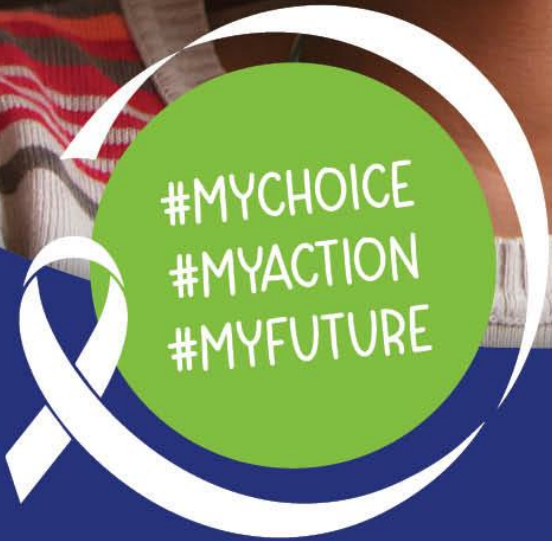




PROMOTING GREATER CAPACITY,
SELF-CONFIDENCE AND HOPE FOR
THE PRESENT AND THE FUTURE



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Report on CSTL Report

CSTL Technical Committee ~ February 2021



Background

- The SADC Policy Framework on CSTL was adopted by the SADC education ministers in 2016
- Reporting template developed to assist MS report to Tech Committee, as per Implementing Mechanisms section
- Provides guidance on what is expected for mainstreaming SADC Policy Framework on CSTL
- Provides SADC with a comprehensive picture of the status of CSTL in the region
- Assists with the Region's reporting to the African Union



Updates

- Virtual workshops offered to MS in November to review the reporting template, address questions and clarify challenging components
 - Four offerings, two in English, one in French, one in Portuguese
 - 10 Member States participated in workshops; recordings made available as needed
- During workshops suggestions made in how to set up Policy Harmonization tab
 - Clear lines put in separating each policy statement
 - Rating expanded to distinguish between draft and review, approved and resourced, and implemented.



Process

- Sent to MS ahead of workshops to held in November, with submission dates included
- Resent to MS after further changes made
- Submitted forms have been collated into one workbook
- New summary tabs included to better show current status



Structure

Mainstreaming CSTL

- 12 items
 - National model
 - Budget
 - Training
- Scored 0-2 for total of 24 points
- Target is min of 18/24

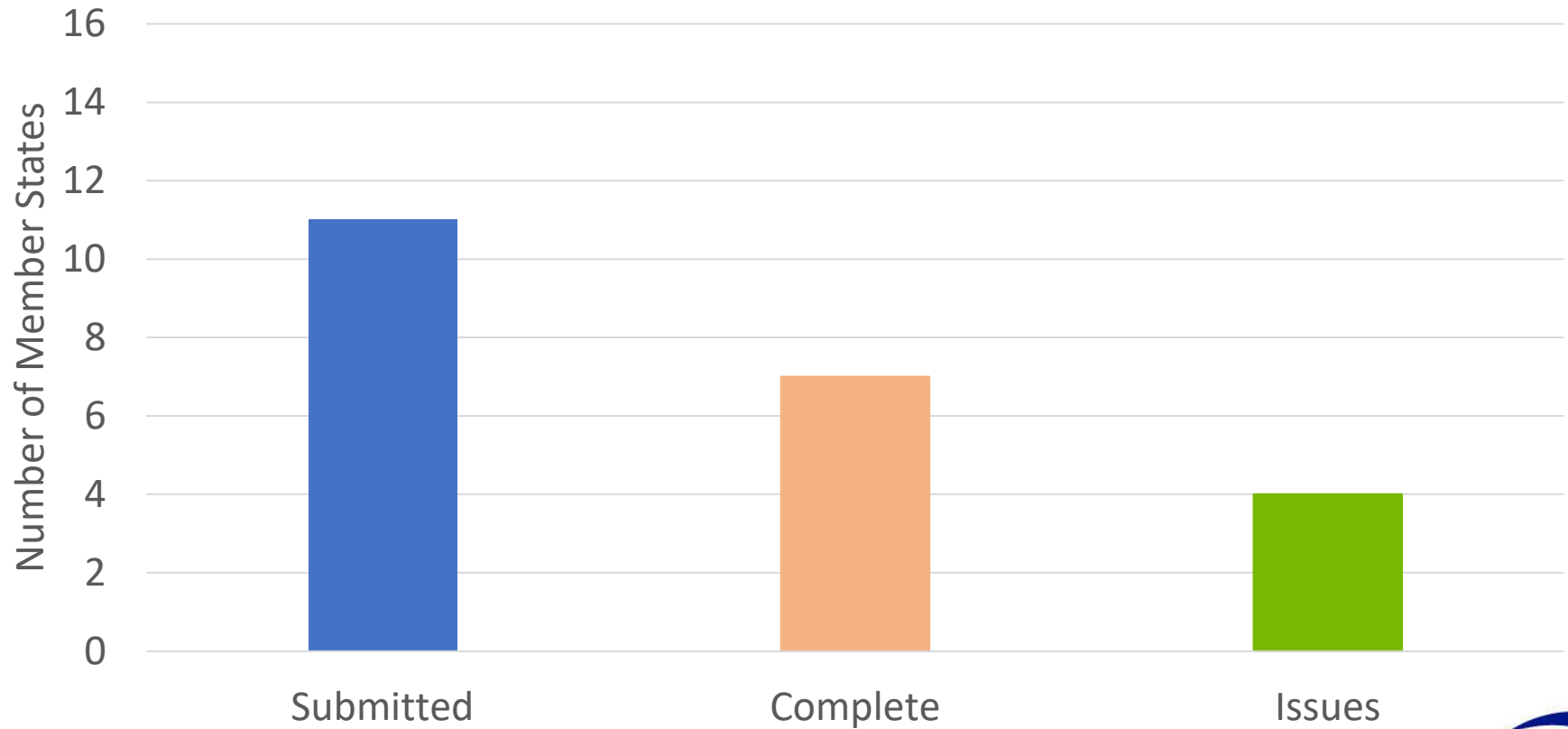
Policy harmonization

- 17 indicators
- 23 policy items
- Scored 0-1 for
 - Drafted?
 - Reviewed?
 - Approved?
 - Resourced?
 - Implemented?
- Total 23 per column

CSTL indicators

- 7 items
- Key areas of CSTL complementary pillars
- Asks for baseline, 2019, 2020
- Better disaggregation across levels
- Includes special schools and technical education
- Includes FLN related data (e.g. CSE & SRHR services)

Responses



Noted confusion remains with the template

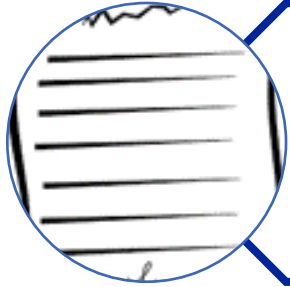
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Results



Mainstreaming



Policy Harmonization



CSTL indicators



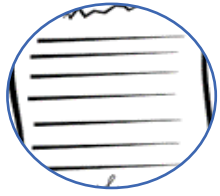
Mainstreaming



- Target: By 2022, 15 of the 16 Member States will have achieved a minimum of 75% mainstreaming of CSTL
- 5 of 11 MS scored 18 or higher
- All reporting MS have some set of policies and strategic documents guiding implementation of care and support
- 4 Member States report having dedicated CSTL budgets and 6 MS have some budget allocation though still rated as partial
- 5 Member States have institutional arrangements to promote delivery of care and support for teaching and learning, and 4 have these arrangements in process
- 6 Member States provide in-service teacher training; 4 Member States include CSTL in pre-service training



Level of Mainstreaming CSTL INDICATORS 2020	Angola	Botswana	DRC	Eswatini	Lesotho	Madagascar	Malawi	Mauritius	Mozambique	Namibia	Seychelles	South Africa	Tanzania	Zambia	Zimbabwe
Existence of a national document providing comprehensive guidance on CSTL		2		1	1	2	2	2	2	2		2	2		2
Existence of multi-sectoral coordinating structure(s) that guide and coordinate the implementation of CSTL at national level		2		2	1	2	2	0	2	2		1	1		2
Existence of multi-sectoral coordinating structure(s) that guide and coordinate the implementation of CSTL at sub-national level		2		2	0	2	2	2	1			1	1		2
Minimum 70% of schools have school-level support structures		2			1	1	2	2	1	2		2	2		2
Budget is earmarked and used for the implementation of CSTL activities		0		2	1	1	1	1	1	2		2	1		2
Budget is earmarked and used for the implementation of HIV/SRHR/ART adherence activities		0		2	1	1	2	1	2	2		1	2		2
Existence of referral networks to link children with an extended network of service providers		2			0	2	1	2	0	2		1	1		2
Care and support for teaching and learning is integrated into in-service teacher development		2		2	1	1	1	2	1	2		1	2		2
Care and support for teaching and learning is integrated into pre-service teacher development		1		1	1	1	1	2		2		1	2		2
Existence of a strengthened curriculum that [covers 21stcentury areas]		2		2	1	2	2	2	1	2		2	2		2
Existence of an Monitoring, Evaluation and Reporting Framework describing the processes for monitoring, evaluating and reporting on CSTL nationally		1		1	0	1	1	0	1	1		1	1		2
Existence of institutional arrangements with relevant sectors to ensure provision of services, as stated in the CSTL Policy Framework		1			0	2	2	1	1	2		2	1		2
Mainstreaming Index	0	17	0	15	8	18	19	17	13	21	0	17	18	0	24



Policy Harmonization

- Modified reporting template to distinguish Draft, Review, Approval, Implementation
- Member States self-rated process for the 17 indicators, 23 individual items
 - Some confusion on rating system remains
- 11 Countries completed this section
- Across the 23 policy statements items, most MS have policies that are approved and implemented
- Gaps in ensuring sufficient number of teachers, and providing teachers professional development and support, as well as policies for out of school youth

1 Point given for drafted or reviewed; approved; resourced; implemented for a possible total of 4 per policy statement; 68 max

Policy Statement	Angola	Botswana	DRC	Eswatini	Lesotho	Madagascar	Malawi	Mauritius	Mozambique	Namibia	Seychelles	South Africa	Tanzania	Zambia	Zimbabwe
Policy Statement 1		4		2	2	3	3	3	4	4		4	4		4
Policy Statement 2		3		2	2	3	3	3	4	4		1	2		4
Policy Statement 3		4		1,5	2	3	3	3	4	4		4	4		4
Policy Statement 4		3		2	2	3	3	3	4	4		4	4		4
Policy Statement 5		1		2	2	3	3	3	4	4		0	4		4
Policy Statement 7		3		2	2	3	4	3	4	4		4	1		4
Policy Statement 8		4		2	2	3	4	3	4	4		4	3		4
Policy Statement 9		1		2	1	3	4	3	4	3		4	0		4
Policy Statement 10		4		2	1	3	4	3	4	4		4	3		4
Policy Statement 11		1		2	1	3	4	1	4	4		4	3		4
Policy Statement 12		2		2	2	3	4	0	4	3		4	4		4
Policy Statement 13		3		2	2	3	4	3	4	4		4	3		4
Policy Statement 14		4		2	2	3	4	3	4	4		4	4		4
Policy Statement 15		1		2	2	3	4	3	4	4		4	2		4
Policy Statement 16		4		2	2	3	4	3	4	1		4	4		4
Policy Statement 17		4			2	3	4	3	4	3		4	4		4
Policy Statement 18		1			2	3	4	3	4	3		4	4		4
TOTAL	0	47	0	29,5	31	51	63	46	68	61	0	61	53	0	68



CSTL Indicators

- Indicators focus on complementary services described in Policy Framework, e.g.:
 - % of learners who receive care and support services through schools in your Member State
 - % of learners who receive social support/social grants, excluding bursary support through schools
 - % of learners accessing health services as a result of school support
- 7 Member States provided some data but inconsistent
 - COVID-19 disruptions affecting availability of data
- Challenges remain with quality of reporting

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CSTL Indicators

	Number of Member States providing data
% of learners who receive care and support services through schools in your Member State	7
% of learners who receive social support/social grants, excluding bursary support through schools	4
% of learners with necessary national documents	2
% of learners receiving regular nutritional support at school	5
% of learners accessing health services as a result of school support	3
% of learners accessing comprehensive sexuality education	4
% of learners accessing HIV&AIDS and SRHR support and services through school	3



Next Steps and ways forward

- CSTL Reports will be compiled into report for Education Ministers
 - Member States have until 26 February to make submit or update
 - Data will be collated and drafted as a brief report for Education Ministers' annotated agenda for upcoming meeting
-
- Report will be required annually, ahead of CSTL Technical Committee Meeting
 - All Member States expected to complete
 - Technical assistance available as needed (contact: Jen Norins at jen@miet.co.za)



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ANYTHING
WITHOUT US,
IS NOT FOR US!

Thank You!

How to find out more

For more information about the FutureLife-Now! Programme or to contact one of our In-Country Coordinators, email bashni@miet.co.za

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