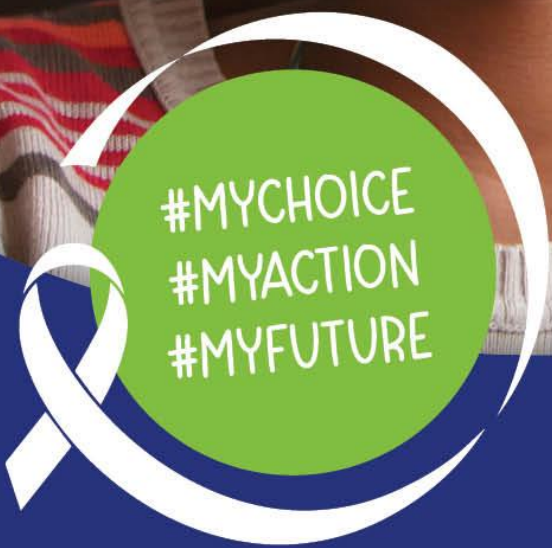




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CSTL Report

**CSTL Technical Committee
February 2022**



Background

- The SADC Policy Framework on CSTL was adopted by the SADC education ministers in 2016
- Policy Framework explains responsibility of Member State to report on progress made on CSTL implementation
- SADC Technical Committee on CSTL approved by education ministers in 2017 to provide oversight and strategic guidance to ensure objectives are achieved
- Reporting template developed to assist MS report to Tech Committee



Purpose

- Provide structure for MS reporting as per SADC Policy Framework on CSTL
- 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



Report Template 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 items
- *Scored 0-1 for*
 - *Reviewed or drafted?*
 - *Approved?*
 - *Resourced?*
 - *Implemented?*
- Total possible 68

CSTL indicators

- 7 items
- Key areas of CSTL complementary pillars
- Asks for baseline and current
- Includes FLN related data (e.g. CSE & SRHR services)

Reports for 2021

- Request for reports sent in mid-November for submission in mid-December 2021
- 13 of 15 received (1 partial)
 - Kudos to South Africa, DRC, and Tanzania for December submissions
- Noted improvements for many in the quality of reporting and level of mainstreaming (10/13 achieved 18/24 on mainstreaming)
- Better reporting on CSTL data, but still some challenges



Mainstreaming



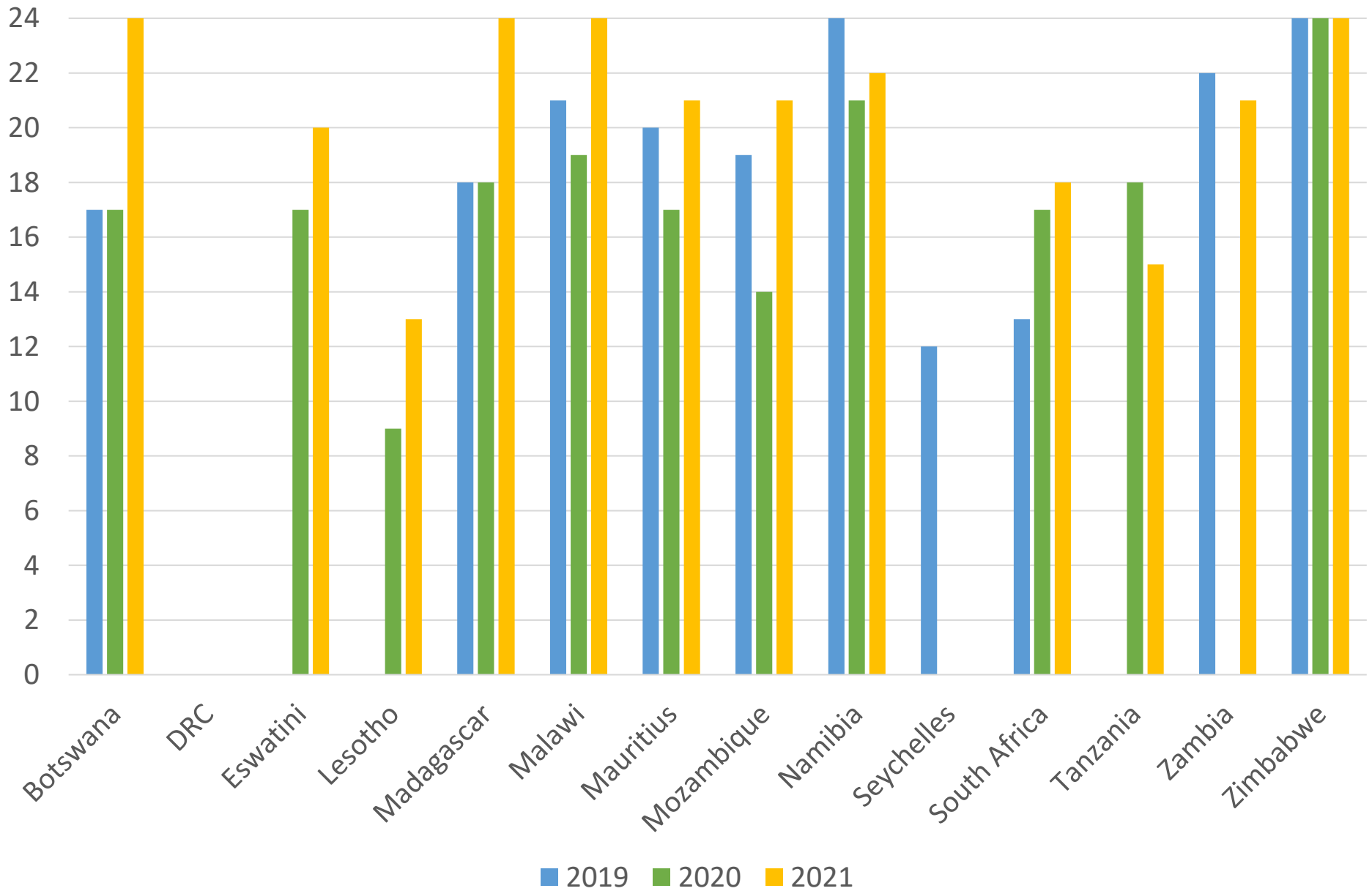
Target: By 2022, 15 of the 16 Member States will have achieved a minimum of 75% mainstreaming of CSTL

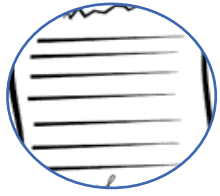
- 10 Member States of 13 scored 18/24 or higher (one MS did not complete this tab); 1 Member States scored 15/24
- 11/13 Member States multiple policies/strategies that address CSTL pillars and principals
- 8/13 Member States reported having dedicated CSTL budgets; 8/13 Member States have dedicated budget to HIV/SRHR programme activities; others - partial
- 7 Member States have institutional arrangements to promote delivery of care and support for teaching and learning; 4 have such arrangements partially in place



Level of Mainstreaming CSTL INDICATORS 2022	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		2	1	2	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	2	2	2		1	1	2	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	2	2		0	1	2	2
Minimum 70% of schools have school-level support structures		2		2	1	2	2	2	2	2		1	2	2	2
Budget is earmarked and used for the implementation of CSTL activities		2		2	1	2	2	1	2	2		2	1	1	2
Budget is earmarked and used for the implementation of HIV/SRHR/ART adherence activities		2		2	1	2	2	1	2	2		2		1	2
Existence of referral networks to link children with an extended network of service providers		2		1	1	2	2	2	2	1		2	1	2	2
Care and support for teaching and learning is integrated into in-service teacher development		2		2	2	2	2	2	2	2		2	2	2	2
Care and support for teaching and learning is integrated into pre-service teacher development		2		1	2	2	2	2		1		1	2	2	2
Existence of a strengthened curriculum that [covers 21stcentury areas]		2		2	2	2	2	2	2	2		2	2	2	2
Existence of an Monitoring, Evaluation and Reporting Framework describing the processes for monitoring, evaluating and reporting on CSTL nationally		2		1	0	2	2	0	1	2		1	1	2	2
Existence of institutional arrangements with relevant sectors to ensure provision of services, as stated in the CSTL Policy Framework		2		1	1	2	2	1	2	2		2		1	2
Mainstreaming Index	0	24	0	20	13	24	24	19	21	22	0	18	15	21	24

CSTL Mainstreaming Progress





Policy Harmonization

Member States self-rated process of review/approval/ implementation for the 18 policy statements

- 11 Member States report strong policy infrastructure that addresses the issues raised in the Policy Framework on CSTL
 - Across the 16 items, most MS have policies have approved and are implemented
- 6-7 Member States have current policies for core mandate issues and on School Health and Nutrition, and child protection.
- Botswana, Madagascar, Malawi, Mozambique, South Africa, Tanzania, list new or reviewed policies (2020/2021)
- Many policies listed are either not dated or are from before 2015

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	4	3	2	4	4	4	4	3		4	4	0	4
Policy Statement 2		3	4	3	3	4	4	4	4	3		4	3	2	4
Policy Statement 3		4	4	3	2	4	4	4	4	3		4	3	4	3
Policy Statement 4		3	3	3	2	4	4	4	4	3		4	3	3	4
Policy Statement 5		0	3	3	2	4		4	4	3		4	3	3	4
Policy Statement 7		3	3	3	2	4		4	4	3		4	4	2	4
Policy Statement 8		2	4	3	2	4		4	4	3		4	3	2	4
Policy Statement 9		3	4	3	1	4		4	4	3		4	3	2	4
Policy Statement 10		1	0	3	3	4		4	4	3		4	2	2	4
Policy Statement 11		2	4	3	1	4		4	4	3		4	2	2	4
Policy Statement 12		0	3	1	2	4		4	4	4		4	2	2	4
Policy Statement 13		2	4	2	2	4		4	4	3		4	2	2	4
Policy Statement 14		4	0	3	2	4	4	4	4	3		4	3	4	4
Policy Statement 15		2	4	3	2	4		4	4	3		4	1	2	4
Policy Statement 16		2	0	3	2	4		4	4	2		4	1	2	4
Policy Statement 17		2	0	0	2	4		4	4	3		4	1	2	4
Policy Statement 18		2		0	2	4		4	4	0		4	1	2	4
TOTAL	0	39	44	42	34	68	20	68	68	48	0	68	41	38	67



CSTL Indicators

- Indicators focus on complementary services described in Policy Framework
 - Number of learners who receive care and support services through schools in your Member State
 - Number of learners who receive social support/social grants, excluding bursary support through schools
 - Number of learners accessing health services as a result of school support
- Added disaggregation for school type: primary, secondary, special, technical, non-formal
- 5 Member States provided data in 2021 report, some covers 2020 only. Data remains issue due to COVID-19 restrictions





CSTL Indicators - 2021

	Number of Member States providing Data for 2021 Report	Data		
		Primary	Secondary	Special/Tech/NF
Number of learners who receive care and support services through schools in your Member State	5/13	F: 3 808 980 M: 4 046 964 SA: 9 494 325 (across levels)	F: 723 172 M: 722 364	F: 903 M: 1339
Number of learners who receive social support/social grants, excluding bursary support through schools	3/13	F: 12 884 M: 119 742	F: 16 897 M: 10 217	F: 627 M: 143
Number of learners with necessary national documents	2/13	F: 3 494 390 M: 3 721 929 SA: 11 023 363 (across levels)	F: 572 230 M: 579 641	F: 599 M: 1990 (1 MS reporting)
Number of learners receiving regular nutritional support at school	5/13	F: 389 896 M: 416 731 SA: 8 991 947 (across levels)	F: 158 882 M: 153 757	F: 1211 M: 2236 (2 MS reporting)
Number of learners accessing health services as a result of school support	3/13	F: 1 886 158 M: 1 727 124	F: 312 142 M: 175 794	F: 187 M: 259 (1 MS reporting)
Number of learners accessing comprehensive sexuality education	5/13	F: 211 627 M: 219 298 SA: 9 371 097 (across levels)	F: 561 661 M: 547 515	F: 187 M: 259 (1 MS reporting)
% of learners accessing HIV&AIDS and SRHR support and services through school	4/13	F: 217 989 M: 225 839 SA: 11995 (YW&Gs)	F: 444 223 M: 437 209	F: 187 M: 259 (1 MS reporting)

Next Steps and ways forward

- Report to be completed annually, submitted in November/ December of each year
- Complete cover page to indicate year
- Requires collaboration between CSTL FP and other relevant office - ensure SADC Secretariat and MIET Africa know who CSTL Tech Committee Representative is
- Standardization of reporting for Policy Harmonization and CSTL indicators
- Technical assistance available to address areas of confusion
- This report is a reflection of the status of mainstreaming in each Member State – and will be used to report at annual ministers' meetings and to the AU



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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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