

WHAT IS A CSTL SCHOOL AND HOW DO WE BUILD THEM?

CSTL schools: the engine rooms of adolescent agency for sustainable development

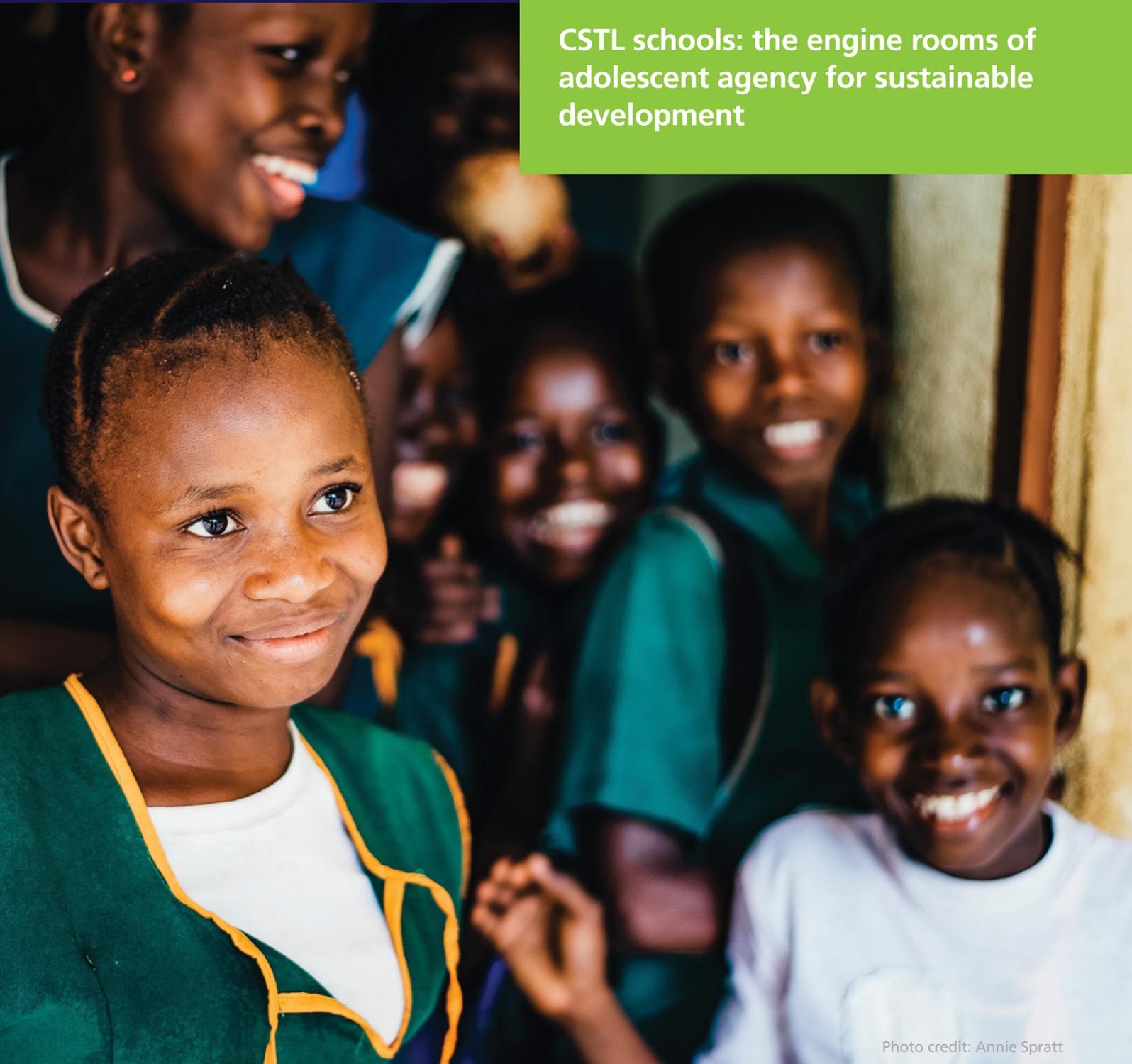


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Abbreviations

CSTL	Care and Support for Teaching and Learning
ICT	Information and communications technology
LTSM	Learning and teaching support materials
NGO	Non-governmental organization
SADC	Southern African Development Community

SADC's children: its biggest development challenge or opportunity?

The Southern African Development Community (SADC) has not made sufficient progress in overcoming key development challenges, which are:

- Poverty that continues to be passed down from generation to generation
- Inequality, discrimination, and social, economic and political exclusion based on gender, geography and income
- High levels of HIV transmission and death amongst adolescents
- Climate change

Children are the custodians of sustainable development: they are responsible for overcoming these challenges now and into the future. It is the civic responsibility of every child to become an agent of change by knowing and acting on their responsibilities to themselves and others.

What are children's civic responsibilities to sustain development?

In order to sustain development, children have the responsibility to:

- Engage in responsible, healthy behaviours to live long and healthy lives
- Not be a costly burden to families and society due to illness or risky behaviours
- Be tolerant and respectful of others, despite differences, in their families, schools and communities
- Be contributing members of their families and one day be good parents who support the development of their children to their full potential
- Be independent thinkers and problem solvers of challenges preventing their own development, as well the development of their families and communities
- Be employed or create jobs and pay taxes
- Provide leadership of their communities and countries
- Be the next generation of strong governors with the ability to make decisions in the interests of the broader community

Africa, including the SADC region, has a growing child and adolescent population. This represents one of the biggest assets and opportunities for achieving sustainable development. Every child has the potential to change their own lives, and the lives of their families, schools and communities. This however depends on how well all children are prepared, motivated and supported to become agents of change. It depends on how well children are empowered to become active and engaged citizens who adopt the attitudes, behaviours and practices that will bring an end to the development challenges facing the region as we move towards and beyond 2030.

For example, HIV&AIDS remains one of the biggest development challenges in the SADC region: there are high levels of HIV transmission among adolescents, especially girls, and far too many HIV-related deaths.

Changing this depends on adolescents taking responsibility for changing their attitudes, behaviours and practices. It depends on their being empowered with the agency they need to make these changes.

We cannot even begin to think of an HIV-free generation without every child and adolescent recognizing that they have a responsibility and making a conscious decision to adopt behaviours to ensure, as far as is possible, that they protect themselves from acquiring HIV or becoming pregnant too young. And the region will only be able to achieve lasting gender equality if every adolescent recognizes that they have a duty and consciously decides to be tolerant of, celebrate and embrace gender and other differences in their peers.

To do this children need agency

Agency is the knowledge PLUS the competency, capacity and opportunity, to use knowledge to act independently and meaningfully to make change.

In summary, agency is meaningful, informed participation by children as engaged citizens through the responsible exercise of their civic rights to information, to associate with like-minded peers, and to participate in decisions that affect them.

Schools: the engine rooms of sustainable development

The education system has the responsibility to prepare every child to be an agent of change, and to equip them with the agency they need to fulfil their civic responsibilities for securing sustainable development. Schools must build the agency of every child by providing them with transformational, quality, inclusive education that ensures that every child is:

1. Supported to overcome access barriers, and enrol in, attend and complete school
2. Equipped with the knowledge and capacity to know and act to overcome the development challenges they, their family and community continue to face, including poverty, discrimination based on gender, disability and other grounds, high levels of violence and abuse, HIV&AIDS, and environmental degradation
3. Enabled to participate in the economy and ensure the prosperity of their family, community and country as an employer, employee and/or entrepreneur
4. Enabled and motivated to provide leadership and become an advocate for tolerance and inclusivity to build socially cohesive and supportive families, schools, and communities
5. Enabled to participate in peaceful and democratic societies and processes
6. Enabled to provide effective leadership, governance and administration of their school, community and country
7. Provide leadership and be an advocate of environmentally sustainable practices in their family, school and community

The SADC CSTL Policy Framework: a SADC tool for building transformational CSTL schools

Care and Support for Teaching and Learning (CSTL) is a planning framework for ensuring that every school in the SADC region understands its duty and provides transformational, quality, inclusive education for every child and youth in the region, so that they may become agents of sustainable development.

CSTL goal and rationale

Every school in the SADC region becomes a CSTL school that provides transformational, quality, inclusive education to all, especially the most marginalized, and builds the human capital needed for sustainable, inclusive development.



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

SADC adopted a CSTL Policy Framework that explains what a CSTL school is, why CSTL schools are essential to the achievement of SADC's shared goals, and the necessary actions that must be taken by every Member State to make every school a CSTL school.

A CSTL school is a rights-based, inclusive school that ensures that every child—especially the most marginalized—receives a quality education that unlocks their full potential as an agent of sustainable development.

A CSTL school is built on 12 foundational building blocks or CSTL pillars that provide the scaffolding upon which CSTL schools are built. The pillars must be in place to guarantee that every school becomes and remains—through its policies, practices, programmes, leadership and governance structures—a rights-based, socially inclusive and cohesive school that is an engine room of sustainable development.

The following 12 pillars must be in place for a school to become a CSTL school that is an effective engine of transformation that develops every child to be an active agent of sustainable development:

1. Curriculum development and support
2. Teacher development and support
3. Enabling and inclusive infrastructure
4. Water and sanitation
5. Parental and community involvement (including the involvement of children)
6. Health promotion
7. Nutritional support
8. Safety and protection
9. Social and welfare services
10. Material support
11. Psychosocial support
12. Inclusive, transformational leadership, coordination and management

12 CSTL PILLARS

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



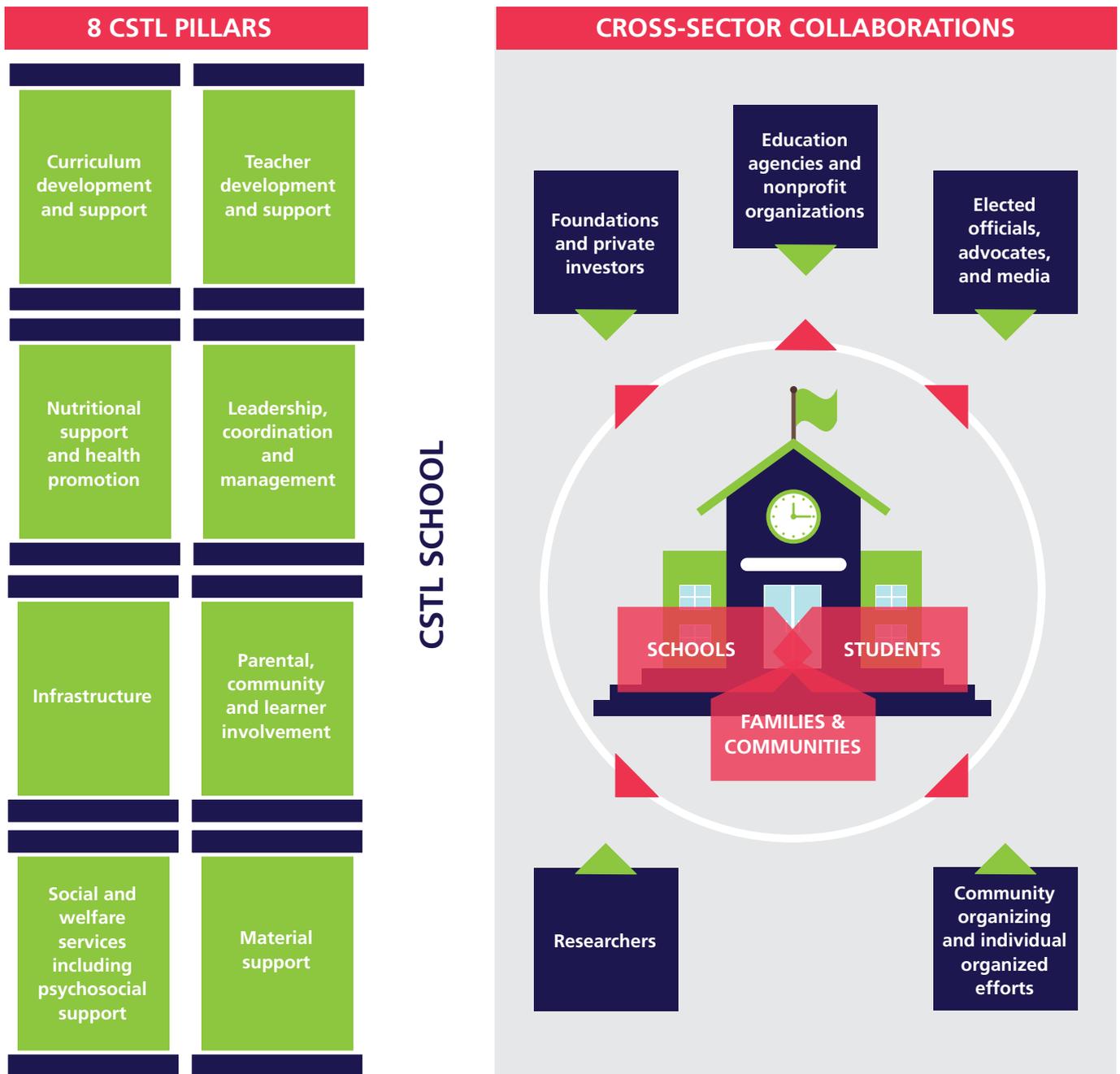
CSTL rights-based, socially inclusive and cohesive school providing inclusive, transformative 21st century teaching and learning to develop agency for sustainable development

What does a CSTL school look like when all 12 pillars are in place?

The next section provides a road map for planning to build and maintain a CSTL school. It describes what the teaching and learning environment would look like once the intended destination or outcome—a rights-based socially inclusive and cohesive school—is achieved.

The 12 pillars have been simplified and organized into eight foundational building blocks, because some of the pillars overlap. For example, enabling and inclusive infrastructure includes water and sanitation, so they are not described separately.

The pillars are consolidated into the following eight foundational pillars of a CSTL school that develops learner agency and drive sustainable development of the SADC region:





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

What does a rights-based, socially inclusive and cohesive school look like?

Classroom and playground practices and relationships

In a rights-based, socially inclusive and cohesive school:

1. Children, educators and school managers have knowledge of children's and other school community members' rights and responsibilities
2. Children and educators know that children's rights can only be realized if every child and teacher is respectful of their fellow-learners' rights, and exercises their own rights responsibly
3. Every educator and child behaves in such a way in the classroom, on the playground and sports field, and when they leave school, that allows and enables every child to enjoy and practise their rights, for example, to:
 - o Quality education
 - o Equality and freedom from discrimination
 - o Dignity
 - o Safety and protection
 - o A healthy environment
 - o Health and nutrition
 - o Freedom of opinion and expression
 - o Freedom of religion
 - o Freedom of participation
4. Every educator monitors, practices, and promotes respectful behaviour, attitudes and practices by all children in the classroom, playground, sports field, and in their communications with each other
5. Children, including those from marginalized groups, participate in decision-making structures and the making of decisions within the school that affect them

The curriculum

In a rights-based, socially inclusive and cohesive school, the school curriculum is:

1. Child-centred, respectful and promotive of children's responsibilities and rights
2. Designed to accommodate and support the different learning needs of all children so as to equalize their opportunities to quality education
3. Designed to prepare all children, especially the most vulnerable, to become active and engaged members of society who contribute to peaceful and prosperous families, schools, communities and countries

Infrastructure and basic services such as water and sanitation

In a rights-based, socially inclusive and cohesive school, the school buildings, infrastructure and learning spaces do not infringe children's rights to, inter alia:

1. Dignity
2. A healthy environment
3. Health care
4. Equal access to all educational facilities
5. Quality teaching and learning

This means that all schools, especially schools in remote rural areas and schools serving poor communities, have basic physical structures, learning and teaching spaces and basic services that:

1. Do not present a risk of harm to children and do protect them from the elements—for example, schools are not made of mud and all learning spaces have strong walls and ceilings
2. Ensure children's health and are hygienic—for example, safe and hygienic toilets are available for all children, and safe, running water is available and accessible for all children
3. Are appropriate to accommodate children's differences in age, gender, disability and/or other differences—for example, different and appropriately sized toilets for boys, girls, younger and older children
4. Provide infrastructure and learning spaces of a size and with facilities necessary to support learning suited to the diverse needs of the children in the school—such as classrooms that are large enough not to be overcrowded and furnished with sufficient desks and chairs, as well as adequately stocked libraries and laboratories

Learning and teaching support material (LTSM)

In a rights-based, socially inclusive and cohesive school, all children have timely and equal access to learning and teaching support materials (LTSM), such as workbooks, textbooks, assistive devices and a diversity of media, to support quality teaching and learning, including children:

1. In remote rural and other under-serviced areas
2. With disabilities
3. Who speak languages other than the main language of learning and teaching

Co-curricular facilities and activities

In a rights-based, socially inclusive and cohesive school, a variety of sports, culture, social and peer groups or clubs are:

1. Available and accessible to all children, including marginalized children—for example, sports programmes are available for children with disabilities
2. Responsive to the gender, social and cultural diversity of the whole school community—for example, different traditional dance and music forms, and sports forms for both boys and girls are offered
3. Available to provide additional learning support to children who require it because they are not able to attend school every day due to their home circumstances—for example, homework classes for children who work or have onerous domestic responsibilities

Health promotion, social welfare, psychosocial, safety and protection, and material support and services

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 experienced by marginalized children, such as:

1. Poverty: for example, fee exemptions, monitoring and facilitated access to social grants, transport services and school feeding programmes
2. Gender-related challenges: for example, sexual and reproductive health services to prevent teen pregnancies and provide support where these occur; support for menstrual hygiene; services to prevent risky behaviours; safety interventions to protect girls against sexual abuse

3. Child labour: 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 social workers and other support structures for material and psychosocial support

Educator skills, practices, qualifications and attitudes

In a rights-based, socially inclusive and cohesive school all educators are qualified, and practise teaching and learning strategies that:

1. Are respectful of, sensitive to, and celebrate diversity and differences, especially of marginalized groups in the school community
2. Do not discriminate against marginalized groups in the school community
3. Are sensitive to and accommodate differences in learning needs, including differences linked to gender, race, disability, health status, language, religion and others

Management and leadership structures, tools, qualities and practices

In a rights-based, socially inclusive and cohesive school, all management and leadership structures and tools (such as school policies, plans and budgets, head teachers, school management teams and school committees):

1. Facilitate, support and monitor the responsibilities of all role players in the school community to know, respect and promote children's rights, and respect and celebrate diversity
2. Ensure equity in the allocation of resources, making sure that adequate resources are allocated to make all school infrastructure and facilities available to historically marginalized groups
3. Ensure that capacity-building, reporting and disciplinary processes are available for reporting abuses of rights, effective follow-up and reporting back to the school community

Relationships with parents and community members

In a rights-based, socially inclusive and cohesive school there is a close working relationship with parents and community members to ensure that:

1. They know they are part of the school community and have rights and shared responsibilities to respect, protect and promote the rights and well-being of vulnerable and marginalized groups of children
2. They know they are 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
3. They are supported by school community members to fulfil their responsibilities
4. All parents, including parents of marginalized groups of children, are included in school-based leadership, care and support structures, and decision-making structures.

Pillar 1: What does a quality, relevant and inclusive curriculum look like across the curriculum platforms?

Curriculum learning areas—content and pedagogy

The information, skills and competencies that children acquire at CSTL schools will prepare and enable them to be active and engaged citizens in all aspects of the society—social, economic, cultural and civic. This means that a CSTL school's learning areas, content, and teaching and learning practices will include age-appropriate information and build understanding, capacity and competencies in relation to:

1. Sustainable inclusive development
2. Key development challenges
3. The responsibilities and rights of children, schools, families and communities, including socio-economic and civic responsibilities and rights that must be respected, protected, promoted and realized to overcome development challenges
4. Social cohesion, tolerance and the value of diversity
5. Cultural differences and values
6. Environmental sustainability and sustainable living
7. Gender equality
8. Life skills education
9. Comprehensive sexuality education, including education to prevent early pregnancies and HIV&AIDS
10. Civic, local and national democratic and governance affairs and processes
11. Literacy and numeracy
12. Science and maths
13. Information and communications technology (ICT)

Importantly, learners will acquire the information they need and be given opportunities to apply the knowledge to develop the relevant skills. For example, learners will learn about their responsibility to be active participants in democratic societies through participation in elections and parliamentary participatory processes. In addition, they will be given opportunities to apply this knowledge by taking part in class and school governance and decision-making processes, and presenting reasoned arguments in a respectful way in these forums, and participating in moot courts and debates.

Pedagogical practices and relationships between educators and learners

The relationship between learners and educators in a CSTL school with a quality, relevant and inclusive curriculum is personal, responsive, interactive and mutually supportive. This will be seen in:

1. **How knowledgeable teachers are about their learners' circumstances, needs and interests and how they respond to barriers:** The relationship between learners and their teachers is one of open and constructive dialogue and engagement. In a CSTL school, educators engage with their learners on what their needs and interests are, and use methodologies, materials and resources that respond to these, including special needs learning resources

	<ol style="list-style-type: none"> 2. How educators engage with their learners: In a CSTL school, educators fulfil their role as mediators and facilitators of the acquisition of information and how to use it. CSTL teachers: <ul style="list-style-type: none"> o Ensure that learners have access to a diversity of information sources and platforms using media and a supportive network of informal educators, including visits to and teaching sessions by representatives from the media, NGOs, human rights institutes and the electoral commission o Enable the critical use of information and development of skills to present reasoned positions and manage differences of opinion through, for example, facilitated dialogue, project-based learning, debating clubs and school newspapers o Ensure that all learners have opportunities to meaningfully exercise their knowledge to realize their rights and responsibilities to bring about changes in their lives, and those of their peers, school community and family—for example, if children are provided with comprehensive sexuality education, they must be given access to adolescent-friendly health facilities to access services and ensure that they exercise healthy behaviours and practices 3. The ongoing monitoring of the learner’s progress throughout their education: CSTL educators will engage in ongoing learner monitoring to assess their progress and how well their needs and challenges are being met, and how well they are progressing in acquiring the full range of civic competencies
Infrastructure	<p>A CSTL school providing a quality, relevant and inclusive curriculum will provide infrastructure that:</p> <ol style="list-style-type: none"> 1. Enables learners to acquire and apply the diversity of information they need to be engaged and active citizens, including: <ul style="list-style-type: none"> o Enough science and computer libraries and workrooms o Media centres offering access to a diversity of media and ICT, as well as space for quiet reflection, debate and reading o Environmentally sustainable and supportive infrastructure o Platforms and tools to enable learners with special needs to access and use information 2. Is designed to support open dialogue and access to relevant information beyond the school’s boundaries, and promotes interaction and a sense of community that enable formal and informal learning
Teacher competencies, capacities and skills	<p>Teachers will have 21st century teaching knowledge, competencies and capacities, as well as receive ongoing support to:</p> <ol style="list-style-type: none"> 1. Provide holistic and diverse teaching—access to information, information on how to use it, and opportunities to use it—to enable children to know and exercise their responsibilities as active and engaged citizens

	<ol style="list-style-type: none"> 2. Develop child-centred, participatory and experiential teaching and learning strategies, such as project-based learning, debating and dialogues 3. Encourage and be tolerant of a diversity of views and opinions, and actively seek these out in the process of teaching and learning 4. Have access to professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills into their routine classroom practices
<p>Relationships with parents and communities</p>	<p>CSTL schools providing a relevant, quality and inclusive curriculum will become ecosystems or centralized hubs of learning that are facilitators—not just providers—of teaching and learning. They are a resource through which learners are enabled to access a diversity of information through an extended network of partners in the broader community and society.</p> <p>This means that a CSTL school will:</p> <ol style="list-style-type: none"> 1. Be supported by a network of partners that work collaboratively with schools to facilitate the sharing of information necessary for children to know, understand and practise their rights, responsibilities, skills and competencies necessary to be active, engaged citizens 2. Build partnerships with external role players that will provide supplementary teaching and learning, including: <ul style="list-style-type: none"> o Businesses and business associations o The media o Electoral commissions o NGOs o Child-led organizations o Human rights organizations and institutes 3. Include parents and caregivers as part of the educational continuum and as such, support them to be co-educators, providing their children with ongoing support and opportunities to exercise their knowledge and competencies at home and in communities <p>A CSTL school builds a sound relationship with parents and caregivers by developing their understanding of 21st century education and supporting their role as co-educators. This may be done through regular information-sharing sessions, inter-generational dialogues and workshops to inform parents and caregivers on 21st century learning and the curriculum, and identify ways in which they can create an enabling and supportive home environment where learners can continue to grow their 21st century skills.</p>
<p>Governance, leadership and coordination</p>	<p>In a CSTL school, children’s agency and responsibilities are recognized and they participate—in accordance with their evolving capacities—in decisions about their learning environment. Therefore, every CSTL school has:</p> <ol style="list-style-type: none"> 1. Democratic and inclusive school support teams 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, parents and representatives from the community. The learners represented will include a proportion of vulnerable and historically marginalized learners

2. Regular training and mentoring for the school support team or school committee on a quality, relevant and inclusive curriculum and what this asks of the school community, and the roles and responsibilities of the team in supporting its implementation

Pillar 2: What does teacher development and support look like?

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

A CSTL school where teachers are developed and supported ensures that:

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

Pillar 3: 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, girls and boys, younger and older children are accommodated in buildings and grounds that have:

1. Safe, accessible roads to the school
2. Safe fence enclosing the grounds
3. Classrooms with safe walls and ceilings that protect children against the elements and are not overcrowded.
4. A safe power supply

5. A sufficient and safe water supply
6. A sufficient number of sanitation facilities that are accessible, provide privacy and promote health and hygiene
7. Infrastructure that supports the implementation of a quality, relevant curriculum, such as a library or media centre, a computer and science laboratory, woodwork rooms, etc.
8. Spaces for teaching and learning, sport and recreational facilities
9. Telephone and internet connectivity
10. Adequate administrative and teacher support spaces
11. Environmentally sustainable infrastructure that ensures the sustainable use of resources and educates children on sustainable practices

Pillar 4: What does material support look like?

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

A CSTL school makes sure that all children at risk because of poverty are not excluded from school or any teaching and learning activities, are not made to feel isolated or prejudiced because of their inability to pay school-related costs, and are not pressured by their peers or parents to engage in risky behaviours 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 they enrol, attend regularly, participate fully in all teaching and learning activities, and complete their schooling.

It is a school that recognizes all the cost-related barriers, challenges and consequences for children living in poverty, and provides a network of support to prevent and overcome these by, inter alia:

1. Offering free and/or subsidized primary education
2. Offering subsidized schooling and/or education grants for pre-primary and secondary education
3. Not charging any top-up fees or additional costs for children who receive free or subsidized education or education grants
4. Providing additional material support to cover indirect costs that contribute to children's exclusion, such as stationery, school uniforms, transport, extra-curricular activities and sanitary pads for girls
5. Making children, parents and communities aware of the value of keeping children in school for long-term family security and community development, and informing them of the different support programmes available for helping them with the costs of schooling or lost opportunity costs of keeping their children in school

Pillar 5: 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, and are able to participate fully, concentrate in class and perform to their full academic, sporting and cultural potential.

It provides:

1. Nutritional support, including school feeding and education to all learners through the curriculum, school feeding programmes and food gardens
2. Promotive and preventative health education to promote healthy living and responsible behaviours
3. Access to quality adolescent- and youth-friendly health services to complement the education provided—enabling learners to use the information and put it into practice by using health promotive, preventative and therapeutic treatments to avoid diseases, know their health status, and promote healthy behaviours
4. A comprehensive package of education and services through multi-sectoral integrated, adolescent-targeted school health programmes that secure high-quality health education including:
 - o Promotive and preventative education and services such as immunizations and deworming
 - o Basic developmental screening and referrals for early treatment of vision and hearing impairments and attainment of developmental milestones
 - o Comprehensive sexuality education in primary, secondary and tertiary institutions
 - o Comprehensive HIV&AIDS prevention education
 - o Access to quality adolescent- and youth-friendly sexual and reproductive health services to enable children to use the information received at school and exercise their agency
 - o Comprehensive education, protection from discrimination through gender equality education and implementation of a re-entry policy for pregnant and parenting girls, and access to services including family planning, pre- and postnatal care for all children to prevent early, unplanned pregnancies, and where they occur, access services and support to ensure they remain at and complete school
5. All educators and health practitioners are trained on CSE and adolescent- and youth-friendly health services
6. Strong and effective partnerships are established and maintained between the school and local/mobile clinic that offers adolescent- and youth-friendly services that complement the education provided, thus enabling learners to put their knowledge into good practices
7. Effective referral systems between the schools and clinics to ensure routine access to screening services and treatment where required

Pillar 6: 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:

1. Is enabled and supported by the education and other ministries and partners to provide a package of:
 - o Services and support to protect children from violence, abuse, neglect and exploitation, including the use of corporal punishment and bullying
 - o Protective and therapeutic services—including social welfare and psycho-social support—for children who have experienced violence, abuse, neglect and exploitation, or other causes of grief and trauma, such as the loss of a parent
2. Has protocols, mechanisms, tools and capacitated human resources to prevent abuse and ensure the safety of children, and identify and provide or refer children at risk for the provision of social welfare services
3. Incorporates education in its curriculum to raise awareness of the rights of children to protection and available services, and to change harmful attitudes and practices that fuel violence against, and exploitation of children, as well as those that drive risky behaviours amongst children
4. Establishes and maintains mechanisms for the identification and referral of children who are abused, for support and treatment
5. Has effective codes of conduct and disciplinary mechanisms in place to prevent and punish the use of violence, exploitation, abuse or discrimination against children by any school community members
6. Has mechanisms and capacitated human resources to identify and provide or refer vulnerable children for psychosocial support to ensure their social, emotional and psychological development, and to minimize risk and maximize protective factors
7. Has peer support groups and clubs that provide education and advocacy for a safe and protective school environment
8. Children feel and are safe in the classroom, the playground, and the sports field, on the way to and from school, and at school events
9. Children are not exposed to the risk of, or experience physical, sexual, mental or emotional harm, abuse, violence or harassment as a result of unsafe or inadequate infrastructure, or because of the behaviour of other children or educators including:
 - o Sexual abuse and/or harassment
 - o Theft
 - o Bullying
 - o Corporal punishment
 - o Degrading and/or humiliating treatment
10. Steps are taken to prevent harm and violence by addressing the main risk factors, harmful behaviours and attitudes among school community members including:
 - o Unsafe structures and facilities
 - o Unsafe transport
 - o Alcohol and drug use
 - o Carrying weapons
 - o Harmful religious and cultural beliefs, attitudes and practices

11. Effective referral, reporting and follow-up mechanisms and procedures are available where necessary
12. Educators and learners know the signs of harm, abuse or harassment, and report and refer children who are victims of abuse or violence at home or school to school authorities or structures established for their safety and protection
13. All learners and educators know what their specific duties and responsibilities are, and exercise these to ensure each other's safety and protection

Pillar 7: What does parental and community involvement look like?

What does a CSTL school that has a dynamic partnership with parents and communities look like?

A CSTL school that systematically involves parents and communities is characterized by informed and active participation of parents, caregivers and community members who share the CSTL school's goals and support their realization through the provision of care and supportive services to children in school, communities and homes.

It is a school supported by parents and communities who:

1. Are aware of CSTL and the value and importance of their participation in the school and their children's education, and what their roles and responsibilities are
2. Are active providers of care and support in schools and homes to address barriers to education
3. Are active participants in the planning, implementation and monitoring of CSTL policies, services and support in schools

Pillar 8: What does effective leadership and coordination look like?

What does a CSTL school that has effective leadership and coordination

Effective leadership and coordination are 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, the Presidency and the Ministry of Finance
- There is in-depth knowledge, commitment to, and buy-in to CSTL by all role players that are responsible for CSTL in a given setting—such as a school, the Ministries of Education, Health and others, as well as all departments within the ministries
- Schools are enabled and empowered to become sustainable CSTL schools through the development and adoption of appropriate policies, programmes, resources and supporting systems within all ministries and schools

- CSTL is planned, resourced, implemented and monitored through multi-sectoral coordination structures at national, regional and school level, including the Ministry of Education, other ministries, parents, community leaders and members, and children themselves
- There is regular and meaningful communication to keep all stakeholders informed about CSTL plans, developments and progress
- There is a clear, collective CSTL plan of action to guide the implementation of CSTL in a given settings—such as a region or school—that is known and shared at different levels of the system, and that identifies priorities, programmes, resources and role players, and charts the indicators for measuring progress
- There is an annual report reflecting on collective progress and challenges, which is published and distributed to all role players



Schools are enabled and empowered to become sustainable CSTL schools through the development and adoption of appropriate policies, programmes, resources and supporting systems within all ministries and schools.



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