

Care and Support for Teaching and Learning (CSTL)

Education Sector Response to Minimum Package of Services for OVCY



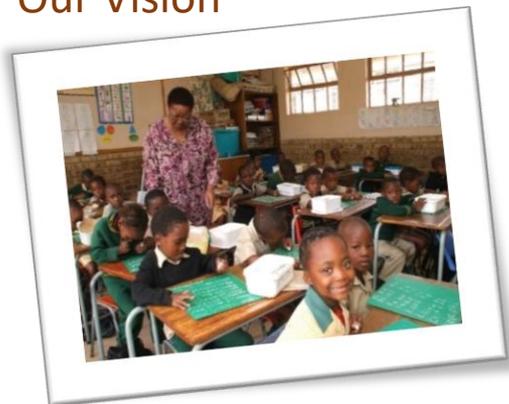
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MIET AFRICA

A regional NGO that promotes the education, socioeconomic and health rights of children and youth through innovative interventions that address barriers to learning and development

Our Vision



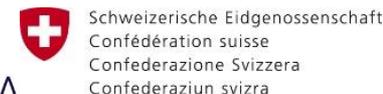
A world where all children and youth access quality education and development opportunities

Our Purpose

Improving the lives of children and youth



Our Mission: Supporting change in the education system through innovation, partnerships and enabling policy



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MIET AFRICA: Three thematic areas

Enhancing Quality of Education

Global Education Leaders
Partnership

Maths 4 All

Teaching for All

FNB Primary Education Project

Youth Development

Speak Out! against Violence
and Abuse

Keeping Girls in School

Learn to Earn

Addressing Barriers to Learning and Development

Care and Support for Teaching and Learning

Water, Sanitation and Hygiene in
Schools

Inclusive Education in Action

Education: My Right! My Future!

ForCESA: Championing Child Rights

RHIVA: Reducing HIV in Adolescents



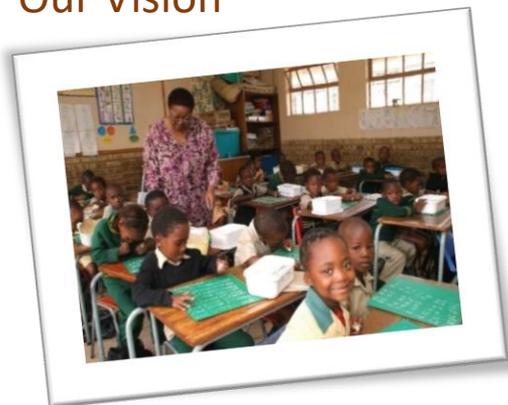
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Addressing Barriers to Learning and Development

Enhancing Quality of Education

Youth Development

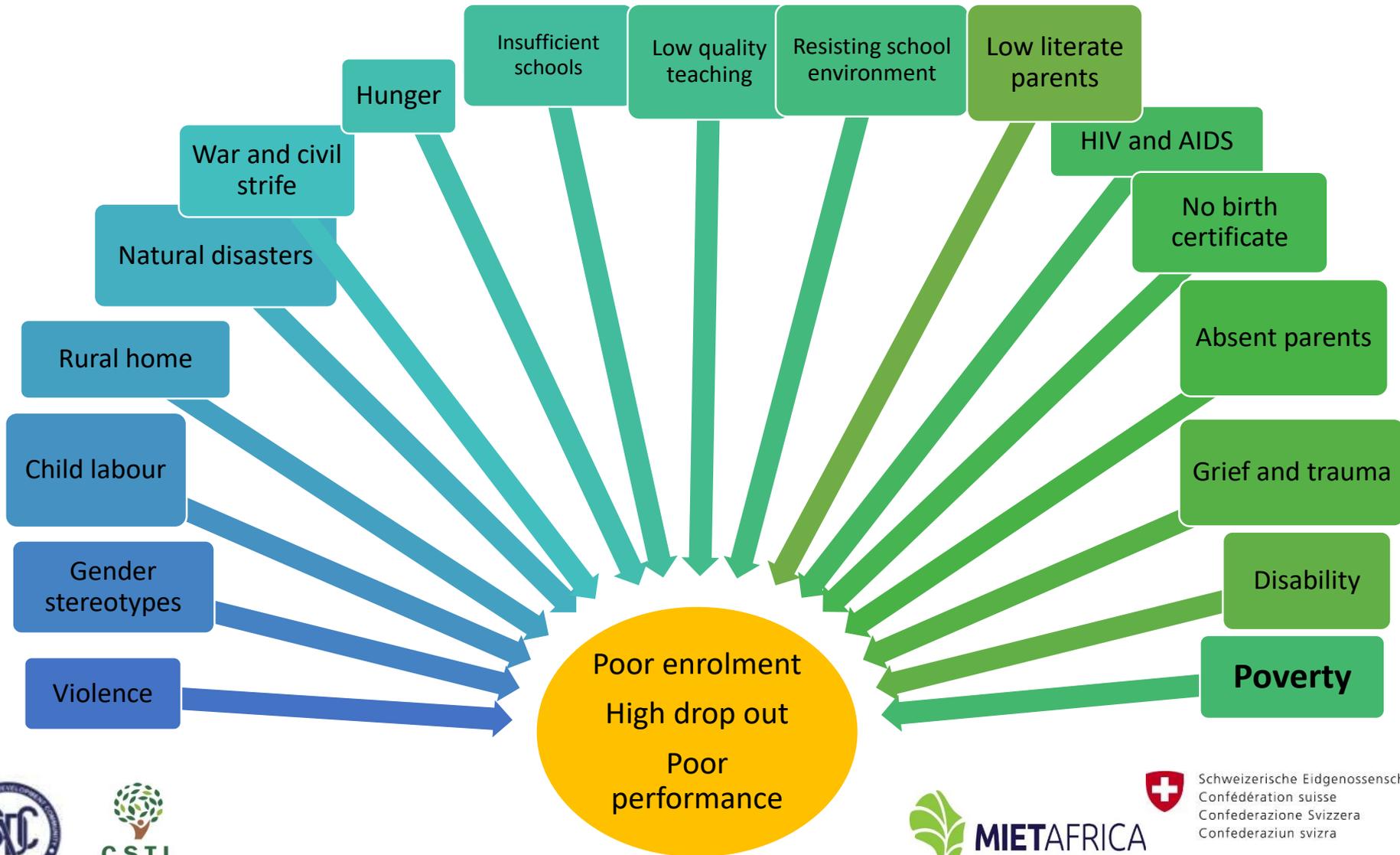
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Intersecting vulnerability → educational exclusion

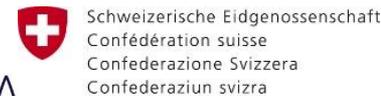


The CSTL Response



CSTL
CARE AND SUPPORT
FOR TEACHING AND LEARNING

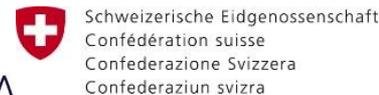
A comprehensive, coordinated, multi-sectoral response to addressing barriers to learning and development that are preventing children from realising their right to education



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Background to CSTL

- SADC initiative to motivate and capacitate Member States to better address barriers to learning
- Guides education systems to mainstream care and support so that all children and youth in the SADC region can realise their right to education
- Supports SADC Member States achieve international commitments and legal instruments - EFA, MDGs, UN Convention on Rights of Children, etc.



CSTL: Snapshot

2003: Schools as Centres of Care and Support (SCCS,) tested in 3 provinces in SA

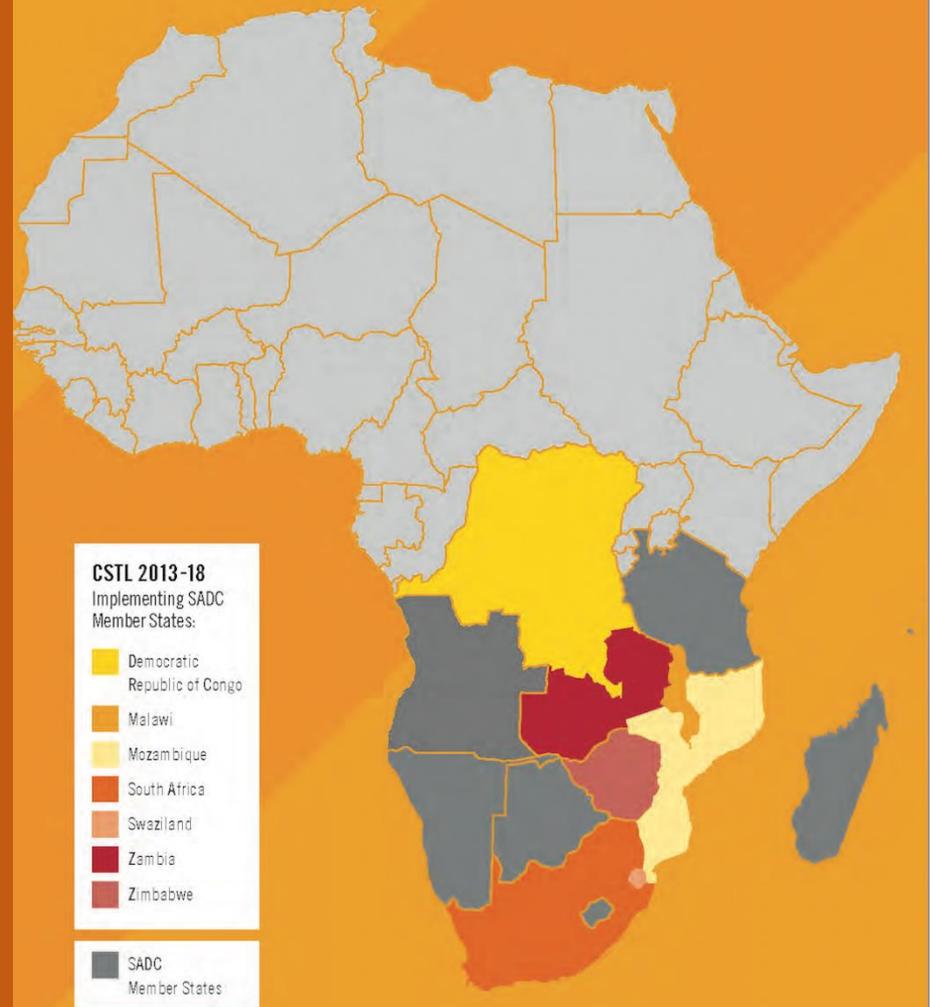
2006: SCCS piloted in 3 MS

2008: Adopted by all SADC MoE, renamed CSTL

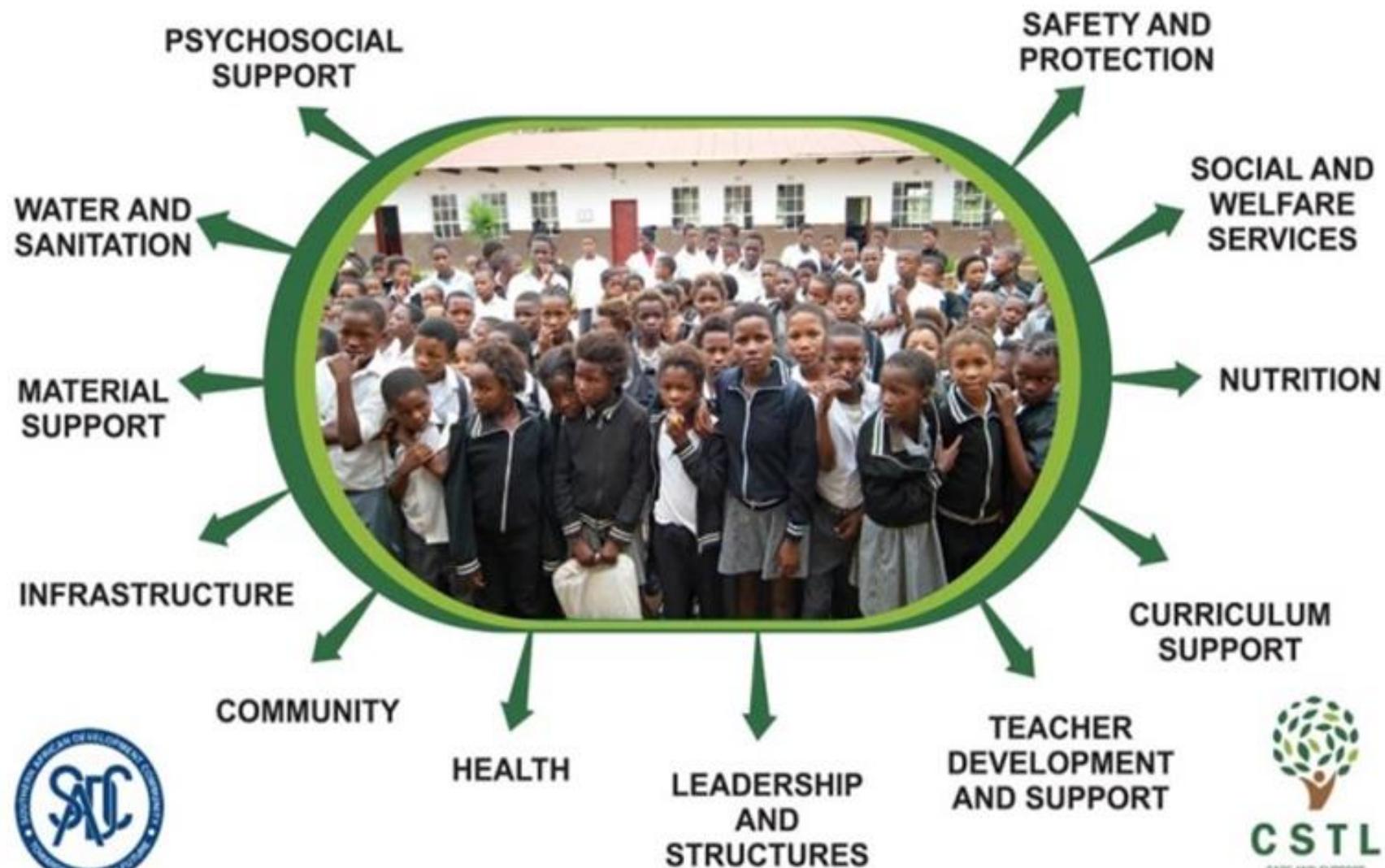
2016: SADC Policy Framework on CSTL approved by SADC Education Ministers

All SADC MS participate; 7 receive technical assistance

Reach: 26m children and youth supported by MoEs in 2017



ESSENTIAL PACKAGE OF CARE AND SUPPORT



<https://www.youtube.com/watch?v=R0CL3VcQjgQ&feature=youtu.be>



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Strategic Approaches

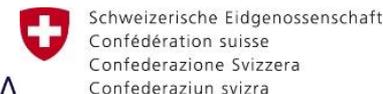
Systems strengthening:

Mainstreaming support into all components of the education system to ensure the protection, care and support of children and youth, especially vulnerable girls and boys

Improving coordination of services :

Promoting and coordinating the care and support services provided by relevant partners/sectors, particularly to address HIV&AIDS, SRHR and other health needs of children and youth, especially vulnerable girls

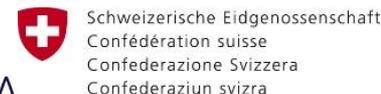
Children and youth in SADC realize their rights to education, to safety and protection and to care and support, through an expanded and strengthened education sector response



CSTL vision, goals and objectives

All children in the region, especially the most vulnerable and marginalised, access and actively participate in school, receive quality teaching, achieve quality learning outcomes and complete their education

- All educators are supported to provide quality education in a caring and supportive environment
- The education system recognises and responds to all risks and challenges that exclude children
- All children can access an integrated package of care and support through their schools that addresses the risks and challenges
- The education sector takes responsibility for ensuring that the education role players and all other sectors take the necessary steps to deliver the essential package of services through schools
- Ministries of Education establish coordination, management and monitoring / accountability mechanisms to ensure collective planning, implementation and fulfilment of sectoral responsibilities to improve education opportunities and outcomes for children



SADC Policy Framework on CSTL



MoE fulfils education mandate by delivering **core** services

MoE leads multi-sectoral collaboration for delivery of **complementary** services

Creates an **enabling learning environment** by **strengthening all elements of the system**

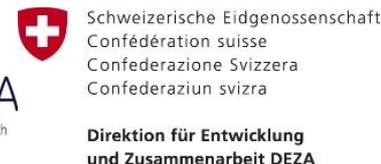
Prioritised, targeted interventions through **partnerships** (context specific)

- Policy
- Planning & resourcing
- Human Resources
- Human Resource development
- Structures
- Curriculum
- Infrastructure
- Advocacy
- M&E (EMIS)

- Health
- Nutrition
- Safety & Protection
- PSS
- Water & Sanitation
- Social & Welfare services
- Material support
- Community participation

SADC Policy Framework on CSTL (June 2016)

- Guiding document to support Member States to strengthen and harmonise their education policies and programmes to promote, protect and facilitate the right of all children to education.
- Identifies the core and complementary services that are essential for realisation of education outcomes
- Presents 18 policy directives to guide implementation of CSTL
- Details mechanisms and structures to promote effective implementation
- Presents mandate for Member States to fully adopt CSTL as national strategic framework



CSTL: Education Sector response to SADC Minimum Package of Services (MPS)

MPS

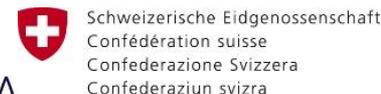
Problem: Lack of guidance and benchmarks on cross-sector OVCY issues:

- Education and Vocational Skills
- Health
- Clean Water and Sanitation
- Food Security and Nutrition
- Child and youth Protection from neglect and situations of abuse
- Psychosocial Support
- Social Protection from extreme poverty.

CSTL

Addressing barriers to education outcomes through:

- ✓ Curriculum Support & Teacher development
- ✓ Health (including SRHR and HIV&AIDS)
- ✓ Water and Sanitation
- ✓ Nutritional support, school feeding, gardens
- ✓ Safety and protection from discrimination, abuse and neglect, and other forms of violence
- ✓ Psychosocial Support
- ✓ Material support and social and welfare services



CSTL: Education Sector response to MPS

MPS

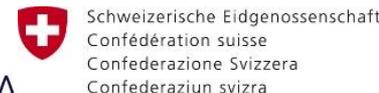
MPS guides provision of services:

- Comprehensively in a holistic manner
- Through collaboration and coordination
- Use of referral systems
- Empowering families and communities
- Provision of adequate resources to strengthen service delivery for children.

CSTL

Strengthens education systems for:

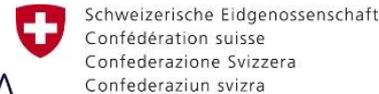
- Comprehensive package of services
- Multi-sectoral collaboration
- Referral systems and networks or support
- School community seen broadly
- Member State investment and mobilization of resources



CSTL~ MPS Relationship



CSTL = HOW = VEHICLE

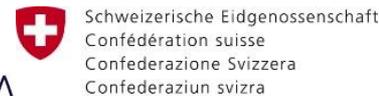


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Affecting systems change: MS perspectives

Malawi: CSTL has empowered the MoE to lead, and to better coordinate, the many partners that provide school-based support in the country. With the introduction of CSTL, schools are now making deliberate efforts to identify vulnerable learners, assess their needs and connect them to service providers and volunteers who provide support. Interaction between schools and their communities has increased through the establishment and strengthening of school CSTL committees.

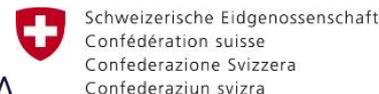
Zambia: The greatest contribution and benefits brought to the MoE is the increased enrolment figures and increased retention of vulnerable learners in the system. This can be attributed to the various care and support interventions brought about by CSTL.



Affecting systems change: MS perspectives

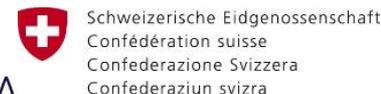
Mozambique: CSTL has awakened the attention of the MoE at all levels, but especially at the school level, to work towards the goal of making schools centres of care and support. To achieve this, the programme has activated and reinforced multi-sectoral collaboration.

Zimbabwe: Through CSTL, there is greater awareness by school community members around the protection and promotion of children's rights to education, especially the vulnerable. Also noted is the marked improvement in the collaboration amongst stakeholders, strengthening the systematic response to the barriers to education. Partners are now collaborating to provide care and support related programmes, from national, through district to school levels.



Value of CSTL for the SADC Region

- CSTL Framework applicable to other innovative approaches
 - Keeping Girls in School; FoRCESA~Championing Child Rights; Reducing HIV in Adolescents
- “FutureLife-Now” – a new project under development
- Testing three new innovative models:
 - Delivery of youth-friendly HIV/SRHR education and services in and around schools
 - Addressing gender issues and boys’ vulnerabilities, particularly around SRHR and HIV&AIDS information and services
 - Combatting climate change and environmental degradation through school-level and youth-led action

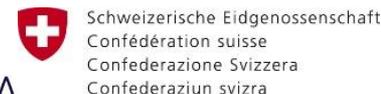


Asante Sane ~ Thank you ~ Siyabonga

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www.cstlsadc.com

Obrigada ~ Merci Beacoup



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