Care and Support for Teaching and Learning: FROM POLICY TO PRACTICE
Care and Support for Teaching and Learning: FROM POLICY TO PRACTICE
## CONTENTS

**INTRODUCTION** ........................................................................................................................................................... 1

**INTRODUCING CSTL** .................................................................................................................................................... 2
A unique regional collaboration .................................................................................................................................................. 2
CSTL milestones ................................................................................................................................................................. 4
The present—CSTL 2013 to 2018 ......................................................................................................................................... 4
A CSTL example .................................................................................................................................................................. 5

**STATUS OF CHILDREN AND YOUTH IN THE SADC REGION** ....................................................................................... 6
Challenges facing children and youth .............................................................................................................................. 6
Education: a fundamental right for all children and youth ............................................................................................... 6
Education realities ................................................................................................................................................................. 8

**CSTL MANDATES IN POLICIES AND REGULATORY FRAMEWORKS** ................................................................................. 9
Education mandates ............................................................................................................................................................. 9
Connecting education with care and support ................................................................................................................... 9
Essential care and support services .................................................................................................................................. 10
Monitoring care and support for teaching and learning .................................................................................................. 11

**MAINTREAMING CARE AND SUPPORT FOR TEACHING AND LEARNING** ........................................................................ 12
Understanding mainstreaming ............................................................................................................................................. 12
*Regional Support Pack*—a CSTL resource .................................................................................................................. 12
Mainstreaming illustrated .................................................................................................................................................. 14
Mainstreaming in practice .................................................................................................................................................. 14

**THE CSTL JOURNEY CONTINUES** ................................................................................................................................. 15

**REFERENCES** ................................................................................................................................................................. 16

**FIGURES**
The evolution of CSTL ........................................................................................................................................................ 4
Intersecting vulnerabilities impacting on educational opportunities .................................................................................. 7
The SADC Minimum Package of Services for Orphans, Vulnerable Children and Youth ......................................................... 10
Development of the CSTL MER Framework .................................................................................................................. 11
The Action Steps for mainstreaming CSTL .................................................................................................................. 13
Partnering for care and support for teaching and learning .................................................................................................. 15
ABBREVIATIONS

CSTL: Care and Support for Teaching and Learning
MER: Monitoring, Evaluation and Reporting
RSP: Regional Support Pack
SADC: Southern African Development Community
SIAS: Screening, Identification, Assessment and Support

PARENTS: In this booklet, reference to parents includes caregivers, other members of the child’s family, guardians or other adults that provide daily care for the child
INTRODUCTION

This booklet was developed in response to calls for a resource that presents the background to and the essential facts about the Care and Support for Teaching and Learning (CSTL) Programme. It is intended for leaders and decision makers in education, officials at all levels, and those in partnership with education sectors across the Southern African Development Community (SADC) Region.

The booklet contains four sections:

1. An introduction to CSTL; a brief overview of significant historical milestones; an outline of the focus for the current phase of the programme
2. A synopsis of the status of children and youth in SADC—specifically with regard to vulnerabilities that are common across the region and how these factors impact on education outcomes
3. A summary of how the global, African and regional policy and regulatory frameworks clearly define the mandate for care and support for teaching and learning; the contents of a package of essential services for vulnerable children and youth; the means to monitor CSTL initiatives
4. An explanation of the concept of and processes for mainstreaming care and support into education; an introduction to the resources available to support the mainstreaming of care and support; mainstreaming in practice, illustrated with examples of CSTL initiatives in selected Member States

From Policy to Practice can be used as a standalone resource or as a reference in a facilitated session.

In each section, readers are asked to reflect on key points—to test the information in light of important variables and the situation and context in their particular countries and Ministries.
A unique regional collaboration

CSTL has evolved into a unique regional collaboration to advance the rights of all children and youth to quality education. Shaped by the participating Member States and led by their Ministries of Education, each country develops and implements a national CSTL model to address the specific vulnerabilities faced by their children and youth—vulnerabilities that would otherwise constitute barriers to their education.

Importantly, CSTL does not replace the numerous care and support initiatives that already exist in Member States to support vulnerable children and youth. Rather, it provides an overarching conceptual framework within which to initiate, coordinate and expand care and support activities: activities that ultimately aim, in all instances, to improve education outcomes.

The CSTL Programme was approved and adopted by the SADC Ministers of Education at their meeting in Zambia in 2008. The decision by the Ministers recognized a number of important realities and set a number of conditions for CSTL. These included that:

- In every Member State there are children and youth whose rights to education are compromised.
- While many of the issues compromising education rights are common across the region, between individual Members States, and even within Member States, there are important variances that any programme, such as CSTL, must accommodate.
- Schools and other learning centres are well positioned to identify vulnerable children and youth and to assist in accessing care and support services to enable them to realize their education rights.
- The conceptual framework of the CSTL Programme must be able to incorporate both the valuable care and support programmes that already exist in Member States, as well as any new initiatives.
- The measures of success of CSTL must always be in terms of education outcomes—improved access, retention and achievement.
- Education is the core business of Ministries of Education, and therefore partnerships—with both traditional and non-traditional partners, such as donors, implementing partners and other Ministries—are essential to accessing relevant care and support services for vulnerable children and youth.
- Mainstreaming care and support across all disciplines within education and at all levels will result in meaningful and sustained change, by ensuring that the responses that emerge fall within the scope and mandate of the sector.

In short, within the above parameters, the Ministers acknowledged that the CSTL Programme offered an immediate and effective way to address the multiple issues that compromise the provision of quality education to the children and youth of the SADC Region.

The goal of the CSTL Programme is that 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 milestones

From a small pilot project in 2003, the CSTL Programme has evolved into a region-wide initiative, led by the Ministries of Education of all the SADC Member States. The milestones depicted in the diagram illustrate how this has unfolded, and how different Member States have benefitted from different levels of support.

Funding for the CSTL Programme has, over the years, been secured from a number of sources, with the Swiss Agency for Development and Cooperation (SDC) being the core funder. Since CSTL has become a regional programme, Member States have committed to contribute from their own resources to ensure the continuity, expansion and sustainability of their CSTL Programmes.

The present—CSTL 2013 to 2018

The current five-year phase of CSTL aims to address the prevention, care and support challenges facing the region’s children and youth through three major strategies:

1. **Systems strengthening**—to enable education sectors in Member States to respond to the prevention, care and support needs of children and youth, especially vulnerable girls

2. **Improved coordination and integration of services**—to facilitate local services and safety nets that address HIV&AIDS, sexual and reproductive health & rights, and other health needs of children and youth, especially vulnerable girls

3. **Policy harmonization and implementation**—to promote and protect the rights of vulnerable and marginalized children and youth

The aim of these strategies is to expand and strengthen education sector responses so that children and youth, in Member States across the SADC Region, realize their rights to education, to safety and protection and to care and support.

In recent years, as CSTL Programmes have matured in Member States across the SADC Region, a specific focus has emerged...
A CSTL example

So in a hypothetical Member State, CSTL might afford the Education Ministry the following opportunities and support:

- A platform for policy dialogue that aims to enhance the rights of children and youth to education and to design and adopt implementation plans that will address the needs of identified vulnerable groups
- The formation of partnerships to deliver relevant services to vulnerable children and youth, utilizing schools and teachers (in the first instance) as the means to identify these children and youth, to assess their needs, to access support or refer them as required, and then to monitor them over time
- A programme of capacity-building for education officials at all levels to develop the competencies to mainstream care and support into all functions, and, in the process, to strengthen the education systems necessary for the delivery of quality teaching and learning
STATUS OF CHILDREN AND YOUTH IN THE SADC REGION

The context for the CSTL Programme is summarized in this section, with information relating to the status of children and youth in SADC, specifically with regard to vulnerabilities that are common across the region and how these factors impact on education outcomes.

Challenges facing children and youth

Widespread poverty across the SADC Region has a direct impact on the wellbeing of the children and youth. Children and youth comprise the majority of the population in Southern Africa, which is considered both a demographic bonus and a major challenge.* Various official sources refer to the disproportionate number of children and youth who are deprived of essential care and the chance to develop their optimum human potential.

For millions of children across the SADC Region, the profound and long-lasting impacts of the HIV&AIDS epidemic mean increasing poverty, stigma and discrimination, neglect and exploitation. Girls and children and youth with disabilities face additional difficulties that further compromise their chances of a normal childhood.

Without basic human needs and services, children and youth become adults who cannot change their worlds for the better. 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 in SADC.

This reality—i.e. the status of many of the children and youth in SADC—is recognized as one of the key factors contributing to the region’s inability to meet its human and economic development targets. It also has profound implications for education sectors in every Member State.

Education: a fundamental right for all

There is universal acceptance that children and youth have the right to education and yet, for many, this right is never realized. These children and youth face barriers to accessing education; barriers to remaining at school; barriers to achieving at school.

The SADC Policy Framework on Care and Support for Teaching and Learning articulates the context for CSTL as follows:

poverty; hunger; poor health; lack of access to services like water, sanitation and energy; gender and other forms of inequality; parental illiteracy; orphaning and rural residency amongst other factors. These factors ... are present in different and multiple combinations to prevent many children and youth from accessing education, attending school regularly and participating in quality learning and teaching.2

While there are many commonalities across Member States, understanding why and how these factors constitute barriers to education for children and youth in a range of diverse situations is critical to developing appropriate care and support responses.

---

* A detailed analysis can be found in: Situation of Orphans and Vulnerable Children and Youth in the SADC Region (2010), which was commissioned to inform the development of the SADC Minimum Package of Services for OVC&Y.
Using the illustration below, consider which factors are barriers to education (access / attendance / achievement) in your country and, importantly, identify others that are specific to any area or any group of children and youth within your country.

Intersecting vulnerabilities impacting on educational opportunities
Education realities

The SADC Policy Framework on Care and Support for Teaching and Learning presents the following facts related to enrolment, attendance and retention in SADC Member States.

1. **Enrolment**: Pre-school enrolment rates are low. Primary school enrolment rates have improved but progression through primary school remains a problem. Secondary school enrolments are less than half that of primary schools.

2. **Attendance**: Primary school attendance is a challenge, resulting in 20% of enrolled children not completing their education.

3. **Retention**: There is high drop-out between the primary-level and the secondary-level. Secondary school completion rates are lower than those of primary schools. Secondary completion rates are also lower for girls than boys.

- Are these education facts true for your Ministry and country?
- What is the actual data relating to enrolment, attendance and retention in your Ministry?
- Where possible give data for primary and secondary schools and for girls and boys.
CSTL MANDATES IN POLICIES AND REGULATORY FRAMEWORKS

In this section there is an explanation of how the global, African and regional policy and regulatory frameworks clearly define the mandate for care and support for teaching and learning. The concept of a package of essential services for vulnerable children and youth is explored, as well as the means to monitor CSTL initiatives.

Education mandates

CSTL is a coordinating mechanism through which Member States can give effect to the realization of the goals, objectives, targets and commitments in the global, continental, regional and national instruments to which they are signatories.

A number of international and African conventions and declarations contain provisions on basic human rights, including the right to education, e.g. the UN Convention on the Rights of the Child (1989) and the African Charter on the Rights and Welfare of the Child (1990). These rights are further developed in instruments such as the Sustainable Development Goals (2015).

In SADC, education is embedded in the region’s development agenda. In SADC’s Regional Indicative Strategic Development Plan, improved education is central to the realization of the region’s economic and social development objectives. At Member State-level, important national instruments include each country’s constitution, national development plans and relevant laws and policies.

What are the key provisions in laws and policies that provide the mandate for care and support for teaching and learning in your country?

Connecting education with care and support

In the Communiqué released by the Forum of Education Ministers in Swaziland on 15 September 2005, these commitments were articulated with reference to the situation for children and youth in the SADC Region.

Recognising that children, as the majority of the population in our countries, are our present and future and main hope for development, we reaffirm that investing in the welfare and wellbeing of all children is critical for the survival and progress of our societies.

We concede that the normal support systems provided by families, communities and governments are being compromised in our countries by the impact of HIV&AIDS, deepening poverty, high population growth rate, recurrent drought and food insecurity. These problems have given rise to a rapid increase in the number of orphans and other vulnerable children, which has further intensified the strain on conventional care and support systems. As a result, we have turned increasingly to delivering services for children through schools and alternative learning centres where they spend a high proportion of their time. Despite some success with this, we now recognise that schools in their current form and mandate are being stretched beyond their original purpose and current capacities in efforts to bridge the gap in service delivery for children.

And, on 4 July 2008, 14 Ministers of Education of SADC Member States unanimously approved and adopted the CSTL Programme as the means to respond comprehensively to the health and socioeconomic challenges facing vulnerable children and youth.

The commitment to care and support for teaching and learning has been made; the mandate is unequivocal. It calls for change—not in the core functions of teaching and learning—but change in the way teaching and learning takes place. It presents both an opportunity and a challenge to Ministries and their partners to embrace different ways of working that will access care and support for vulnerable learners, and, as a direct result of that, improve learning outcomes.
Essential care and support services

The SADC Minimum Package of Services for Orphans, Vulnerable Children and Youth (OVC&Y) describes the typical needs of vulnerable children and youth and categorizes the services they require in six areas.

The SADC Minimum Package of Services for Orphans, Vulnerable Children and Youth

Member States have used this categorization as a useful reference when developing their CSTL national models and describing their package of basic or essential services—each designing a unique package of relevant services according to their specific needs and their country context.

If you have a CSTL national model and package of essential services in your country, what are the services for vulnerable children and youth in that package?

If you do not yet have a CSTL national model, what services for vulnerable children and youth should be included in a package of essential services?
Monitoring care and support for teaching and learning

A Monitoring, Evaluation and Reporting (MER) Framework for the CSTL Programme was adopted in 2011. It is premised on the theory that:

**IF** education, care and support for vulnerable children is mainstreamed into the following aspects of the education system—policy, planning and budgeting, human resources, human resource development, curriculum, infrastructure, M&E

**AND IF** a national conceptual framework, model and package of school-based care and support programmes and services are developed and partnerships are developed with government departments, UN agencies, NGOs and other stakeholders to implement the framework, model and package

**THEN** rates of school enrolment, retention and progression will improve and CSTL will contribute towards realizing the Education for All targets and Millennium Development Goals.

The following diagram illustrates the rigorous process that was followed to gather baseline data and to develop a draft MER Framework, which, after validation, was approved and instituted.

### Development of the CSTL MER Framework

<table>
<thead>
<tr>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSTL LOGFRAME</td>
<td>MANAGEMENT INFORMATION SYSTEMS ASSESSMENT AND BASELINE STUDY</td>
<td>ANALYSE DATA AND DRAFT MER FRAMEWORK</td>
</tr>
<tr>
<td>VALIDATION IN MEMBER STATES</td>
<td>M&amp;E TRAINING</td>
<td>APPROVAL BY STEERING COMMITTEE</td>
</tr>
<tr>
<td>REPORTING AGAINST CORE INDICATORS AND CUSTOMIZATION</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The core indicators that were developed are aligned to both global and SADC monitoring frameworks. Many of the indicators relate to essential services for vulnerable children and youth, for example:

| MATERIAL AND WELFARE | (%(%) of schools providing/facilitating access to bursaries to assist with education-related costs |
| WATER AND SANITATION | (%(%) of schools with sufficient sanitary toilet facilities to meet the needs of teachers and learners; %(%) of schools with safe water to meet the needs of teachers and learners |
| NUTRITION | (%(%) of schools providing a daily meal to vulnerable learners |

Data is collected at regional-, national- and school-levels.

*In the MER system and Education Management Information Systems (EMIS) in your country, identify examples of indicators that relate to care and support for teaching and learning. Select examples from both school-level and national-level.*
In this final section, the concept of and processes for mainstreaming care and support into education are introduced; the mainstreaming resources developed to support CSTL Programmes are presented; mainstreaming care and support is illustrated with examples of CSTL initiatives in selected Member States.

Understanding mainstreaming

Mainstreaming is a management practice that has evolved into a recognized discipline in the past few decades. Mainstreaming refers to a developmental approach that a sector, like education, can adopt to manage a range of risks. Once there is an understanding of the causes and consequences of these risks and how they impact on a sector’s goals and targets, then mainstreaming provides the means to address them. While this requires change, the change is always consistent with the core functions of the sector, utilizing the so-called comparative advantages of that sector.

The evidence is clear. Mainstreaming has been shown—in many countries and in many contexts—to be a developmentally sound, strategic and sustainable way to address issues as diverse as poverty, gender, human rights, HIV&AIDS, disability and the environment.

In the context of CSTL, a number of these issues in combination create barriers to children and youth accessing education, remaining at school and achieving at school. Mainstreaming care and support for teaching and learning at all levels, and across all divisions and disciplines within education, will address these barriers. At the same time, CSTL offers a vehicle to:

- Cascade care and support mainstreaming at all levels, from national- to sub-national

The processes and practical steps to mainstream care and support in teaching and learning were developed in 2009, in the form of a CSTL resource, referred to as the Regional Support Pack (RSP).

Regional Support Pack—a CSTL resource

The RSP is a generic resource that aims to guide Ministries of Education in SADC Member States through the process of mainstreaming care and support for teaching and learning into every relevant policy, programme and process.

Tested in forums with all 15 Member States, the RSP was then used within intensive training sessions with Ministry representatives from each of the Member States selected by the SADC Ministers of Education (initially Zambia, South Africa, Swaziland, the DRC and Mozambique). Subsequent RSP workshops have been held for Malawi and Zimbabwe, the newly selected Member States that joined the programme in 2014.
Accompanying the RSP is a “road map” that is used to visually create a CSTL journey, to plan and sequence the mainstreaming “Action Steps” in an optimal way for each individual Member State. The twelve Action Steps for mainstreaming care and support for teaching and learning are illustrated below.

The Action Steps for Mainstreaming CSTL

There is no set order of how or when the Action Steps are undertaken. Member States use the road map to help them decide which order they will follow.

Member States are encouraged to customize the RSP to best suit their unique circumstances.
Mainstreaming illustrated

In the following pages, three mainstreaming initiatives are described. The first is from Swaziland, where a national CSTL model was developed, known as INQABA.

The seven pillars of INQABA represent the essential services that are at the heart of the Swaziland CSTL Programme. They are:

- Protection and safety
- Psychosocial support
- Food security
- Health
- Water, sanitation and hygiene
- HIV&AIDS, gender and life skills
- Quality teaching and learning

An in-depth understanding of the vulnerabilities faced by its children and youth was essential to the process of developing Swaziland’s national model, which—today—directs and guides all aspects of education policy, planning and delivery. And, in order to effectively mainstream these pillars into all aspects of education, partnerships with other relevant Ministries, implementing partners, NGOs and others have been created to deliver key services.

As can be seen, there is an excellent match between the INQABA pillars and the six categories in the SADC Minimum Package of Services for Orphans, Vulnerable Children and Youth (listed in the previous section).

The second example is from South Africa, where the Screening, Identification, Assessment and Support (SIAS) policy was adopted in 2014. The purpose of the SIAS policy is to standardize the procedures for identifying vulnerable learners, assessing their needs and providing appropriate intervention programmes for all those who require additional support to enhance their participation and inclusion in school.

The four steps in the SIAS policy are to:

1. **Screen** all learners for learning and development breakdown
2. **Identify** the barriers to learning and development (facing the learner)
3. **Assess** the learner’s support needs (what support is needed; from whom; how often?)
4. Facilitate the necessary **support** to meet all the learner’s needs

Plans of action eventuate from this process—for the at risk learner, for the school and for the district

Multiple sources of learner information are tapped, including:

- On admission (which may be the best opportunity to meet the parents and caregivers and get valuable information on their child)
- School reports
- Teacher observation notes
- Formal and informal assessment results
- Any other reports (medical, psychological, etc.)
- Parent and learner interviews

Furthermore, the policy provides guidance to education sector stakeholders on how to plan, budget and provide programme support at all levels of the education system. It also regulates the composition and operations of the key coordinating structures required for the implementation of an inclusive education system—namely the “school-based support teams” and the “district-based support teams”.

The final example is from Zambia. The Ministry of Education, believing that counselling and guidance are important aspects of their education system, have integrated these services into schools. This is particularly relevant in the current phase of CSTL, which emphasizes support for vulnerable and marginalized children and youth, who can benefit greatly from access to counselling and guidance services.

A six-module practical diploma course was launched in August 2013 by the Ministry in conjunction with the Regional Psychosocial Support Initiative (REPSSI). The course is intended to change the way teachers interact with each other and with learners, as well as how a school interacts with its school community. Guidelines have been developed on the administration and management of guidance and counselling in the education system, effectively mainstreaming psychosocial support into schools.

Mainstreaming in practice

Each of the above examples demonstrates how Ministries of Education are changing, expanding and strengthening, in order to improve on their mandates of learner access, retention and achievement. At the same time, they are meeting the CSTL goal for their children and youth—enabling them to realize their rights to education, to safety and protection and to care and support.

Describe an initiative in your country that advances the CSTL goal of an expanded and strengthened education response that enables children and youth to realize their rights to education, to safety and protection and to care and support.
The CSTL Journey Continues

CSTL is a unique collective response to the education challenges facing the SADC Region. It builds on the strength of regional collaboration and the sharing of experiences and knowledge, including both policy development and school-level implementation, towards the common goal of achieving access, retention and achievement in school for all children and youth, especially those who are vulnerable. In other words:

CSTL is a powerful mechanism for tackling a nexus of challenges key to the advancement of SADC’s mission. It is premised on the systematic provision of core and complementary services through the education system in order to address the underlying barriers to access, retention, regular attendance and quality educational outcomes. In terms of the CSTL concept, schools are envisaged as sites of integrated and comprehensive care and support, such that each school is a portal through which children can engage services that are necessary for achieving a sound education.3

Partnering for care and support for teaching and learning

By embracing CSTL as an enabling framework for action and change and, coupled with successful implementation, Member States are taking giant steps in securing the right of every child to education and to the development of their “personality, talents, and mental and physical abilities to their fullest potential” [Article 29, UN Convention on the Rights of the Child].

What are your next steps for advancing care and support for teaching and learning in your country?
REFERENCES


3 Ibid.