Promoting child well-being through policy, advocacy, and partnerships

Presentation to the 5th Annual Conference of the International Society for Child Indicators

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Outline

▶ Introduction

▶ The problem

▶ The CSTL solution

▶ CSTL approach

▶ Monitoring and evaluation CSTL's impact

Introduction

▶ Education → economic growth, peace and security, alleviation of poverty, and societal development

▶ Millions of children in Southern Africa face barriers to learning that prevent or impede their educational attainment

▶ CSTL developed as a means of addressing barriers to learning

▶ CSTL contributes to improved policy and practice to advance child outcomes

The power of education

"*Education is the most powerful weapon which you can use to change the world.*"
Nelson Mandela

"*Education is the primary vehicle by which economically and socially marginalised adults and children can lift themselves out of poverty………*"
UN Committee on Economic, Social and Cultural Rights, 1999

Education: the KEY to child and societal development

Protective Factor

Opportunities for economic participation

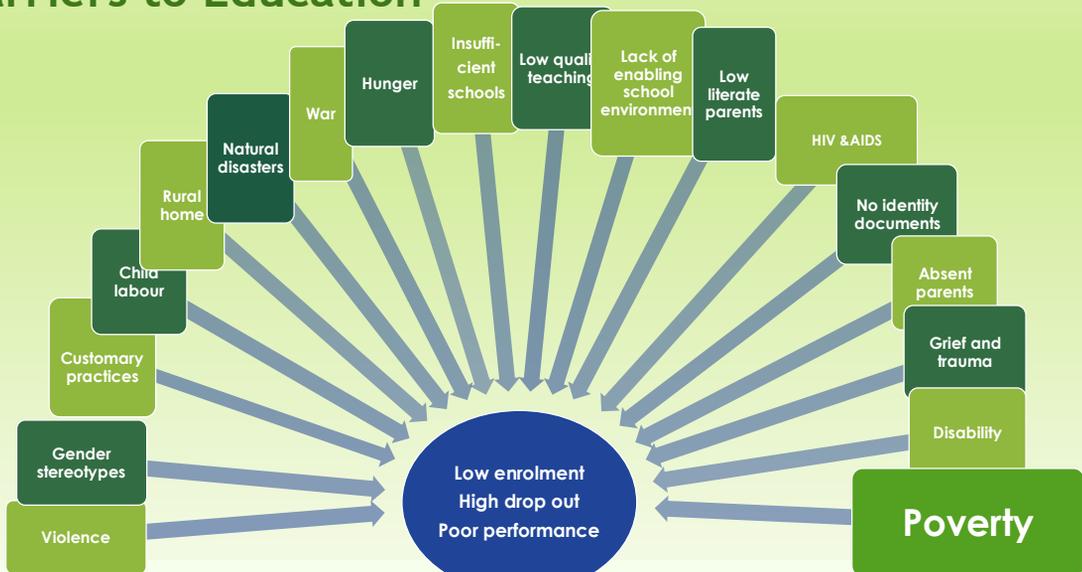## Education – major resiliency factor

Health:
- **Childreach International (2013) argues that "women who are educated are more likely to get married later, survive childbirth, have fewer and healthier children who are better looked after, and they are more likely to encourage their own children to complete their education"**
- **For every year of education completed, the risk of HIV infection is lessened;**

Economic participation and poverty alleviation
- **Education has direct influence on income earnings and is a means for breaking out of cycle of poverty**

Barriers to Education

Barriers shown: War, Hunger, Insufficient schools, Low quality teaching, Lack of enabling school environment, Low literate parents, Natural disasters, HIV &AIDS, Rural home, No identity documents, Child labour, Absent parents, Customary practices, Grief and trauma, Gender stereotypes, Disability, Violence, Poverty — all leading to: Low enrolment, High drop out, Poor performance

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Vulnerability <> Poverty Cycle

Vulnerable children typically grow into vulnerable youth and vulnerable adults, who in turn have vulnerable children of their own. This reinforces a cycle of poverty and vulnerability for most families.

SADC Strategic Framework and Programme of Action for OVC&Y, 2008–2015

The CSTL Solution

ESSENTIAL PACKAGE OF CARE AND SUPPORT

- PSYCHOSOCIAL SUPPORT
- SAFETY AND PROTECTION
- WATER AND SANITATION
- SOCIAL AND WELFARE SERVICES
- MATERIAL SUPPORT
- NUTRITION
- INFRASTRUCTURE
- CURRICULUM SUPPORT
- COMMUNITY
- HEALTH
- LEADERSHIP AND STRUCTURES
- TEACHER DEVELOPMENT AND SUPPORT

C S T L
CARE AND SUPPORT
FOR TEACHING AND LEARNING

Care and Support for Teaching and Learning
A framework for reaching education goals in southern Africa

Strengthening education systems so that
all children and youth are:

> **Enrolled** at school at an appropriate age

> Able to **attend** school regularly and **complete** their schooling

> Provided the **opportunity** and **support** to enable them to reach their full potential

C S T L
CARE AND SUPPORT
FOR TEACHING AND LEARNING

MiET
AFRICA

The CSTL Goal

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

History and Background

► **Developed by the SADC Secretariat, in partnership with MIET Africa, UNESCO Regional Office and UNICEF ESARO**

► **Supports the SADC region achieve its economic, political and social aspirations**

► **Supports the Education Ministers to fulfil their commitments and intentions of providing quality education to all children**

► **Expands upon models of Schools as Centres of Care and Support (SCCS) and UNICEF child-friendly schools**

► **Unanimously adopted by the Education Ministers of all Member States of SADC at a meeting in Zambia on 4 July 2008**

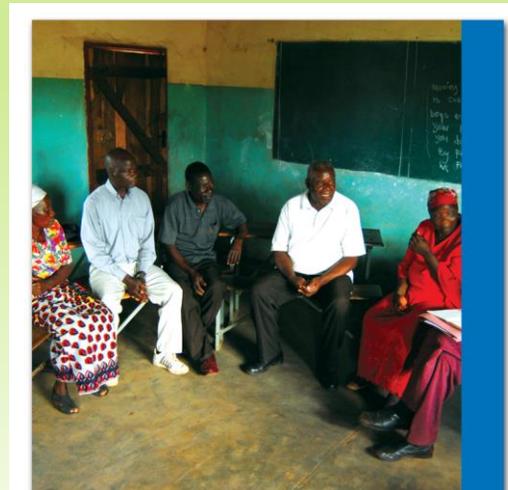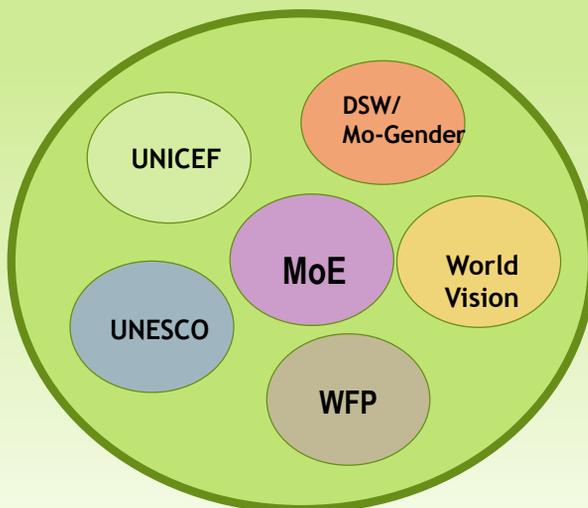# The CSTL approach (two primary strategies)

Promoting Partnerships:

Promoting and coordinating **the care and support services provided by external partners/sectors**

Strengthening Systems:

Mainstreaming **support into all components of the education system**

C S T L
CARE AND SUPPORT
FOR TEACHING AND LEARNING

Partnerships: Coordinating and promoting support

UNICEF

DSW/
Mo-Gender

MoE

World
Vision

UNESCO

WFP

Systems strengthening

- > **Policy development/strengthening**
- > **Advocacy for a shared understanding and commitment to protection, care and support**
- > **HRD – skills development for teachers, managers, officials**
- > **Curriculum – responsive, relevant, curriculum differentiation**
- > **Structures – support and coordinating structures at all levels**
- > **Infrastructure and resources e.g. support centres; food storage; ICT; sports facilities**
- > **M&E (EMIS) – measuring progress against education outcomes**
- > **Planning and Resourcing (budgets) – ownership and scale-up capacity**

System Strengthening: Enabling Policy Environment

- ▶ **Policy audit** (15 SADC MS, 2010)
    - ▶ Desktop review of national policies related to education, child rights, health and nutrition
    - ▶ Assesses coverage and gaps of key support areas
- ▶ SADC Policy Framework on Care and Support for Teaching and Learning
    - ▶ Adopted by Steering Committee in 2014
    - ▶ Adopted by SADC Troika in 2015
    - ▶ To be tabled at upcoming Ministers' Forum
- ▶ National Models for Care and Support
    - ▶ Purports country's vision for promoting education for all
    - ▶ Operationalises care and support for teaching and learning

SADC Policy Framework on CSTL

- ▶ Guidance to MoEs for promoting, protecting education rights of all children
- ▶ Operationalises other SADC policies and protocols, e.g. SADC Minimum Package of Services for OVC&Y
- ▶ Holistic approach to education – Core and Complimentary services

Core	Complementary
Availability of Education	Child Health
Access, retention, attendance	Food Security and nutrition
Quality teaching and learning	Safety and protection
	Psychosocial support
	Social assistance
	Enabling document

Measuring success of CSTL

- ▶ Number of children and youth who are:
  - ▶ Enrolled at school at an appropriate age
  - ▶ Attend school regularly and complete their schooling
  - ▶ Provided the opportunity and support to enable them to reach their full potential
- ▶ Number of Member States with policies that protect and promote the rights of children
- ▶ Number of schools with functional support structures addressing the care and support needs of learners

Key CSTL Indicators – Member State level

► # of Member States with education policies addressing care and support for OVCY

► # of Member States implementing national care and support for teaching and learning models / conceptual frameworks

► # of Member States implementing teacher training programmes for care and support for teaching and learning

► % of Schools in Member States providing care, support and protection to children and youth

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Key CSTL Indicators – Education Sector

► **# (%) of schools providing a daily meal to vulnerable learners**

► **# (%) of schools promoting the health and well-being of learners**

► **# (%) of schools with policies and codes of conduct that promote child rights regarding physical safety, stigma, discrimination, sexual harassment and abuse**

► **# (%) of schools with trained personnel able to provide psychosocial support**

► **# (%) of schools facilitating access to bursaries to assist with education related costs**

► **# (%) of schools with sufficient sanitation facilities**

Key CSTL Indicators – Child level

▶ **% of orphans enrolled in school**

▶ **% of vulnerable children enrolled in school**

▶ **% of children completing basic education**

▶ **# of vulnerable children and youth in the outreach area who receive care and support services through schools**

Successes and challenges

Successes	Challenges
SADC Policy Framework for CSTL	CSTL approach means direct attribution difficult
Regional MER Framework	Lack of central system for collating data and monitoring trends
Buy-in of Ministries of Education to care and support	Political will and resource mobilisation for scale-up needs support
	Bureaucratic procedures take longer than expected

CSTL Theory of Change

Systems strengthening

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Strengthen, expand and sustain their education sector responses to the prevention, care and support needs of children and youth, especially vulnerable girls

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Education sectors in Member States respond to the prevention, care and support needs of children and youth, especially vulnerable girls

Improved coordination and integration of services

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Partner with local services and safety nets that address HIV&AIDS, SRHR and other health needs of children and youth, especially vulnerable girls

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Local services and safety nets in Member States address HIV&AIDS, SRHR and other health needs of children and youth, especially vulnerable girls

Policy harmonization and implementation

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Advocate for and implement policies and programmes promoting and protecting the rights of vulnerable, marginalised children and youth, as expressed in the regional Policy Framework on CSTL

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Member States promote and protect the rights of vulnerable and marginalised children and youth

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Let us give our learners the world….

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