



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

#MYCHOICE
#MYACTION
#MYFUTURE

FutureLife-Now!

SADC FLN REGIONAL TASK
TEAM MEETING
Patricia Martin
11 February 2021



FLN goals and objectives

- FLN presents us with critical regional development challenges
- Goal: to contribute to finding lasting solutions / laying the foundations to bring a permanent end to
 - High levels of HIV transmission amongst young women and girls
 - Early, unplanned pregnancies
 - Treatment adherence
 - Gender inequality
 - Climate change

The key challenge and solution

The challenges have persisted

Have had limited success

Driven by persistent harmful behaviours, attitudes and practices by adolescents and youth

Equally so the solution lies with adolescents and youth

Requires permanent changes in their knowledge, values attitudes and practices

Requires education and behaviour change that develops their agency

- To empower a population of young people with the knowledge, capacity and responsibility to permanently change and bring an end to the challenges

Requirement for seeing change that lasts: Education for agency

- Education by the eco-system of caregivers – that fulfil an educational role
 - Education for agency by an eco-system of co-educators

Let's look at sexual and reproductive practices and we what must we do differently?

We have taught adolescents through life skills and engaged in many behaviour change campaigns, but 2 or 3 generations later behaviours and practices have not changed. HIV transmission rates remain high, especially amongst girls, as do teen pregnancies



Why?

The information shared may be accurate, but adolescents not educated for agency to use the knowledge to permanently change their behaviour and in so doing end the development challenge
Intersecting challenges prevent their agency to make responsible decisions

Inadequate knowledge / education

Lack of recognition of responsibility to act on knowledge

Limited or no access to youth friendly SRHR services in clinics

Parental prevention of their accessing services and talking openly with children

Legal blockages such as age of consent to medical treatment or age of marriage

Harmful practices such as early marriages and multiple partners

Gender inequities

Abuse at school and communities

Poverty

Peer pressure

Education system is responsible for developing agency?

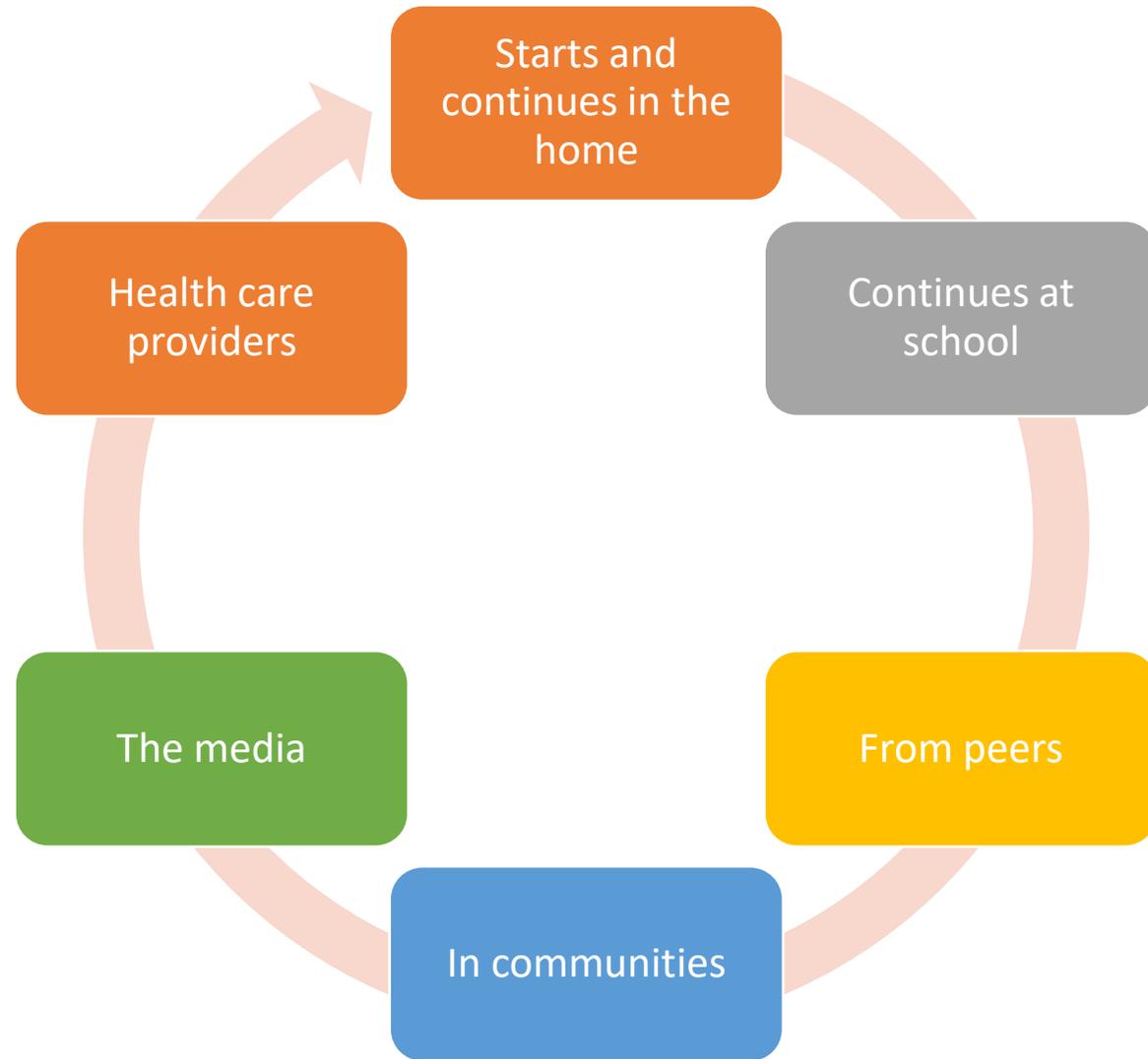
What is the education system?

Where do children learn / from whom? Not just schools

Across an educational eco-system made up of co-educators

United in common purpose and play role to develop adolescent agency by:

- Building learner knowledge
- Motivation / recognition of responsibility to act on knowledge
- Developing skills to access, analyse and use knowledge
- Competencies to develop reasoned responses, become advocates and act to fulfil responsibilities
- Opportunities to apply knowledge



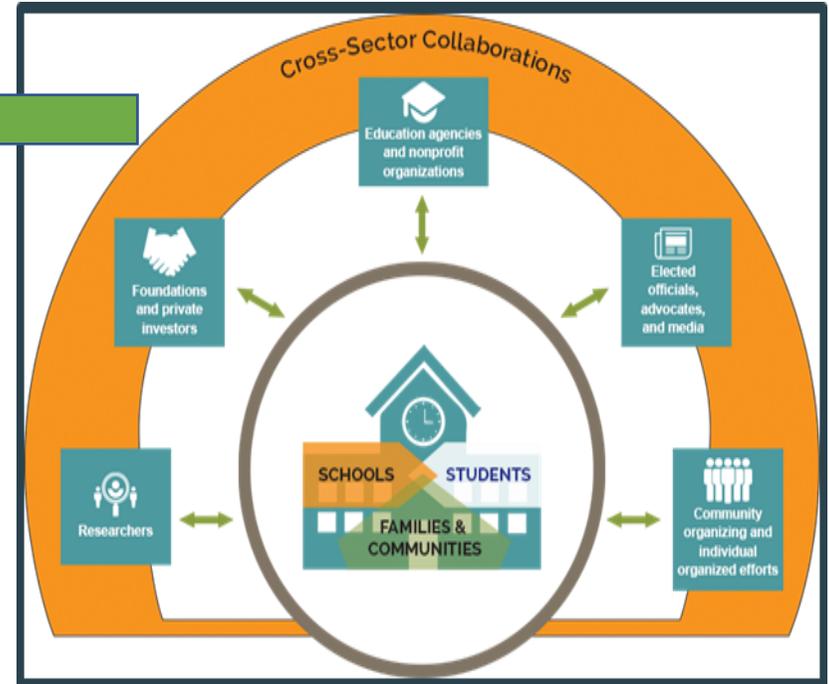
HOW? THROUGH ESTABLISHING CSTL ECO-SYSTEMS OF LEARNING FACILITATED THROUGH SCHOOLS

Through a 21st century education system made up of co-educators working through schools as ecosystems of learning

Parents, the health sector, other NGOs, the media and others

Collaborate in the shared goal of preparing every child to have the agency they need to be an active and engaged citizen in 21st century society

To change the way they decide, act and relate to others to solve SADC's most pressing development challenges



How do we establish CSTL eco-systems through schools?

Systematising and operationalising the CSTL Policy Framework and Child and Youth Participation Framework

Using these as planning frameworks by all responsible role players across the continuum to enable schools as hubs of 21st century educational ecosystems

Educational eco-systems must be enabled

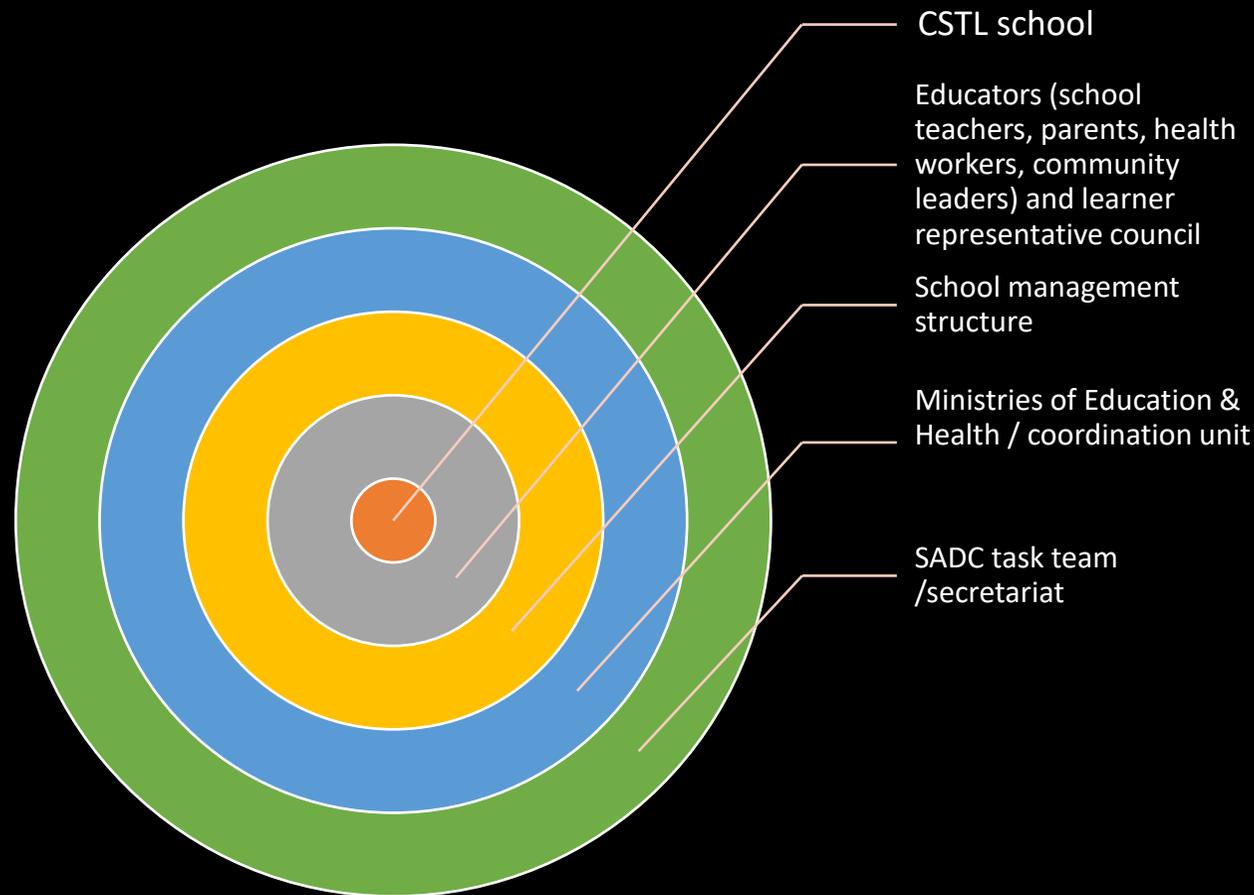
Member States, education systems, health systems and schools must create enabling environments to mandate, enable, support educational eco-system and role players

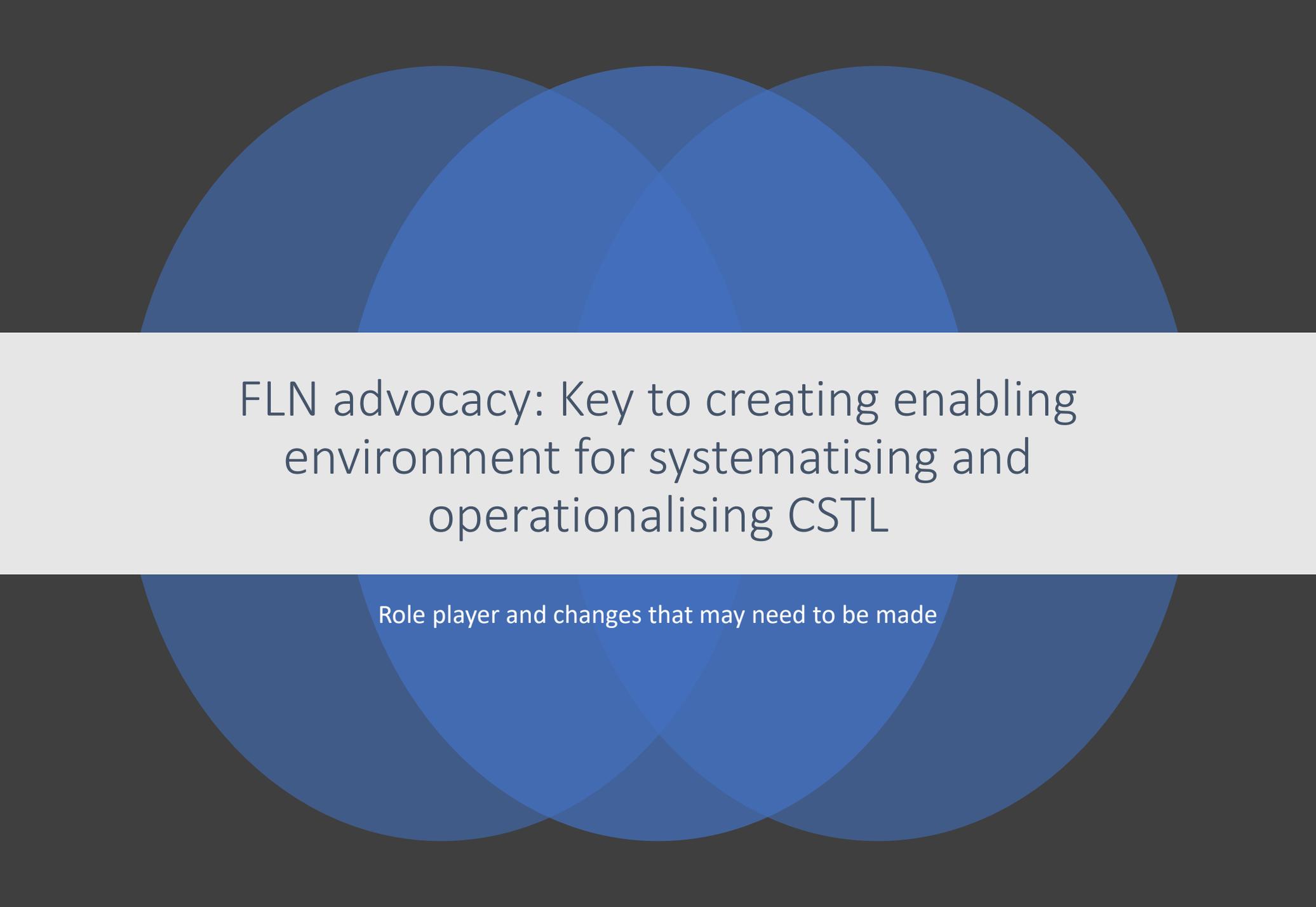


Not just to develop policies and strategies, but ensure that they are rolled out at scale to secure agency for change

Policies and systems that secure the provision of education and access to services in partnership across continuum of co-educators	Trained human resources in all sectors, especially health and education to provide the services	Adequate equipment, infrastructure for quality youth-centred provision in schools and clinics and communities	Adequate information, communication and education resources for adolescents, parents, communities and other caregivers	Adequate financial resources to sustain, quality education and services across the education continuum	Information management systems (IMS) to monitor progress and hold role players to account.
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Advocacy drives change required across continuum of role players who enable





FLN advocacy: Key to creating enabling environment for systematising and operationalising CSTL

Role player and changes that may need to be made

FLN advocacy goal and objectives

- **To create enabling environments for effective educational eco-system for agency to tackle FLN challenges – permanently**
- By universalising CSTL schools as hubs of education eco-system to ensure the development every child in the country / region
- By systematising / operationalising CSTL PF and CYPF to address FLN challenges
- Requires that it be embedded across the policy continuum to mandate, enable and empower all role players, for establishing and sustaining CSTL schools
- National laws support and do not obstruct the development and exercise of agency
- National sector policies – health and education – support co-educators provide education for agency
- School policies and practices – support the provision of education for agency – across the 12 CSTL pillars
- Educators, learners, parents and health care workers to change the way they do things - implement education for agency – as co-educators

SADC task team / secretariat

Endorse and mainstream the enriched CSTL Policy Framework to include the CYPF as key to building human capital for sustainable development through CSTL schools in SADC operational framework

Ministries of Education

- **Recognise the CSTL and CYPF as key to education mandate**
- **Commit to universalise CSTL schools Review and revise key policies / systemic enablers to embed / enable / mandate CSTL schools to develop agency across pillars:**
 - Curriculum for agency – NCF, Life Skills Curriculum/ CSE curriculum, Environmental curriculum
 - Learner assessment framework - competencies and measurements
 - School health policy / partnership with health
 - Policy governing learner representative structures
 - Policy governing representativity, roles and responsibilities of school governing bodies / coordination structures
 - Capacity building
 - For educators
 - School management structures
 - Infrastructure policies

Ministries of Health

- Review and revise key policies / systemic enablers to embed / enable health workers as co-educators for agency
- School health policy and partnerships
- Package of health services provided
- CSE guidelines
- Youth friendly health service guidelines
- Health care worker capacity development for education for agency

National FLN Task team / CSTL coordination team

- **Develop / review and revise key national policies / systemic enablers to endorse, mandate and enable CSTL as a national, multi-sectoral initiative for developing agency:**
- CSTL National Model
- Policies regarding early and unintended pregnancies / re-entry policy and supporting systems
- Amend laws preventing agency
 - Age of marriage
 - Age of consent to medical treatment
 - Other?
- Develop a national supporting MEAL framework

School management bodies	<ul style="list-style-type: none">• Review and revise key school policies / systemic enablers to embed / enable CSTL practices, principles and outcomes• School admission policy• Code of conduct for school community – learners and teachers• Positive discipline policies• Re-entry policy• GBV policies and practices• SGB TOR / makeup• Learner participation policy / TOR• Policy / approach to parental involvement• Policies / practices facilitating co-educators (including health, parents, etc.)• Capacity building policy and practices• Etc.
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Learner representative structures	<ul style="list-style-type: none">• Review and revise learner representative structure policies and practices<ul style="list-style-type: none">• LRC Terms of reference• Code of conduct• Democratic / election processes• Inclusivity on the LRC• Etc.
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Educators: Teachers, parents, health care workers, community leaders, traditional leaders, faith-based leaders

Review and revise their role as co-educators and how to fulfil their role

- **In the classroom /clinic /home**
- **Through extra-curricula activities**
- **As participants in the school governing body**
- **Other**

Learners

Review and revise their role as co-educators and how to fulfil their role

- **In the classroom /playground / community**
- **As participant in the school governing body**
- **Other**

Advocacy
will be
supported
by
capacity
building

Purpose of the capacity building

- To build knowledge, capacity and commitment to systematise and/or operationalise the CSTL PF as enriched by the CYPF
- By systematising CSTL PF within all relevant sectors
- To enable, empower and ensure accountability of all schools in the country (region) as a CSTL school built on the CSTL pillars

Target audience/s

- The decision-makers and role players responsible for creating an enabling policy, systems and practice environment for establishing and implementing CSTL schools as educational hubs for agency

How to find out more

For more information about the FutureLife-Now!
Programme or to contact one of our In-Country
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