in teachers and healthcare practitioners receiving training on youth-friendly health and nutrition services

How does a school know if it is making progress in providing nutrition and health promotion support?

CHECKLIST	✓	✗
The school has developed and adopted a nutrition and health promotion policy and programme of action.		
The school provides nutrition and health promotion information through its LSE and CSE curriculum, teaching and learning practices, and extracurricular activities.		
A coordinating health and nutrition promotion subcommittee is established as a part of the school governance committee.		
A formal referral agreement, protocol and schedule of activities is agreed on between the school and local or mobile clinic.		
A school feeding programme is established and implemented.		
A food garden is established.		
A first aid kit is available.		
Teachers are trained on youth-friendly health and nutrition services.		
There is an increase in children identified with developmental difficulties and/or chronic illnesses and referred for, and receive, support from the health sector.		
An annual community multi-generational workshop is held on children's health and nutrition responsibilities and rights and how these are supported by various role-players.		

Endnotes

- ¹ World Bank Group. 2018. Piecing together the poverty puzzle. Washington
- ² AFDB. 2018. Building grey matter infrastructure: ten things you should know about nutrition. https://www.afdb.org/fileadmin/uploads/afdb/Documents/Generic-Documents/Nutrition_Ten_things_you_should_know.pdf
- ³ <https://www.afdb.org/fr/topics-and-sectors/initiatives-partnerships/african-leaders-for-nutrition-initiative>
- ⁴ UNICEF and UNAIDS. 2018. All in: Catalysing the HIV response for adolescents <http://rstesa.unaids.org/documents/the-region/66-all-in-in-eastern-and-southern-africa-web-2018-1/file>
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- ⁷ The Eastern and Southern African Ministerial Commitment on comprehensive sexuality education and sexual reproductive health services for adolescents and young people. 2016. Fulfilling our promise to young people today 2015 Progress review. https://hivhealthclearinghouse.unesco.org/sites/default/files/resources/fulfilling_our_promise_to_young_people_today_esa_2013-2015_progress_review_en.pdf
- ⁸ The Eastern and Southern African Ministerial Commitment on comprehensive sexuality education and sexual reproductive health services for adolescents and young people. 2016. Fulfilling our promise to young people today 2015 Progress review. https://hivhealthclearinghouse.unesco.org/sites/default/files/resources/fulfilling_our_promise_to_young_people_today_esa_2013-2015_progress_review_en.pdf
- ⁹ SADC Scorecard for HIV prevention. 2018. Fifteen SADC Ministers of Health reaffirmed their commitment to end AIDS by 2030, in line with the 2016 United Nations Political Declaration on ending AIDS.
- ¹⁰ Eastern and Southern African Ministerial Commitment on Comprehensive sexuality education and sexual and reproductive health services for adolescents and young people 2013 (the ESA Commitment) and the updated ESA Commitment Road Map 2020. <https://www.youngpeopletoday.org/wp-content/uploads/2018/03/ESA-Commitment-Roadmap-July2016.pdf>
- ¹¹ Eastern and Southern African Ministerial Commitment on Comprehensive sexuality education and sexual and reproductive health services for adolescents and young people 2013 (the ESA Commitment) and the updated ESA Commitment Road Map 2020. <https://www.youngpeopletoday.org/wp-content/uploads/2018/03/ESA-Commitment-Roadmap-July2016.pdf>
- ¹² Eastern and Southern African Ministerial Commitment on Comprehensive sexuality education and sexual and reproductive health services for adolescents and young people 2013 (the ESA Commitment) and the updated ESA Commitment Road Map 2020. <https://www.youngpeopletoday.org/wp-content/uploads/2018/03/ESA-Commitment-Roadmap-July2016.pdf>
- ¹³ Eastern and Southern African Ministerial Commitment on Comprehensive sexuality education and sexual and reproductive health services for adolescents and young people 2013 (the ESA Commitment) and the updated ESA Commitment Road Map 2020. <https://www.youngpeopletoday.org/wp-content/uploads/2018/03/ESA-Commitment-Roadmap-July2016.pdf>
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- ²⁰ CSTL News, 2016. Issue 1



PART 3

Section 7

Building block 6: Social welfare services, including PSS, and safety and protection



PART 3 Section 7

Building block 6: Social welfare services, including PSS, and safety and protection



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What are social welfare services, PSS, and safety and protection?

When children face adversity (whether abuse, the death of a family member, social dislocation or being thrust into adult responsibilities at too early an age, such as brought about by early marriage or onerous domestic responsibilities), the psychological impact on them is immense. This impacts negatively on their educational attendance, participation and achievements.

Safety and protection concerns include the psychological and emotional safety and wellbeing of learners and teachers.

Safety and protection refer to the provision of safe and supportive school spaces through:

- The elimination of all forms of violence, abuse, exploitation and bullying at schools
- The identification of children at risk of harm or abuse, and their referral to appropriate support services
- Advocacy and communication to change underlying harmful attitudes and practices (among children, teachers, caregivers and communities) that perpetuate gender stereotypes and harmful behaviour

However, when it is not possible to prevent the traumatic event from occurring, it is critical that children receive social services (including welfare and PSS) to minimize the impact on their wellbeing and educational inclusion.

Children who have been abused, neglected or exploited will require the support of a social worker who may need to remove them from the harmful situation and/or provide family support. In addition, these children require *psychosocial support* – that is, a continuum of care and support that addresses the social, emotional, spiritual and psychological wellbeing of learners and teachers.

Why are social welfare services important?

The provision of safety and protection, social welfare and PSS is critical to achieving CSTL goals because of their direct link with educational participation and performance. Violence against children – in and around their schools, in their homes and communities, whether by teachers, fellow learners or trauma associated with loss or violence – drive educational exclusion, absenteeism, dropping out and poor educational outcomes. Where safety and protection measures have failed to protect children from harm, “providing psychosocial support is likely to minimize [the negative] impact and thus improve educational outcomes for traumatized children.”¹

What are the social welfare services goals of all CSTL schools?

- All children are safe and free from abuse (whether emotional, verbal, physical, sexual, as well as violent discipline), on their way to and from or at school.
- All schools provide a package of preventative, supportive and therapeutic services to keep children safe from abuse, neglect and exploitation, and to mitigate the impact of trauma and grief experienced in their lives.

CASE STUDIES

Reflecting on the importance of social welfare services and how to provide them

Malawi conducts prevention workshops

CSTL activities are in full swing in Malawi, ensuring that the country’s children are given the best opportunity to achieve. The Ministry of Education, Science and Technology’s School Health and Nutrition Directorate conducted orientation workshops for teachers and district officials on *Speak Out!* and *My life! My future! Staying Healthy* books, followed by workshops for peer educators and patrons in 15 CSTL laboratory schools across 10 districts.

These workshops aimed to strengthen school clubs by raising awareness on the prevention of and how to deal with sexual harassment and sexual abuse of learners. The *Speak Out!* workshops on speaking out against abuse (including sexual abuse) targeted primary school learners, and were held concurrently with *My life! My future! Staying Healthy* workshops (dealing with sexual health and wellbeing), for secondary school learners.

The Democratic Republic of the Congo (DRC) develops systemic tool to enable the provision of PSS

In the DRC, the Ministry for Primary and Secondary Education has prioritized the systematic provision of PSS in schools. With assistance from USAID, a module on psychosocial and mental health support for

vulnerable learners has been developed to equip school structures, teachers, caregivers and community members at the country's 15 CSTL laboratory schools to support learners with psychosocial and mental health challenges. The module follows the guidelines of the *CSTL Policy Framework*, as well as the DRC national model.²

Mozambique establishes school clubs to advance social and welfare protection and services

The CSTL team in Mozambique has recognized the importance of learner peer groups in creating safe and supportive schools. It has therefore supported the strengthening of school clubs. Teachers and learners are capacitated through CSTL Speak Out! activities, materials and school clubs. A variety of established clubs (for traditional activities such as sports, music and drama) have been used to support the rights of children to education, safety and protection, water and sanitation and school health and hygiene; in the Kumabukwana District in Maputo, club members and teachers were assisted to strengthen these clubs by introducing them to new ideas for their clubs and how to develop constitutions and action plans for their clubs.

The Kingdom of Eswatini responds to a vulnerable child's health risks through an integrated school response

Phumulani* is an 11-year-old boy from Eswatini. He was born with HIV which, in a resource-poor country such as Eswatini, means starting life on the back foot.

Living with HIV presents serious challenges for children such as Phumulani, at home and at school. He was often absent from school due to poor health, and when he did attend, he was always tired and sometimes dozed off. He didn't participate in school life and had no friends. As each day passed, he was less and less able to keep up with the work, and his interest in school dwindled.

At home he was deprived of the love and support of a caring family. His father had abandoned him when he was a baby and his mother had died from an AIDS-related illness. His aunt took him in, and he lives with her and his cousins in a small house in a rural area. But poverty makes life difficult for the family and, as at school, Phumulani's needs went unnoticed. Often, he cried himself to sleep, desperately missing his mother's love.

Historically, as centres of learning, schools focused on education only, often assuming that children's health and overall wellbeing was taken care of at home. But conventional care and support systems have been heavily strained by burdens such as HIV/AIDS (including orphaning), deepening poverty, drought and food insecurity. However, through the CSTL Programme, schools in the SADC Region are being transformed into inclusive centres of care and support. They've become hubs for integrated service delivery that includes supporting learners' psychosocial, material, health, nutrition, and safety and protection needs.

After participating in CSTL training on identifying and supporting vulnerable children, Phumulani's teacher was motivated to act. She took his case to her SST. The team discussed his needs with his aunt, referred him for HIV counselling and testing, assisted him to access antiretroviral treatment, and now provides ongoing PSS for him at school. With improved health, and support to live positively with HIV, his absenteeism has decreased, and his academic performance has improved. He participates in extracurricular activities, such as the school's SRHR club, where he is a loud voice reminding his peers to know their HIV status and take care of their health.

Phumulani hopes to become a social worker so that he can help children. Phumulani's story can be viewed at: <https://www.youtube.com/watch?v=LQW1SfvSQhY>

* Not his real name

What do social welfare services look like?

What does a CSTL school that provides social welfare services look like?

A CSTL school that provides social welfare services:

- Is supported by the education and other ministries and partners to provide a package of:
 - Services and support to protect children from violence, abuse, neglect and exploitation (including the use of corporal punishment and bullying)
 - Protective and therapeutic services, including social welfare and PSS for children who have experienced abuse, neglect, exploitation or other causes of trauma (such as the loss of a parent)
- Has mechanisms and capacitated human resources to prevent abuse and ensure that the safety of children, and provide or refer children at risk to social welfare services
- Incorporates into its curriculum education that:
 - Raises awareness of the rights of children to protection and services that are available
 - Changes harmful attitudes and practices that fuel violence against and exploitation of children, as well as that drive risky behaviour among children
- Establishes mechanisms to identify children who are abused and refer them for support and treatment
- Has effective disciplinary mechanisms to prevent violence, exploitation, abuse or discrimination against children by any member of the school community
- Has mechanisms and capacitated human resources to identify and then provide or refer vulnerable children for PSS that will ensure that their social, emotional and psychological development, and will minimize risk and maximize protective factors
- Has peer support groups and clubs that provide education and advocacy for safe and protective school environments
- Is where its children feel safe in the classroom, the playground and the sports field, and on the way to and from school
- Is where its children are not exposed to the risk of physical, sexual, mental or emotional harm (through inadequate infrastructure or the behaviour of other children or teachers), including:
 - Sexual abuse or harassment
 - Theft
 - Bullying
 - Corporal punishment
 - Humiliating treatment
- Prevents harm by addressing the main risk factors and harmful behaviour among school community members, including:
 - Unsafe facilities and transport
 - Alcohol and drug use
 - Carrying of weapons
 - Harmful religious and cultural beliefs or practices

- Has effective follow-up procedures in place for when prevention has not succeeded.
- Is where teachers and learners can recognize harm or abuse, and they report and refer children who are victims thereof (at home or school) to school structures established for their safety and protection.
- Is where all learners and teachers know what their specific duties and responsibilities are, and exercise them to ensure that the safety and protection of each other.

Minimum requirements for social welfare services

The Ministry of Education and every school should work towards achieving the following minimum requirements for providing social welfare services, from the foundation through to the senior secondary levels of education:

- Provide a basic package of services at all schools that includes:
 - Identification of children at risk of abuse, neglect, exploitation, discrimination or other harm by the school community (including teachers, peers and caregivers)
 - Access to protective services, such as counselling
 - Referral mechanisms to ensure that children at risk access the formal child protection system
 - Prohibition of all forms of harm (including abuse, bullying and corporal punishment) and discrimination
 - Promotion of positive discipline by teachers and caregivers through training and awareness-raising initiatives
 - Treatment, care and support for children affected by HIV&AIDS
- Train teachers in the identification of vulnerable children, the provision of basic PSS and referral processes, and available supportive services
- Establish referral networks between schools and social welfare service providers in the community
- Establish school-based peer support groups (such as anti-crime clubs) that promote positive behaviour and the prevention of violence and abuse
- Establish full-time guidance and counselling posts in schools and provide dedicated counselling rooms

Roles and responsibilities for providing social welfare services

What steps should be taken by members of the school community to provide social welfare services?

<p>Children's responsibilities</p>	<p>Children must:</p> <ul style="list-style-type: none"> • Know their: <ul style="list-style-type: none"> – School code of conduct – Responsibilities to each other to ensure rights to safety, protection and freedom from discrimination • Participate in the development of the school substance use policy and exercise their responsibilities regarding it • Participate actively in LSE classes and extracurricular activities • Join (or advocate for the establishment of) a peer group that focuses on school safety and child protection • Refer all suspected cases of abuse, violence, exploitation or discrimination against themselves or other learners to teachers
<p>Teachers' responsibilities</p>	<p>Teachers must:</p> <ul style="list-style-type: none"> • Behave in accordance with professional standards and the school code of conduct to ensure the safety and protection of children • Teach the safety and protection elements of the LSE curriculum and create opportunities for children to apply their knowledge through interactive teaching practices (such as project-based learning and debates) • Support the establishment of learner peer support groups • Identify learners who are at risk of or experience abuse, violence, neglect, exploitation or discrimination, and refer them to the SST or to the police or social workers • Participate in professional development that supports: <ul style="list-style-type: none"> – Their ability to identify children at risk of abuse or violence – Teaching practices that challenge harmful attitudes and practices – Teaching skills that address barriers faced by children who have experienced abuse or violence
<p>SSTs' responsibilities</p>	<p>SSTs must:</p> <ul style="list-style-type: none"> • In consultation with teachers, learners, caregivers and community members, develop a code of conduct that: <ul style="list-style-type: none"> – Spells out learners' responsibilities to ensure each other's safety and protection and freedom from discrimination – Outlines the disciplinary processes that apply in cases of contravention – Defines the forms of acceptable discipline – Prohibits all forms of abuse and violence (including corporal punishment) and promotes the use of positive discipline – Identifies and defines all forms of abuse (including bullying, discrimination, physical or sexual abuse, and GBV) • While developing the code of conduct, engage in discussions with caregivers, teachers and children on: <ul style="list-style-type: none"> – The legal responsibilities on school community members not to engage in any form of abuse or violence (including corporal punishment) – Harmful religious or cultural practices that can lead to abuse

SSTs' responsibilities (continued)	<ul style="list-style-type: none"> • Develop a school substance use policy that promotes healthy behaviour, prohibits drug and alcohol use on school premises, and regulates the lawful searching of learners' property to enforce that • Establish a school safety sub-committee to identify risks to children's safety and lead the development policies to protect them from abuse and harm <p>The sub-committee should:</p> <ul style="list-style-type: none"> • Do an audit of safety and protection services within the school, regularly update the information and avail it to all school community members • Establish a formal referral network with service providers and protocols for referring children at risk • Establish a partnership with the local police and social workers and develop a referral protocol
Caregivers' responsibilities	<p>Caregivers should:</p> <ul style="list-style-type: none"> • Participate in the development of the code of conduct • Familiarize themselves with the substance use policy and participate in information-sharing opportunities about it • Report all cases of abuse or violence experienced by their children at school to the head teacher
SMTs' responsibilities	<p>Head teachers and management should:</p> <ul style="list-style-type: none"> • Develop a school safety plan that identifies all risks to learners and teachers on their way to school, on the school premises and at school functions and put in place measures to protect them in all settings • Engage with the learners to identify their safety and protection concerns, and ensure that they are addressed in the school's policies and plans • Establish reporting systems and disciplinary processes for cases of abuse or violence by teachers or learners • Ensure that the school's perimeter is secure and access is controlled. • Post signs that the school is a drug- and weapon-free space • Adopt a zero-tolerance approach to violence and abuse and report all cases by teachers to the authorities • Establish dedicated counselling rooms and appoint a guidance counsellor at the school • Disseminate information to caregivers on the code of conduct, positive discipline and substance use (and how to support learners to fulfil their responsibilities and exercise their rights at home and in the community) through, for example, a multi-generational workshop on children's health and development, and written communications • Ensure that all teachers exercise their responsibilities: <ul style="list-style-type: none"> – To create a safe learning environment – Not to abuse learners, other teachers or caregivers in any way – Not to use corporal punishment, but instead use positive disciplinary practices – To identify children at risk and refer them for support • Ensure that every teacher receives training on the education sector's and school's policies, codes of conduct and identification and referral protocols to support vulnerable children

What are the responsibilities of other role-players (in government and civil society) to create an enabling environment to support schools to provide social welfare services?

<p>National Government</p>	<p>Cabinet and traditional leadership structures should provide leadership on the country's zero tolerance of violence, abuse and neglect of children in school by teachers, other learners, family and community members.</p> <p>Parliament should require the Ministry of Education to provide regular reports on the number of children identified as being at risk and the number receiving or referred for social welfare services through schools.</p>
<p>Ministry of Education</p>	<p>The Ministry of Education should:</p> <ul style="list-style-type: none"> • Develop pre- and in-service training for all teachers on the identification of children at risk, the provision of basic social welfare services and referral processes to supportive services. • Establish guidance and counselling posts in all schools and mobilize resources to fund them. • Establish a national, toll free and confidential helpline for learners and caregivers through which they can report cases of abuse, neglect, exploitation and discrimination at schools • Develop operating procedures for identifying, referring and facilitating access to services for children identified as being at risk at schools, and disseminate them to schools through training and circulars. • Record the number of learners in schools identified as being at risk and receiving or referred for services. <p>The data should be compiled into an annual report and submitted to the NCU and Parliament.</p>
<p>Other ministries, departments and multi-sectoral structures</p>	<p>The Ministry of Finance must allocate resources to support the education sector and school safety and protection policies and plans.</p> <p>Ministries and departments dealing with issues of GBV, family support and child protection should collaborate with the Ministry of Education to develop relevant operating procedures for identifying and referring children at risk.</p> <p>The Police should:</p> <ul style="list-style-type: none"> • Provide education to children, schools, churches, etc. on the dangers and signs of abuse and what to do when it occurs. • Investigate reported cases of abuse and violence. • Provide counselling for children identified as substance users.
<p>Civil society, development partners and professional associations</p>	<p>Development partners (including NGOs and businesses) should provide support and resources for implementing the safety and protection policies, plans and capacity-building at schools.</p>

Indicators of progress in achieving social welfare goals

- An increase in schools providing a basic package of preventative and promotive social welfare services
- An increase in teachers trained on social welfare services, identification and referrals of children at risk
- Referral protocols are established to identify and refer learners at risk to community-based social welfare services
- An increase in children identified and referred for services
- A reduction in the incidences of cases of all forms of violence and abuse in schools
- An increase in peer groups established at schools

How does a school know if it is making progress in providing social welfare services?

CHECKLIST	✓	✗
The school has developed a code of conduct, substance use policy and school safety plan through a consultative process.		
A school safety sub-committee has been established.		
The school has a formal referral mechanism for referring children at risk to community-based services.		
Teachers are trained on the identification and referral of children at risk.		
A dedicated counselling room is established, and a guidance counsellor appointed.		
A peer group is established.		
Teachers do not use corporal punishment and understand and apply positive discipline practices.		
A annual multi-generational workshop is with caregivers and communities on safety and protection and harmful practices, and how children's responsibilities and rights can be supported outside of schools.		

Endnotes

- ¹ MIET AFRICA and SADC. 2012. *CSTL Regional Report: A review of care and support for teaching and learning in the SADC Region*.
- ² Extracted from the *CSTL Newsletter*, 2018. http://www.cstlsadc.com/wp-content/uploads/2017/11/7223_CSTL_Newsletter_Web_ENG_FA.pdf



PART 3

Section 8

**Building block 7:
Parental and
community
involvement**



PART 3 Section 8

Building block 7: Parental and community involvement



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What is parental and community involvement?

Parental and community involvement is the active commitment and participation of communities, local business and NGOs, and community leaders and members, as well as caregivers of the school's children, in the governance of the school and in the provision of support to learners.

It is the schools' responsibility to establish and maintain a community of extended partners. They must do so through the development of well-defined coordination mechanisms that facilitate collaboration between schools, communities and community members and caregivers to achieve the shared goals of the CSTL school. In addition, schools are required to not only create strong and inclusive structures, but to capacitate the meaningful participation of caregivers and communities in school planning, management and oversight, and the provision of support to learners.

Why is parental and community involvement important?

Numerous studies have found a clear link between parental involvement in teaching and learning processes (including involvement in the governance of schools and in the provision of learning support at home) and better educational outcomes.

Parental and community involvement is important because it improves educational outcomes for children. Caregivers and community members are one of the most important co-educators for agency.

Reports published by the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) confirm that schools with low levels of parental and community participation have poorer educational outcomes than those with engaged caregivers and communities.¹

The SACMEQ study also found that parental support with homework made a significant difference to learner outcomes. The study also found that vulnerable learners (notably those in poorer, especially rural communities) receive very low levels of home support, contributing to the current inequity in educational outcomes in the SADC Region.²

Schools cannot become CSTL schools acting alone: they can only do so with the active participation of caregivers and broader community members. The development of a CSTL school requires the commitment and participation of caregivers and community members. It requires schools to provide leadership, coordination and support to ensure the shared recognition and fulfilment of their roles as co-educators.

This is the reason why the *SADC CSTL Policy Framework* calls on all Ministries of Education to develop management, coordination and communication systems, mechanisms and tools that:

- Facilitate parental involvement in school governance.
- Create an enabling home learning environment through measures that support caregivers in low literacy settings to understand their role and how to fulfil it.

What is the parental and community involvement goal of all CSTL schools?

All caregivers and community members understand what a CSTL school is, what agency is, why it is important, and their roles in it. SMTs and teachers provide leadership, and ongoing support to build the knowledge and capacity of caregivers and community members as co-educators to achieve the shared CSTL goal.

The importance of and how to build parental and community involvement

Mozambique strengthens the care and support capacity of schools through parenting workshops and school clubs

The Mozambique CSTL task team has focused on developing the capacity of caregivers because they believe that strengthening caregivers' skills assists to provide a continuum of care and support between school and home. The team has therefore conducted several activities to build bridges between schools and caregivers and communities, including a series of parenting workshops for caregivers at CSTL laboratory schools in the Kumabukwana District of Maputo.

They used interactive materials to provide caregivers from various backgrounds with the opportunity to engage with each other about their role in their children's education and to illustrate the importance of – and how to provide – a continuum of care and support between school and home.

The workshop facilitators used posters to help participants visualize the role of various actors (such as the school board, teachers, caregivers, businesses, churches and Ministries, such as Justice and Police) in providing quality education. But there was fun too: participants particularly enjoyed a traditional game that one of the teachers conducted, which reminded them about the importance of friendship and trust in the caregiver–child relationship. Caregivers recognizing their role in strengthening their relationships with their children and supporting them to learn was one of the workshop's important outcomes. The workshop also provided the SSTs of the CSTL laboratory schools the opportunity to showcase the support work they are doing to improve the quality of teaching and learning.

Feedback has been extremely positive: several caregivers reported that the workshop materials helped them to understand the child-friendly environments their children need, while one father noted how the workshop had helped him to realize the important role that not only teachers, but also caregivers and members of the community, play in nurturing a happy child.³

In partnership with caregivers and communities, the Gombe Institute for the Blind in Mozambique builds circles of support

The Gombe Institute for the Blind (IGA), formerly known as the National Institute for the Blind, is a special education institution in Mozambique, with an enrolment of 131 learners at pre-primary, primary and secondary levels. It has a boarding school, a clinic, a psychosocial assistance service and a training venue. In 2010, the Ministry of Education chose it to be one of the 15 CSTL laboratory schools in the country. Since then the school has received training from MIET AFRICA on various important areas, including record-keeping and M&E, that ensure effective enrolment processes and data collection.

Through a capacity-building workshop for the school-parent body, caregivers have been assisted to better fulfil their roles and responsibilities, for example by participating in school governance. Many have expressed their appreciation to the school for now offering PSS to their children, which is facilitated by guidance and counselling committees.

Furthermore, an SST has also been established at the school, comprising the Mayor of Linguala Commune (who assists with birth certificates), IGA's head teacher, the Academic Director at the Ministry of Education's provincial office, an agricultural technician, a lawyer, a social welfare expert from the Ministry of Education, and local caregiver representatives. It has built strong partnerships between the school and the community

through meetings and workshops: a local NGO donated beds and bedding for the boarding establishment, as well as a freezer, maize flour, and plates and pots to help with food preparation. A health centre has been established at the school, but at present it lacks primary care medicine and is not yet fully equipped: however, a Chinese partner has committed to providing equipment for it.

What does parental and community involvement look like?

<p>What does a CSTL school that has a dynamic partnership with caregivers and communities look like?</p>	<p>A CSTL school that systematically involves caregivers and communities is characterized by informed and active participation of caregivers and community members who share the CSTL school's goal and support its realization by providing care and supportive services to children in their school, communities and homes.</p> <p>It is a school supported by caregivers and communities who:</p> <ul style="list-style-type: none">• Are aware of CSTL and the importance of their participation their children's education, and what their roles and responsibilities are.• Provide care and support in schools and in homes to address barriers to education.• Participate actively in the planning, implementation and monitoring of CSTL policies, services and support in schools.
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Minimum requirements for caregiver and community involvement

The Ministry of Education and every school should work towards achieving the following minimum requirements for ensuring caregiver and community involvement, from the foundation through to the senior secondary levels of education:

- Schools engage in regular workshops and meetings with caregivers and community members on CSTL, and the importance of their involvement in school activities and in supporting their children.
- Caregivers and community members are represented in school management, planning and decision-making structures, including the CSTL structures.
- Caregivers and community members are supported to fulfil their roles and responsibilities through regular communication and workshops.

Roles and responsibilities for providing social welfare services

What steps should be taken by members of the school community to ensure parental and community involvement?

Children's responsibilities	<p>Children should:</p> <ul style="list-style-type: none"> • Explain information about CSTL and how it is applied at school to their caregivers • Discuss with their caregivers how they can participate and support CSTL
Teachers' responsibilities	<p>Teachers should:</p> <ul style="list-style-type: none"> • Communicate regularly with caregivers on the curriculum, developments in the classroom and how they can support children's ongoing learning at home This can be done through letters to caregivers, newsletters, SMS messages and caregiver-teacher meetings. • Establish relationships with community members so they can provide information to learners on services and opportunities for growing learner skills and capacities
SSTs' responsibilities	<p>School governance structures that are established must include representatives from caregivers and the community.</p>
Caregivers' responsibilities	<p>Caregivers should:</p> <ul style="list-style-type: none"> • Participate in school workshops and awareness-raising activities about CSTL and their role in it • Participate in school committees, and in that capacity be involved in CSTL planning, resourcing, monitoring and accountability • Provide ongoing support to their children to overcome learning barriers and building their agency in the home, as guided by the school's CSTL plan • Understand the CSTL plans of action and commitments, and hold the school to account for its undertakings
SMTs' responsibilities	<p>Head teachers and management should:</p> <ul style="list-style-type: none"> • In collaboration with the school governance committee, develop a school advocacy and communications plan for caregivers, community members and children on: <ul style="list-style-type: none"> - CSTL - The value of parental and community involvement - How caregivers and community members can support CSTL outcomes at the school • Provide training to caregivers and community members on school committees, on their roles and responsibilities, and how to fulfil these

What are the responsibilities of other role-players (in government and civil society) to create an enabling environment to support schools to ensure parental and community involvement?

National Government	<p>Cabinet and traditional leadership structures should provide public leadership on the importance of parental and community involvement in schools.</p> <p>Parliament should require the Ministry of Education to provide regular reports on the number of caregivers and community members involved in CSTL management and governance structures.</p>
Ministry of Education	<p>The Ministry should:</p> <ul style="list-style-type: none"> • Develop training materials for capacitating caregivers and community members to be engaged CSTL partners • Provide training to the SMTs on the role of caregivers and community members • Develop terms of reference on the roles of caregivers and community members in schools • Ensure that caregivers and community members are represented on the CSTL NCU
Other ministries, departments and multi-sectoral structures	<p>The Ministry of Finance must allocate resources for the development of parental and community training and communications materials, as well as for training programmes.</p>
Civil society, development partners and professional associations	<p>Development partners (including NGOs and businesses) should be active supporters of the development of their CSTL school by:</p> <ul style="list-style-type: none"> • Providing resources • Training school community members • Providing services to children identified as needing care and support • Participating in the school committees

Indicators of progress in achieving parental and community involvement

- An increase in caregiver and community communications and awareness-raising events hosted by schools that inform and support their understanding of their role as co-educators for agency
- An increase in caregivers and community members represented on school governance and planning structures
- An increase in capacity-building activities for caregivers and community members as co-educators in the CSTL educational ecosystem

How does a school know if it is making progress in establishing strong parental and community involvement?

CHECKLIST	✓	✗
It has established a school governance committee and sub-committees with caregiver and community representation.		
It has developed a communications and advocacy plan to engage routinely with caregivers and community members on CSTL, agency, 21st century education and their respective roles and responsibilities as co-educators, and the value of their participation in advancing CSTL goals and objectives.		
Caregivers and community members are trained on their responsibilities as representatives on the SST and other school committees.		
A annual multi-generational workshop is with caregivers and communities on safety and protection and harmful practices, and how children's responsibilities and rights can be supported outside of schools.		

Endnotes

- ¹ MIET AFRICA and SADC. 2012. *CSTL Regional Report: A review of Care and Support for Teaching and Learning in the SADC Region*, and <http://www.sacmeq.org/>
- ² Hungi, Accounting for Variations in Quality of Primary School Education, 2011 in MIET AFRICA and SADC. 2012. *CSTL Regional Report: A review of Care and Support for Teaching and Learning in the SADC Region*
- ³ Extracted from the *CSTL newsletter*, 2016. http://www.cstlsadc.com/wp-content/uploads/2016/10/CSTL_Newsletter_2017-ISTTe-1_ENG.pdf





PART 3

Section 9

**Building block 8:
Leadership and
coordination**



PART 3 Section 9

Building block 8: Leadership and coordination



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What is leadership and coordination?

Leadership and coordination refer to the tools, institutional arrangements and roles and functions that are necessary to ensure sector-wide commitment to, and effective action and accountability by all relevant role-players for advancing the CSTL goal and objectives, as well as for establishing every school as a rights-based, socially inclusive school.

Why is leadership and coordination important?

Effective leadership and coordination is important to ensure the sustained provision of CSTL support and services that will prevent and address all barriers to education – permanently. In the absence of effective leadership and coordination, there cannot be unified and synergized action by all role-players to ensure the inclusion of all children in all school activities so that they develop to their full potential.

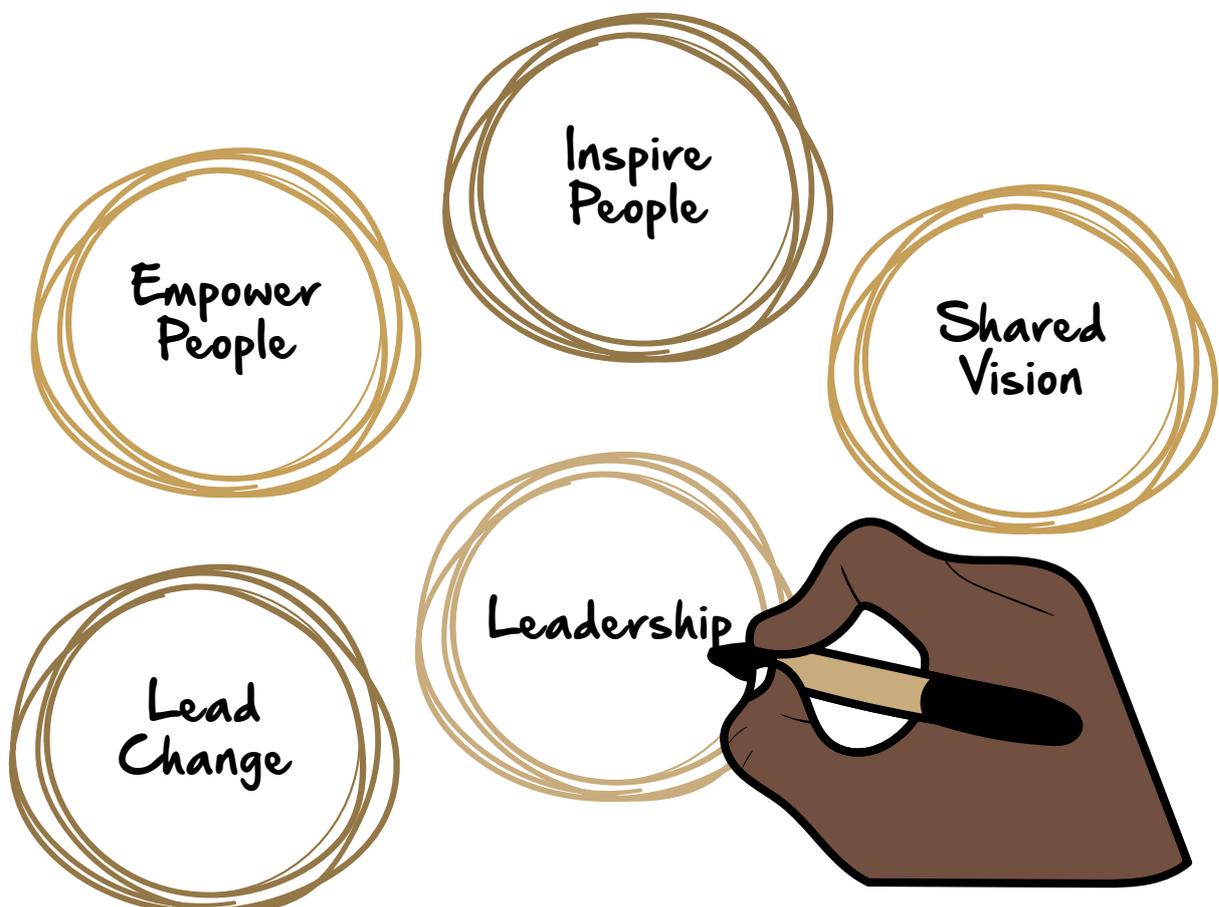
Without leadership and effective coordination, it is not possible to put in place the operational prerequisites for the successful planning, resourcing, implementation and monitoring of CSTL as a multi-sectoral initiative in the education sector and in schools. These operational prerequisites include:

- A shared commitment to clearly defined CSTL goals, objectives and outcomes
- Acknowledgement by all role-players that they are responsible, what their responsibilities are, and how to fulfil them
- Capacity development and resources to fulfil the relevant responsibilities
- Monitoring and reporting of progress made towards the collective initiative
- Shared and collective accountability for achieving the shared goal

Without effective leadership and coordination of the country-wide initiative in schools, within ministries, and across government and non-government partners, CSTL cannot succeed.

What is the leadership and coordination goal for CSTL?

Effective and adequately-resourced inclusive institutional arrangements, policies and systemic enablers are established to provide leadership to facilitate coordinated planning, resourcing, implementing, monitoring and reporting to ensure that all schools are effective sites of care and support for teaching and learning.



What does effective leadership and coordination look like?

Effective leadership and coordination

Effective leadership and coordination is evident when:

- There is high-level political knowledge, commitment to, and buy-in to CSTL – not just within the Ministry of Education and schools, but at the highest levels of government (such as Parliament, traditional leaders, Cabinet and the Ministry of Finance)
- There is an effective enabling policy environment (supported by strong systems) for establishing the eight CSTL building blocks in every school. The enabling environment mandates, supports and holds role-players at all levels – including at national ministerial, regional, district, school and community levels, and at the level of the children themselves – to account
- There is in-depth commitment to CSTL by all role-players that are responsible for CSTL in a given setting (such as a school, the Ministry of Education, and other ministries, including Health)
- CSTL is planned, resourced, implemented and monitored through multi-sectoral coordination structures at national, regional and school levels that include the Ministry of Education, other ministries, caregivers and children themselves
- There is regular and meaningful communication to keep all stakeholders informed about CSTL, plans and progress
- There is a clear CSTL plan of action to guide implementation in a given setting (such as a region or school) that identifies priorities, programmes, resources and role-players and that charts the indicators against which progress will be measured
- There is an annual report reflecting on collective progress and challenges that is disseminated to all role-players

Reflecting on the importance of leadership and effective coordination

Zambia's education ministry addresses indirect discrimination of girls because of menstruation

In Zambia, as in many other SADC Member States, menstruation is a major cause of indirect discrimination against girls – it drives absenteeism and ultimately poor performance among female learners.

So, together with various partners including UNICEF and USAID, the Zambian Ministry of General Education developed a set of school policies and practice guides, alongside a range of infrastructure changes, that addressed this barrier to education. By providing water and sanitation facilities and menstrual hygiene management (MHM) guidelines for girl learners, they made it easier for female learners to attend school during menstruation. Red Cross Zambia and Village Water Projects constructed 70 VIP* latrines and two showers for girls at schools in two districts of the Western Province. UNICEF has also developed MHM guidelines to help female learners manage their time and reduce absenteeism during menstruation, while also giving guidance to male learners and staff on how to support female learners during menstruation.

The improvements in water and sanitation facilities and the MHM guidelines have helped dispel myths and taboos associated with menstruation and have contributed to a reduction in absenteeism by female learners during menstruation.¹

Likanani Primary School in Malawi supports the return of teen mothers and provides ongoing support

Likanani Primary School saw teenage pregnancies as a major challenge that resulted in girls dropping out. In consultation with the girls and their caregivers, the parent-teacher association, school management committee and the local mother group developed a multi-faceted plan to ensure that affected girls return to school and are supported to cope with the demands of school and motherhood.

The mother group and the teachers took the lead to make the teaching and learning environment more conducive and stigma free for the re-admitted girls by advocating for changes in attitude and support by other learners and teachers. Measures adopted include arrangement for the teen mothers to breastfeed their young ones during breaktime. In addition, the school, caregivers, the mother group and other school support groups are encouraging the girls to work hard and remain in school, and to reduce absenteeism, have provided them with menstrual pads and other resources, as well as providing guidance and counselling for them.

In 2018, four girls returned to school; the school plans to approach more teen mothers to try to convince them to return.

Malawi holds multi-sectoral jamborees as a vehicle for coordination

As part of the CSTL programme in Malawi, the Ministry of Education, Science and Technology (MOEST) held an integrated service delivery jamboree at Mponela School in the Dowa District in Central Malawi. The event targeted various groups, such as learners, teachers, mother groups, traditional leaders and caregivers, with the aim of advocating for Malawi's integrated approach to the implementation of CSTL.

Specific objectives were to:

- Provide a platform for ministries, partners and other organizations to offer and display services to learners and communities
- Provide a space for sharing and learning through interaction and networking among stakeholders
- Encourage teachers, learners and members of the community to give feedback and celebrate their roles in CSTL activities and processes
- Offer an opportunity for learners to become actively involved in decision-making processes by voicing matters affecting them

The Ministry of Education, along with partners (such as the Ministries of Health, Agriculture, Social Welfare and Home Affairs, the police and civil society organizations), mounted displays and provided services. For example, learners were served porridge by Mary's Meal, an organization that provides school feeding services. Various speakers addressed the gathering, including the guest of honour, Mr Hastings Kaludzu, representing the Secretary for MOEST, and the local chief. Traditional dances and musical items performed by learners added to the festive atmosphere. Banners and other materials were on display, with messages on the importance of education and of addressing barriers impacting on education.

Members of the media took footage of the event and have produced a documentary about it.²

South Africa's Mpumalanga Department of Education gets its Curriculum Directorate to lead CSTL

The Education Department in the Mpumalanga Province of South Africa has recognized that CSTL is a core education mandate that lies at the heart of equalizing quality educational opportunities for vulnerable children. Therefore, it located responsibility for leadership and coordination of CSTL, not within Guidance and Counselling or Education Support Services, but at the heart of education – in its Curriculum Directorate, the branch with a lead responsibility for quality education and improved learning outcomes.

The Curriculum Directorate recognizes CSTL as essential for improving education outcomes through collaboration to address barriers. Therefore, CSTL has been made the business of all directorates and officers within the education system. The directorate established a steering committee to ensure departmental ownership, leadership and accountability for the CSTL framework. The Deputy-Director General (DDG) of Curriculum head the committee, which also included senior representatives from all relevant directorates responsible for improving the quality of teaching and learning (including the DDGs and senior managers from the Curriculum and Learning and Teaching, School Governance, and Psycho-Social Support Directorates), together with UNICEF.

The rationale for bringing this group of directorates together to steer the process was to include all relevant directorates responsible for addressing all the barriers to education outcomes – represented at a sufficiently high level of seniority to ensure that decisions taken would be integrated into the relevant directorates' mandates, plans, budgets and reporting processes, and implemented at an operational level.

The steering committee led the orientation of role-players within the Department responsible for implementing the *CSTL Framework*. In particular, it was tasked with:

- Conceptualizing the framework and initiatives
- Identifying the goals and objectives of the adoption of the framework
- Identifying the priorities and selection criteria for participating schools
- Identifying interventions necessary to address priority outcomes and challenges

- Ensuring that role-players were aware of, understood and supported the framework as a quality-improvement anchor

The committee embedded the framework in its quality-improvement strategy, and positioned it as a vehicle for catalysing better planning and monitoring to accelerate improvements in learning outcomes. This orientation, prioritization and focus of the framework was articulated through the chosen objectives, selection criteria, and priority intervention areas, all of which were directed towards supporting the “elimination of under-performance”.

The conceptualization and operationalization of the framework was thus “curriculum-driven”, with a strong focus on harnessing support to make schools more effective hubs of quality teaching and learning through improved leadership and improved teaching and learning environments and practices.³

Minimum requirements for effective leadership and coordination

The Ministry of Education and every school should work towards achieving the following minimum requirements for effective leadership and coordination, from the foundation through to the senior secondary levels of education:

Establish an NCU located within the Ministry of Education

The NCU should be co-chaired by sector directorates responsible for curriculum, planning and social services. It should enjoy representation from all relevant directorates within the Ministry of Education, supporting ministries, development partners and NGOs, caregivers and children’s voices.

Terms of reference must be developed for the NCU outlining its responsibilities, which must include:

- Development of a CSTL national model and supporting MER framework.
- CSTL advocacy.
- Coordination and leadership.
- Communications and knowledge-sharing.
- The mainstreaming of CSTL principles and commitments into the national education system.
- A review of existing national systemic components (annual performance plans, policies, strategies budgets, data collection tools and reporting templates, etc.) to ensure they align with the CSTL national model.
- Capacity building and mentoring.
- The development and provision of supportive tools.
- Resource mobilization.

Establish a regional- or district-level coordinating unit that replicates the NCU structure at a decentralized level

Terms of reference must be developed outlining its responsibilities, which must include:

- Development of a regional and district CSTL implementation plan
- Advocacy
- Coordination and leadership
- Communications and knowledge sharing
- The mainstreaming of CSTL principles and commitments into the regional- and district-level education systems

- A review of existing regional or district systemic components (capacity building, monitoring and reporting tools, strategies, etc.) to ensure that they align with the CSTL national model
- Capacity building and mentoring
- The development and provision of supportive tools
- Resource mobilization
- An MER framework

Establish a CSTL school coordination unit and sub-committees at every school

The school coordination unit should, as far as possible, be the same structure that is responsible for school governance and planning so that CSTL is mainstreamed into routine school planning to advance national and local priorities. Its representation must include the school head or deputy, teachers, guidance counsellor, NGO partners, community service providers (such as the police), caregivers, learners and community members.

Terms of reference must be developed for the school coordination unit outlining its responsibilities, which must include:

- Development of CSTL school policies and plans
- CSTL advocacy
- Coordination and leadership
- Communications and knowledge sharing
- The mainstreaming of CSTL principles and commitments into the schools' systems
- A review existing school systemic components (policies, assessment tools, performance management processes, budgets etc.) to ensure that they align with the CSTL national model
- Capacity building and mentoring
- The development and provision of supportive tools
- Resource mobilization
- An MER framework

Establish peer education groups that include representatives from marginalized groups at every school to:

- Raise awareness of children's rights
- Support children to know and practise their rights and responsibilities to each other and their school community
- Enable children to identify challenges in the schools and surrounding community and find solutions
- Design and participate in events celebrating and encouraging diversity

Sign a CSTL pledge of commitment in every country and at every school

Unity and a sense of common purpose can be established by pledging commitment to CSTL. All countries, national coordination structures, ministries and schools should therefore sign a pledge committing to mainstreaming of CSTL and reporting on progress in achieving CSTL goals and objectives (as contemplated in this guide).

Review and revise all sector and school policies to align with the CSTL goals, objectives and outcomes

As a member of the regional CSTL initiative, the NCU will review the adequacy of the education and related sectoral policies, laws and programmes to advance the CSTL goals, objectives and priorities. The

policies will be measured against their ability to support the realization of the CSTL vision and objectives.

Once completed, the NCU will advocate for the development and revision of the current policies to ensure their harmonization with the *SADC Policy Framework* on CSTL. Similarly, the School Coordination Unit will review school-level policies against the *Policy Framework* and the national model, and revise accordingly.

Develop or review and implement all national and schools' admission, language, religion and school uniform policies, codes of conduct and practices to ensure inclusion, tolerance, diversity and the provision of quality, transformative teaching and learning for agency, and ensure that:

- Policies and related tools:
 - Do not to exclude any child from enrolling, attending or participating in any school activity on any grounds (including their nationality, health status, religion, pregnancy or poverty)
 - Protect the rights of children to enrol at, attend school and enjoy all school benefits, regardless of their caregivers' ability to pay school costs or purchase uniforms
 - Create admission and examination registration processes that do not exclude children because of a lack of documents
 - Do not to compel children to disclose their HIV status
 - Do not to exclude pregnant girls and girls who have given birth, and require that they be informed of their right to return to school and are encouraged to do so, and receive the additional support they need
- Teachers, management structures, learner leadership structures and peer groups receive training on the development of socially inclusive school policies and participatory pedagogy and processes in the classroom and governance of the school
- All educational and school policies and codes of conduct are disseminated to the school community members to ensure the inclusion of all children, including the most marginalized
- The extended school community (learners, teachers, school management and governing structures) participate in activities that celebrate diversity and promote tolerance and nation-building

Ensure that CSTL-sensitive sector-wide planning takes place annually

To ensure the mainstreaming of inclusive planning, it is essential that the leadership is supported by the relevant structures to engage CSTL-sensitive planning, programming and resourcing at national, regional and school levels.

The four basic steps that will be followed by these levels are:

- Develop an annual CSTL-sensitive national, regional and school annual development or performance plan
- Implement the plan and supporting budget
- Perform an annual self-assessment of progress and compliance using the indicators in this manual
- Report to regional and national structures

Ensure adequate resourcing (financial and human resources) of CSTL structures, leadership and coordination and CSTL programmes and services

The costs and competencies required to provide leadership and coordination must be determined and funded through public and development partner contributions.

Establish national, regional and school-level MER systems

MER is an important aspect in the implementation of CSTL. Its purpose is to track the extent and coverage of care and support programmes and services provided through the education sector and monitor education outcomes.

Various elements from service areas will form the core indicators of a common MER framework that will be developed and used for collection, use and analysis of data, and reporting at all levels (from school, to national and regional).

The national, regional and school coordination units will be responsible for consolidating, analysing and reporting on the country's, region's and schools' progress in achieving CSTL goals and objectives, based on the information provided across the different levels.

Roles and responsibilities for effective leadership and coordination

What steps should be taken by members of the education and school community to lead and coordinate the development of rights-based, socially inclusive CSTL schools?

<p>NCU should:</p>	<ul style="list-style-type: none"> • Develop and finalize a CSTL national model and a costed annual implementation plan • Mobilize resources for supporting CSTL coordination and implementation • Advocate (within the Ministry of Education and with other stakeholders) for an appreciation of the value of CSTL and a commitment to implement it • Strengthen the enabling CSTL policy environment by leading a policy harmonization process • Review and revise the national model regularly • Identify the capacity needs within the NCU and ensure that capacity is built • Engage in sector-wide CSTL-sensitive planning of annual performance plans, budgets, human resources plans, etc • Coordinate planning and implementation of CSTL initiatives through the facilitation of necessary partnerships and referral mechanisms • Develop a national CSTL M&E framework, build role-players' capacity to use it, and establish a reporting schedule • Collate and analyse CSTL reports and produce an annual report on the implementation of and impact made by the collective CSTL initiatives in improving the country's quality and equity education goals • Communicate regularly with stakeholders
<p>Regional/provincial coordination unit should:</p>	<ul style="list-style-type: none"> • Develop a costed regional CSTL implementation plan that guides CSTL-sensitive planning to respond to specific regional challenges and barriers • Engage in regular advocacy and communications to secure buy-in by CSTL partners and stakeholders • Support schools to implement and monitor CSTL • Build capacity of schools and provide ongoing monitoring for school-level operationalization of CSTL • Review and revise regional monitoring and support tools for schools to align with CSTL capacitation, support and monitoring prerequisites • Collect and analyse information and reports from schools and develop a regional CSTL progress report for submission to the NCU
<p>School coordination unit should:</p>	<ul style="list-style-type: none"> • Develop an annual CSTL-sensitive school development plan that guides the delivery of CSTL services that respond to education barriers specific to the school • Conduct school, family and community advocacy and communications to secure buy-in of CSTL • Establish partnerships and networks with school community members, caregivers and NGOs • Collect and analyse information and report to the regional education office on CSTL progress and impact

<p>Other ministries and development partners:</p>	<p>Cabinet and traditional leaders must provide political leadership and direction for CSTL as a government-wide priority.</p> <p>The Ministry of Finance must provide resources for effective leadership and coordination.</p> <p>Complementary ministries must participate in the NCU and other structures and engage in CSTL-sensitive planning to fulfil their CSTL responsibilities.</p> <p>NGOs and development partners should participate in the NCU and other structures and in the development of the national model and plans, and engage in CSTL-sensitive planning to fulfil their CSTL responsibilities.</p>
<p>Children's responsibilities</p>	<p>Children must:</p> <ul style="list-style-type: none"> • Know their responsibilities to respect differences and not treat other children disrespectfully because of their differences • Learn to identify and report cases of prejudice, abuse or discrimination by peers or teachers to school authorities • Be active members of peer groups to: • Address behaviour that excludes vulnerable learners from participating fully in quality education • Promote healthy and enabling learner behaviour • Promote healthy and enabling teaching and learning environments • Address development challenges faced among learners, within the schools, families and surrounding communities • Participate in decision-making structures to create rights-based, socially inclusive classrooms and schools
<p>Teachers' responsibilities</p>	<p>Teachers must:</p> <ul style="list-style-type: none"> • Through consultative processes with learners, develop classroom practices that ensure behaviour that is respectful of everyone's rights to equality, freedom from discrimination, access to information, etc. • Lead by example and do not use discriminatory behaviour, language or attitudes • Ensure that learners are provided with information about their rights and responsibilities to each other, and are given opportunities to exercise their rights through learning, cultural and sporting activities • Understand the learning needs, barriers and challenges of every child in the classroom • Engage with all learners with different learning needs and provide additional support as required • Engage in regular discussions with learners on the signs of abuse or discrimination, and create processes for dealing with identified cases • Adopt a respectful and inclusive teaching style, including methods encourage different opinions to be heard (for example, the use of debates and dialogue) • Integrate key development challenges and the identification of solutions into routine teaching practices

<p>Teachers' responsibilities (continued)</p>	<ul style="list-style-type: none"> • Participate in decision-making structures to help create a rights-based, socially inclusive school • Replicate participatory decision-making processes in the classroom • Source LTSM to support teaching regarding: <ul style="list-style-type: none"> - Prejudices that marginalized children experience - The circumstances of vulnerable children - Critical development challenges and appropriate child-driven solutions • Through self-assessments and professional development activities, identify their weaknesses and build their capacity to promote the inclusion of marginalized children
<p>SSTs' responsibilities</p>	<p>SSTs must:</p> <ul style="list-style-type: none"> • Provide leadership to ensure that the school's policies and procedures protect the rights of marginalized children and promote tolerance and diversity • In consultation with teachers, learners and caregivers, develop policies that recognize, and advance the education rights of vulnerable children • Review and revise existing school policies and procedures to ensure that they recognize the rights of all (including marginalized children), and provide follow-up mechanisms for cases of transgression • This should include the policies on: <ul style="list-style-type: none"> - School admission - School fees - School uniforms - Language • Collect information about the community and who the vulnerable groups in it are, as well as the critical development challenged they face, for example: <ul style="list-style-type: none"> - The gender breakdown - How many children are orphaned - The poverty levels in the surrounding communities and how many children live in poverty - How many children have experienced development delays and disabilities - The home languages spoken in families • The information collected should inform the development of inclusive school policies, etc., that: • Include, and actively support the participation of caregivers and learners from marginalized groups • Develop or revise a school vision, mission and policies (admission, school fee and uniform, etc.) that: <ul style="list-style-type: none"> - Do not exclude any children from enrolling, attending or participating in any school activities on the grounds of their nationality, health status, pregnancy, disability, poverty, etc. - Protect the right of children to enrol, attend and enjoy all school benefits, regardless of their caregivers' ability to pay school fees - Create admission processes that do not exclude children because of lack of documents - Do not compel children to disclose their health status - Do not exclude pregnant girls and girls who have given birth

SSTs' responsibilities (continued)	<ul style="list-style-type: none"> • Review the school budget to ensure that sufficient resources have been allocated to promote equality in services for all children • Ensure that the learners in the school participate in the development of school policies, and know their content, and put them into practice • Arrange school events on commemorative days (for example, World AIDS Day) to raise awareness and promote practices that respect the rights of marginalized children
Caregivers' responsibilities	<p>Caregivers should:</p> <ul style="list-style-type: none"> • Participate in school discussions and workshops to review and develop inclusive school policies and practices • Request copies of school policies and get to know the information therein • Participate in workshops on school policy review, revision, education and implementation • Discourage prejudice and discrimination at home and promote tolerant, inclusive, healthy and developmentally supportive behaviour • Participate actively in school governance structures • Know and support inclusive school policies, codes and practices
SMTs' responsibilities	<p>Head teachers and management should:</p> <ul style="list-style-type: none"> • Ensure that teachers and caregivers receive training on CSTL and inclusive teaching and learning support practices • Participate in school policy revision processes • In assessment and professional development processes, consider teachers' strengths and weaknesses and support the growth of practices that promote tolerance and the acceptance of diversity • Ensure that training is provided to teachers, caregivers and learners on human rights, social inclusion and cohesion, as well as on relevant school policies, codes and expected practices • Monitor cases of rights abuses and address these through remediation of school policies, codes of conduct and sensitization activities • Ensure that teachers cover the curriculum on rights and inclusion and adopt classroom practices that promote participation, diversity and inclusion • Incentivize and support peer groups • Engage with school community audits conducted by the school leadership structures and embed solutions in school policies, procedures, codes and practices • Provide workshops for teachers, caregivers and learners on how to promote and practise healthy and developmentally supportive behaviour • Sign a school statement of commitment to become a CSTL school • Develop an annual school development plan and budget that identifies vulnerable groups of children in the community and measures that will be taken to ensure their access to services and support • Ensure that the school development plan addresses challenges identified in the school audit and allocates resources to make schools more accessible for marginalized groups • Establish procedures to monitor the attendance, dropout and performance of marginalized groups, and for reporting them to the head teacher

SMTs' responsibilities (continued)	<ul style="list-style-type: none"> • Build international and national rights days that celebrate diversity and inclusion into the official school calendar and use these days for inclusive events • Ensure that the school development plan provides for procurement and use of inclusive and developmentally supportive LTSM • Encourage teachers and learners to understand and celebrate diversity in their colleagues
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What are the responsibilities of other role-players (in government and civil society) to create an enabling environment to support schools to become and remain rights-based, socially inclusive schools?

National Government	<p>Cabinet and traditional leaders should have knowledge of and call for schools and communities to become rights-based, socially inclusive teaching and learning environments.</p> <p>Parliament and portfolio committees should require regular reports from the Ministry of Education on progress in the transformation of all schools into CSTL-rights-based, socially inclusive teaching and learning environments.</p> <p>The Human Rights Commission should:</p> <ul style="list-style-type: none"> • Be knowledgeable about CSTL • Be an advocate of rights-based inclusive schools • Promote capacity building of school communities • Receive and follow up on rights abuse complaints • Report all complaints received about discrimination in schools to the Ministry of Education
Ministry of Education	<p>The Ministry should:</p> <ul style="list-style-type: none"> • Develop pre- and in-service training for head teachers, school leadership and management teams on CSTL and the importance of, and how to, develop inclusive school policies and budgets <p>The Ministry's inspectorate should:</p> <ul style="list-style-type: none"> • Review and provide guidance and support to head teachers and teachers on their CSTL inclusion responsibilities • Review and revise monitoring, mentoring and reporting tools to include the minimum requirements and core indicators of a rights-based, socially inclusive school
Other ministries, departments and multi-sectoral structures	<p>The national ministries responsible for equality, prevention of discrimination and social cohesion should partner with the Ministry of Education to develop inclusive training, guidelines for inclusive and non-discriminatory policies and practices.</p> <p>The Ministry of Finance should allocate resources for schools to develop and implement inclusive school development plans.</p>

Civil society, development partners and professional associations

NGOs supporting children's participation should provide training and support to school community members, learner representatives and peer groups on how to create ethical and inclusive dialogue and decision-making spaces where children can participate meaningfully.

NGOs and development partners should develop a resource directory of local services and support in the surrounding communities that may be accessed to support vulnerable learners.

Indicators of progress in achieving effective leadership and coordination

- National-, regional- and school-level CSTL coordination units are established
- National, regional and school CSTL-sensitive annual implementation plans are developed
- Resources are allocated for leadership and coordination of CSTL at all levels
- All role-players report against an agreed CSTL M&E framework
- Annual national, regional and school CSTL reports are published and distributed
- Every country's NCU and every school signs a statement or pledge of commitment to enable and/or become a CSTL school and shares the signed pledge with national partners and the whole school community, including learners, teachers, caregivers and community leaders and members
- All national and school policies, procedures, etc., are reviewed, and where necessary, revised to prohibit discrimination and promote inclusive practices, attitudes and behaviour
- A school protocol, policy and capacity-building programme is developed to enable school community members to identify vulnerable learners and ensure that they access appropriate support
- All national and school leadership, management structures and SSTs include child representatives, including children with disabilities, girls and vulnerable children
- National decision-makers, teachers, school managers, school governance structures and learner representatives are trained on CSTL and the development of CSTL inclusive national and school policies, practices and procedures
- Peer support groups are established and are active advocates for CSTL, non-discrimination, inclusion, developmentally supportive policies, practices and behaviour, tolerance and diversity
- Vulnerable learners (including children living in poverty, children with gender differences, orphans, and girls who fall pregnant) are identified and supported to remain in school with additional support
- The number of vulnerable learners who complete primary and secondary education increases

How do the education and supporting sectors know they are making progress in establishing effective leadership and coordination?

CHECKLIST	✓	✗
Every SADC country establishes a representative CSTL coordination unit and its members are capacitated to fulfil their functions		
Terms of reference for the structure are developed		
Every NCU and supporting ministries sign a CSTL pledge of commitment		
An annual national CSTL report is developed for reporting on progress on implementation plans and on progress in achieving CSTL goals as set out in this guide and the national model		

How does a school know if its providing the leadership and coordination required for enabling and creating a rights-based and socially inclusive school?

CHECKLIST	✓	✗
The school community signs a statement of commitment to become and take all necessary measures to become a CSTL school and has disseminated it to all school community members		
The school leadership has reviewed, revised and adopted school admission, language, religion and school uniform policies and code of conduct to: <ul style="list-style-type: none"> • Ensure that marginalized groups are not excluded • Prohibit discriminatory and intolerant behaviour • Promote inclusive, developmentally supportive, child-centred practices and behaviour by learners, teachers, caregivers and community members 		
The school leadership and management team has integrated the principles and requirements of the policies, protocols and codes into the school and teacher capacity-building, monitoring, reporting and quality improvement processes, tools and systems		
The school has established procedures for school community members to identify vulnerable learners and refer them for supportive services, and school community members are trained on the use of the procedures		
The school has developed an annual school development plan that provides for changes in the school policies, practices and plans (including for infrastructure development and curriculum implementation), as well as in resource allocations to overcome development challenges and include vulnerable learners		
The school has developed a community resource map identifying services within the school and community, and a referral process for ensuring children access these		
The school has trained all school community members on their responsibility to identify vulnerable children, how to identify them, and their responsibility to ensure that they access CSTL supportive services		
The school has included children in school governance structures and decision-making procedures		
The school has established peer education groups that include representatives from vulnerable groups		

Endnotes

¹ http://www.cstlsadc.com/wp-content/uploads/2018/10/7416_CSTL_Newsletter_ENG_2018_ISSTe02_web.pdf

² Extracted from the *CSTL Newsletter*, 2018. http://www.cstlsadc.com/wp-content/uploads/2018/06/7354_CSTL_Newsletter_ENG_2018_ISSTe01_FA.pdf

³ Interview, Deputy Director-general, Curriculum. Mpumalanga Department of Education in preparation for writing up a case study on CSTL in the province.



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