Situation and response analysis

Background

Before embarking on your CSTL Programme it is important to review the available information and current responses to child vulnerability in your country. This will ensure that you make informed decisions about care and support for teaching and learning.

A situation analysis involves identifying and analysing relevant statistics, information and research to create a picture of child vulnerability. A response analysis is done by investigating current responses related to care and support for vulnerable children. This should be both internally in the form of an audit of what the ministry is doing about care and support, as well as externally, to understand what is being done by other ministries, organizations and NGOs.

Activities

This Action Step requires you to:

• Conduct a situation analysis by:
  ◦ reviewing national and sub-national data presently collected and relevant to care and support for teaching and learning. This includes education outcome data, and data on orphans and vulnerable children (OVC) from other sectors;
  ◦ identifying existing and planned research studies and relevant research centres investigating child vulnerability in your country;
  ◦ reviewing existing reporting, collection tools and mechanisms, and data related to child vulnerability, and care and support;
  ◦ preparing an analysis of the main causes and extent of child vulnerability in your country.

• Conduct a response analysis by:
  ◦ conducting an internal audit of the existing response of the MoE to the needs of vulnerable learners;
  ◦ conducting an external audit of systems and programmes of support to vulnerable children outside the MoE.

For additional information, refer to the section **Examining key facts and relevant research findings** in the Background reading appendix. It provides a background to the factors that are relevant to understanding the barriers to teaching and learning, and research findings in the Region.
Conducting a situation analysis

What is a situation analysis?

What data can be reviewed that is relevant to the CSTL Programme?

How can research studies support a situation analysis?

How do you prepare an analysis of the main causes and extent of child vulnerability in your country?

This section discusses how to conduct a situation analysis for the CSTL Programme.

What is a situation analysis?

A situation and response analysis should be one of the first tasks of the CSTL Task Team and is usually focuses on activities in the inception phase of a CSTL Programme. This is because it pulls together existing information that is relevant to the development of the CSTL Programme and reveals any information gaps.

To complete the analysis the CSTL Task Team must identify a researcher who can compile the relevant information and who can support the Task Team in interpreting the information. The researcher, with an appropriate background, may be a local consultant, or may be available within the MoE or in a local service / research / academic organization supporting the MoE. The tool in this section outlines the terms of reference for this researcher. However, this is only an outline and it will need modification to meet the requirements of your context.

A situation analysis involves gathering the existing information and data that is relevant to the vulnerability of both boys and girls. This avoids “re-inventing the wheel” or planning an intervention without solid evidence. A lot of unnecessary expense and time can be lost if the situation analysis is incomplete.

To complement this, a response analysis should be completed. This involves finding out about existing support for your proposed beneficiaries.

A response analysis is discussed in more detail in the next section of this Action Step. The conclusions of the situation and response analysis reveal the current scenario with respect to child vulnerability, and thus form the basis for the CSTL Task Team to develop a customized framework or model for the CSTL Programme.
The development of a customized model is discussed in the Action Step: National model.

The following are the main tasks of the situation analysis for the CSTL Programme.
• compiling all available information and statistics in your country about vulnerable learners and children;
• compiling all available information about the main causes of vulnerability for boys and girls – this will include information about the HIV and AIDS epidemic, poverty, unemployment, antiretroviral therapy (ART) delivery and other health data, food security and education outcome data;
• preparing an analysis of how this information is important for the development of a national model for the CSTL Programme;
• identifying the existing gaps in available information as it relates to care and support for learning and teaching.

Your situation analysis can be strengthened by the findings of a complementary policy audit. This is discussed in the Action Step: Enabling policy environment. It may also be enhanced by the findings of a complementary capacity or environmental audit conducted in pilot schools. This is discussed in the Action Step: CSTL pilot. You may find that other similar programmes have already completed situation analyses, in which case, it is important to review these critically.
What data can be reviewed that is relevant to the CSTL Programme?

Data used for national and sub-national reporting, including the Education Management Information Systems (EMIS), is discussed in the Action Step: M&E, research and reporting.

All SADC Member States are collecting a wide range of data about child vulnerability. You will need to consider information that is used for national and sub-national education outcomes reporting, and information that is available from other MoE or government programmes such as the school nutrition programmes, paediatric HIV and AIDS programmes, programmes to support children who have been abused, etc. Larger NGOs with programmes at a local level may also have useful information. It may be helpful to consult other situation analyses, baseline studies, and evaluation and annual reports for information.

National and sub-national information relevant to a situation analysis for the CSTL Programme includes:

- education outcomes data such as performance, enrolment, attendance, retention, (see following box for further information);
- a national register of orphans and any data on OVC collected by other sectors;
- national definitions of child vulnerability and the causes of child vulnerability;
- UNGASS (United Nations General Assembly Special Session on HIV and AIDS 2001) and other HIV and AIDS reporting;
- demographic health surveys;
- household surveys;
- the national census;
- poverty alleviation data;
- data collected from relevant government and non-governmental organization (NGO) programmes.

In addition to examining the actual figures and data it is important to consider the quality of the data and how the data are collected. To get this type of information you may need to talk to key individuals involved with the collection and management of specific data. This will help ensure that the data you use for planning are satisfactory and directly relevant to the CSTL Programme.
These factors impact on education outcomes. For example, in the year after school fees were abolished in Mozambique, primary school enrolment increased by 12%, but on the other hand the teacher : pupil ratio now stands at 40 : 1.

**Other data used to support the interpretation of education outcomes**

The Education for All Global Monitoring Report\(^1\) provides a list of data that can complement the education outcome data such as that for performance, enrolment, attendance and retention. The data that can aid the interpretation and understanding of education outcomes data include information on:

- provisions for compulsory and / or free primary and / or secondary education;
- size of school-aged population (i.e. How many children should be attending school?);
- age of learners attending school, including "over-aged" learners;
- geographic and other disparities, for example race, income level, disability;
- availability and quality of teachers;
- number of schools;
- school infrastructure, for example number of classrooms, toilets;
- accessibility of schools;
- school safety.

How can research studies support a situation analysis?

A situation analysis can be greatly supported by research studies. It is valuable to find out about studies conducted in your country that investigate child vulnerability. These studies often provide valuable insights into a range of factors that are influencing the situation at the local level and that are not captured by more routine monitoring data such as that collected by EMIS. For example, information about hard-to-reach youth such as out-of-school youngsters, street children, displaced and migrant children may only be found in targeted research studies.

You may also find out about studies that are planned for the future. It is useful to identify the main research centres interested in investigating child vulnerability in your country and establish communication channels with them.

The Regional CSTL Programme may also be able to provide some information about other international studies that are important. This information can help contextualize the information in your country.

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\(^2\) Ibid, (p. 113).
How do you prepare an analysis of the main causes and extent of child vulnerability in your country?

The information that is collected in the situation analysis will be used to inform the design of the national model for the CSTL Programme. Therefore the analysis of the information should be structured so that it assists CSTL Programme design and planning. Consider the following categories:

- major factors contributing to child vulnerability;
- sub-national variations in the experience and extent of child vulnerability;
- ages and gender of children, and experience of child vulnerability;
- groups of children who are particularly vulnerable, for example out-of-school youth, minority groups, immigrants and child soldiers;
- existing gaps in the available information.

The major causes of child vulnerability, for example, will inform the focus of support activities in your CSTL Programme. Likewise, if sub-national areas report a high level of orphanhood, this would help you identify priority sub-national areas in which to implement the CSTL Programme.

For more information about designing the national model for the CSTL Programme you can read the Action Step: National model.
Conducting a MoE internal audit and external response analysis

How do you review the existing MoE response to care and support?

How do you review the wider response outside the MoE?

How do you identify existing initiatives and programmes responding to vulnerable learners?

How do you use information from the internal audit and external response analysis?

This section discusses how to assess the current response to vulnerable children both within and beyond the MoE. The first step is to review what is happening within the MoE before finding complementary developments in other sectors and organizations.

How do you review the existing MoE response to care and support?

The CSTL Programme involves mainstreaming care and support within the MoE. In preparation for this it is important to conduct an internal audit of relevant directorates and departments within the MoE to assess their present involvement in, and openness to, care and support for teaching and learning. For example, many ministries may already be involved in initiatives that overlap with care and support for teaching and learning such as “Healthy Schools” and “Safe Schools”, and / or have already established partnerships to support such work.

The directorates and departments that are particularly relevant are:

- Teacher Development: pre-service and in-service training and support / advisory services / subject inspectorates;
- Curriculum Development;
- Quality Assurance / Monitoring (inspectorate);
- Infrastructure Development and Maintenance;
- Health and Nutrition in Schools;
- EMIS;
- School Governance;
- Finance;
- Special Needs Education / Inclusive Education.
An internal MoE audit is best done by the CSTL Task Team itself. The main advantage of Task Team members conducting this work is that it is an opportunity to advocate for the CSTL Programme, build buy-in and assess where there is the most enthusiasm for the CSTL Programme within the MoE.

Alternatively the CSTL Task Team can request an MoE official to conduct the audit or commission an external researcher to do it. An internal audit largely involves face-to-face interviews with the key managers of each directorate or department and a write-up of the main findings. Relevant documentation can also be collected.

The internal audit also gives an opportunity to interview other senior MoE officials to gauge their interest and previous experience of care and support activities.

Use the following tool to guide this work.

Tool: How to conduct an internal audit of MoE directorates and departments

Instructions

This tool guides the CSTL Task Team in conducting an internal audit of MoE directorates and departments. Members of the CSTL Task Team are in the best position to do this work but it is possible to involve others if this seems appropriate.

As the CSTL Task Team, identify all the key directorates and departments in the MoE that are likely to contribute to mainstreaming care and support for teaching and learning. Prioritize these directorates and departments if this is helpful. Identify the key individuals to be interviewed. Share the interviews between members of the CSTL Task Team.

Review the following interview guideline and decide if you would like to amend the proposed questions. Remember the interview guideline may need to be revised slightly for different directorates and departments.
MoE internal audit: Interview guide

Introduce yourself, state the purpose of the interview and give a quick background to the CSTL Programme. Then ask these questions:

1. What are the main functions of your directorate or department?
2. Are you presently involved with any care and support activities in schools? Describe these.
3. How do you think your directorate or department could contribute to care and support activities?
4. Are there any programmes that are similar to the CSTL Programme that you are presently contributing to? What are these and what contribution are you making?
5. What is working well in your directorate or department?
6. What is working well in the system of support that you are presently offering to vulnerable learners?
7. What challenges do you presently face in your directorate or department?
8. What are the challenges you are facing in the system of support your directorate / department is presently offering vulnerable learners?
9. How is the present capacity in your directorate or department? Are you in a position to contribute to new developments happening through the CSTL Programme?
10. Is there anything else you would like to tell me about?
11. In what ways can the CSTL Programme best keep you informed about new developments?
12. Do you have any questions?
13. Who else should we be talking to?

Agree on how you will record the information collected in the interviews, and establish when you will meet again to feed back your findings.

Plan a feedback session for the individuals and directorates that participated in your internal audit.

How do you review the wider response outside the MoE?

Some of the information related to a response analysis can also be found in the policy audit if this has already been completed. For more information read the Action Step: Enabling policy environment.

An external response analysis for care and support for teaching and learning will provide an overview of what action has already happened to address the challenge of vulnerable children outside the education sector.

A response analysis usually involves both a desktop review of programme plans, activity reports and evaluations, as well as interviews with key individuals working in the area. It is important to review complementary programmes and systems of support in other government sectors, NGOs and civil society programmes.
You can consider any of the following questions when conducting a response analysis:

- What types of vulnerability do existing programmes tackle?
- How many or what percentage of vulnerable children are reached by existing initiatives?
- Which areas of the country are presently serviced?
- Which areas of the country are presently under-serviced?
- How sustainable are the existing programmes? Are they reliant on donor or government funding?
- What are the strengths and limitations of these programmes and systems of support that the CSTL Programme needs to learn from?
- What, if any, is the potential to scale up existing support?
- What are the present gaps in the existing response?
- What are the possible links with the CSTL Programme?

**How do you identify existing initiatives and programmes responding to vulnerable learners?**

Preparing a map of the existing initiatives and programmes can help shape your response analysis. You should plan to categorize the existing initiatives along the following lines:

- programmes working in specific sub-national areas;
- programmes targeting child of different ages and gender;
- programmes delivering specific services, such as those focusing on:
  - nutrition / food;
  - shelter;
  - child protection, e.g. birth registration, ID, inheritance issues;
  - health care, e.g. immunization, ART access;
  - HIV prevention activities, e.g. peer education;
  - psychosocial care, e.g. school counsellors, support for victims of abuse;
  - education support, e.g. homework support, holiday programmes;
  - vocational training;
  - financial activities, e.g. saving schemes, social grants.

Although it is important to consider initiatives for vulnerable children in government and civil society, it is a priority to understand the existing commitments of government to vulnerable children. In some countries there may be a National Plan of Action for Children or a similar framework that tries to integrate the government’s response.

The CSTL Task Team can lead the process of identifying existing initiatives by convening a meeting with relevant stakeholders to brainstorm the most relevant government ministries and departments and other programmes. The outcomes of this meeting will form the basis of the response analysis to be conducted by a researcher.
How do you use information from the internal audit and external response analysis?

Your internal audit and external response analysis should try to understand how the delivery of existing services to vulnerable children, such as social grants, food parcels, school fee exemptions, uniform and stationery support and free health care, may or may not enhance the proposed CSTL Programme.

The CSTL Task Team needs to carefully consider:
- where there are existing gaps in service delivery;
- whether the CSTL Programme potentially overlaps or duplicates other programmes;
- where there is a natural synergy between existing programmes and the CSTL Programme;
- the preparedness of directorates and departments with the MoE to absorb new developments associated with the CSTL Programme.

Before this information is presented to the consultative workshops (as envisaged in the Action Step: National model), it may be important to consult existing programmes, especially where there is duplication. Consultation of this type can be sensitive. For instance, programmes may be hostile towards other initiatives that come with more resources or are a challenge to the way things have been tackled to date. Other government programmes may challenge the reasons for starting the CSTL Programme. Despite these difficulties it is important at the outset to harmonize, or in some cases to merge the CSTL Programme, with other programmes both inside and outside the MoE.
Tool: An outline of the Terms of Reference (ToR) for a researcher to conduct a situation and response analysis for the CSTL Programme.

Instructions

This outline of the ToR has been designed to support the commissioning of a situation and response analysis for the CSTL Programme. The ToR need amending to be country specific.

The ToR do not include conducting an internal audit of directorates and departments within the MoE as described in the paragraph How do you review the existing MoE response to care and support? If the CSTL Task Team decides to commission this work it would need to be added to the following ToR.

Contract name: Situation and response analysis for Care and Support for Teaching and Learning (CSTL) Programme

Client / country: ….(for completion)…

ToR prepared by: ….(for completion)…

Reference number: ….(for completion)…

Background information

The CSTL Programme will support education ministries to fulfil their commitments and intentions to provide quality education to all children. Led by the SADC Secretariat in partnership with the Media in Education Trust (MIET) Africa, UNESCO and UNICEF, the CSTL Programme is developed to address the barriers to teaching and learning associated with HIV and AIDS and poverty-related challenges facing vulnerable learners in the Region. The CSTL Programme was unanimously adopted by the Ministers of Education of 14 SADC Member States at a meeting held in Zambia on 4 July 2008.

Implementation of the CSTL Programme in six Phase 1 countries started in 2009. As part of the start-up activities, each MoE is requesting a situation and response analysis to assess the available information about child vulnerability and the response of government and NGO sectors to meeting the needs of vulnerable children.

Purpose and objectives

The purpose of this assignment is to conduct a situation and response analysis for the CSTL Programme. The objectives of the assignment are to:

• identify the full range of information and data available about child vulnerability in the country;
• review the response of government and NGO programmes to vulnerable children;
• prepare a summary document that discusses child vulnerability and the present response to support planning for the CSTL Programme.
Scope and tasks

The researcher is required to complete several tasks, including those in the following list.

• Prepare a comprehensive review of relevant data at a national, sub-national and district / local level both within and outside the education sector relevant to vulnerable children.
• Compile all available information about the main causes of child vulnerability. This will include information about, for example, the HIV and AIDS epidemic, poverty, unemployment, ART delivery and other health data, and food security.
• Review the quality and collection of existing data to ensure relevance for the CSTL Programme.
• Identify, with the CSTL Task Team and other key stakeholders, the relevant initiatives and programmes responding to child vulnerability to be investigated in this work.
• Conduct interviews with stakeholders to assess the present response to child vulnerability.
• Prepare a summary document that discusses child vulnerability and the present response to the following concerns:
  o sub-national variations in the experience and extent of child vulnerability;
  o ages and gender of children and experience of child vulnerability;
  o groups of children who are particularly vulnerable;
  o major factors contributing to child vulnerability;
  o programmes working in specific sub-national areas;
  o programmes targeting child of different ages and gender;
  o programmes delivering specific services (use the earlier list of categories for the support that your analysis identifies);
  o existing opportunities and gaps in the available information and response for the CSTL Programme.
• Present the findings of the situation and response analysis to the CSTL Task Team for feedback, revision and final sign off.

 Deliverables

The deliverables for this assignment are:

• a summary of 20 to 30 pages to support planning in the CSTL Programme;
• summary tables of existing data and data sources of child vulnerability;
• summary tables of existing programmes, levels of support and categories of services provided;
• a PowerPoint presentation.

 Inputs

This assignment will be supported by the CSTL Task Team and ...(for completion)... The researcher will report to ...(for completion)... The Ministry of Education will support the collection of research documents from the education sector.

 Researcher / Consultant selection

The selected researcher is expected to have the following background:

• a post-graduate qualification in public health or social sciences;
• experience of programming in the education and / or HIV and AIDS sectors, especially those aspects addressing the needs of children;
• experience conducting desktop and primary research;
• excellent written and spoken language skills in ...(for completion)…;
• report-writing skills;
• experience of presentations.
Time and scheduling

The start date for this assignment is ...(for completion).... The summary report is expected to be complete by ...(for completion).... The presentation is to be held on ...(for completion).... The final date for completion of all deliverables is ...(for completion)....

Budget

It is expected that this work will take ...(for completion).... number of days. The rate for this work is ...(for completion).... per day. Travel and communication costs will be covered at the following rates ...(for completion)....