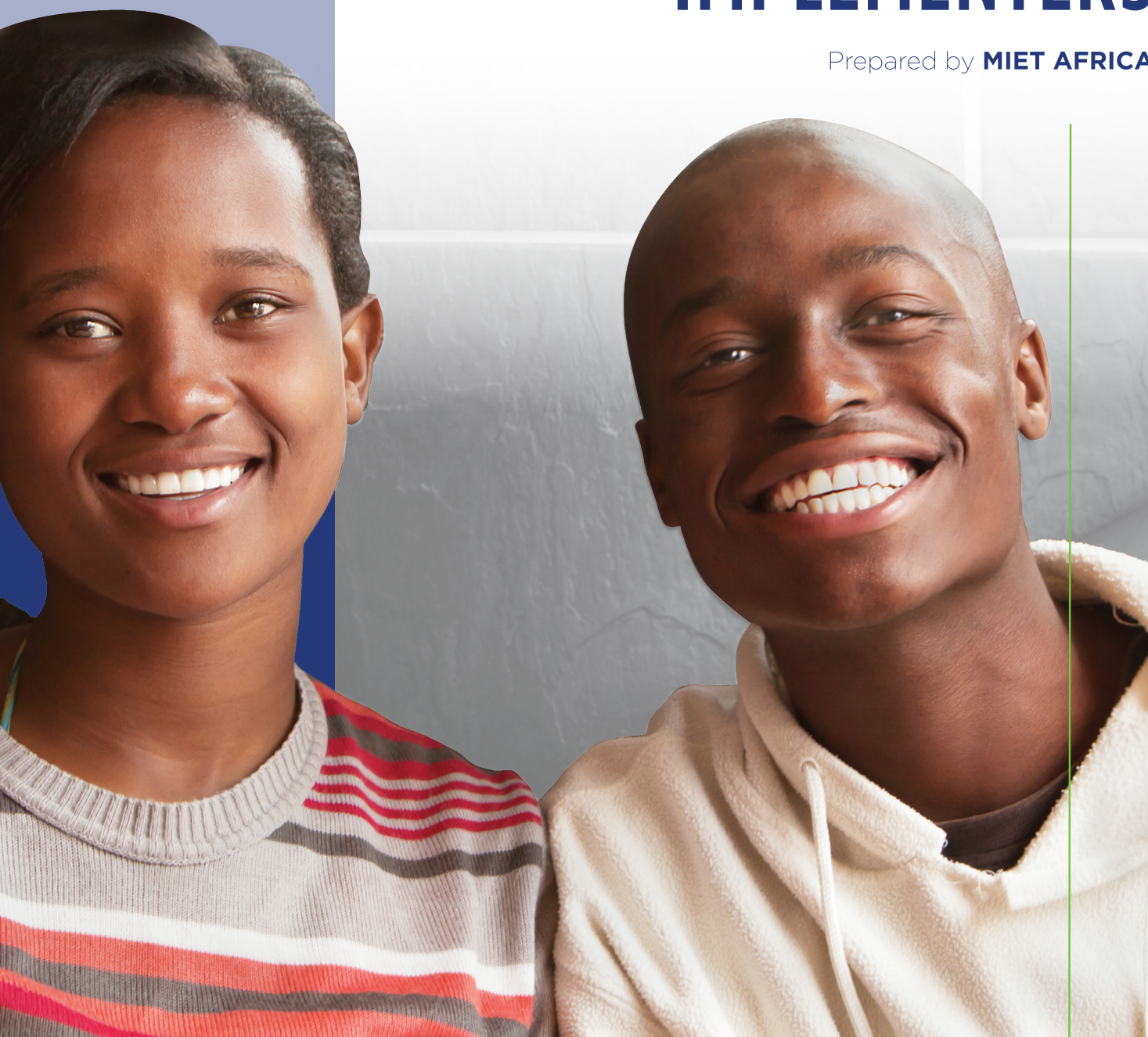




FutureLife-Now!

GUIDE FOR IMPLEMENTERS

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Abbreviations

ART	Antiretroviral therapy
BYMVF	Boys and Young Men Vulnerability Framework
CAC	Children's Advisory Committee
CSE	Comprehensive Sexuality Education
CSTL	Care and Support for Teaching and Learning
CYAF	Child and Youth Agency Framework
JSDC	Junior School Development Committee
KAB	Knowledge, Attitude and Behaviour
M&E	Monitoring and evaluation
NGO	Non-governmental organisation
SADC	Southern African Development Community
SCCS	Schools as Centres of Care and Support
SRH[R]	Sexual and reproductive health [and rights]

1 Introduction

Welcome to the *FutureLife-Now! Guide for Implementers*.

This document supports the implementation of FutureLife-Now!, a Southern African Development Community (SADC) empowerment programme for the region's youth. It provides guidance on implementing the various programme components across different country contexts.

This Guide for Implementers forms part of a broader FutureLife-Now! Toolkit. The Toolkit includes the following:

- FutureLife-Now! Publication
- FutureLife-Now! Guide for Implementers
- FutureLife-Now! Resource Index
- FutureLife-Now! Resources
- FutureLife-Now! Video

The Guide should be used in conjunction with the FutureLife-Now! Resource Index.

Intended users

The guide is intended for implementers of FutureLife-Now!, including:

- Ministries of Education and Health, including officials at national, sub-national and community levels
- Other ministries, such as Natural Resources and Climate Change; Gender; Community Development and Social Welfare; Youth; Sports
- Schools and health facility staff, including teachers, healthcare workers, youth facilitators and peer educators
- Organisations that have an interest in implementing FutureLife-Now!, such as non-governmental organisations (NGOs) and community-based organisations

2 Background

2.1 Regional care and support programmes

Care and Support for Teaching and Learning (CSTL)

The CSTL Programme was developed in the early 2000's as an innovative approach to strengthen the education sector's ability to respond to the large numbers of vulnerable children and young people whose education rights are compromised. After a successful multi-country pilot, CSTL was adopted in 2008 by the SADC Member States as a means of advancing human development in the SADC Region, using the education system as an effective vehicle through which to implement strategies that effect systemic and sustainable change. While the provision of quality education remains the primary purpose of the education sector, the CSTL approach facilitates

the concept of schools as sites of *integrated* support, where child and youth-friendly services are provided to mitigate the negative impacts of poverty, poor health, gender inequality, migration, climate change food insecurity, etc. on the development and potential of the region’s children and youth.

Informed by a region-wide policy review, the *SADC Policy Framework for CSTL* was developed and formally adopted by SADC Education Ministers in 2016. The Framework describes a comprehensive package of care and support comprising twelve essential pillars: curriculum development; teacher development and support; infrastructure; extra-curricular support; psychosocial support; health; nutrition; social welfare support; material support; water and sanitation; safety and protection; governance and leadership.



FIGURE 1: THE 12 ESSENTIAL PILLARS OF CSTL

With the shared goal of “children and youth realising their rights to education, safety, protection and to care and support, through an expanded and strengthened education sector response”, Member States report annually on their progress made against agreed-upon CSTL indicators.

FutureLife-Now!

FutureLife-Now! builds on CSTL and is designed to strengthen education and health systems to foster positive change in the lives of young people. Through the adoption of the programme by the SADC Education Ministers, FutureLife-Now! is “owned” and led by the Ministries of Education, in partnership with the Ministries of Health. MIET Africa, with financial support from the Swiss Agency for Development and Cooperation, has provided technical assistance to Member States.

At the regional level, the intervention focuses on strengthening the education sector’s capacity to support and promote the health and wellbeing of children and youth, particularly regarding HIV&AIDS and antiretroviral therapy (ART) adherence, sexual and reproductive health and rights (SRHR) more broadly and gender.

At the Member State level, the programme initially tested a package of support in ten pilot secondary schools each in Lesotho, Malawi, Zambia and Zimbabwe to advance:

- Access to youth-friendly HIV, SRHR and ART-adherence support and services through schools, including by promoting linkages between schools and local health facilities
- Gender equality, with a focus on vulnerable boys and young men
- Youth empowerment towards the mitigation of the effects of climate change on vulnerable school communities

Building on the pilot phase, FutureLife-Now! Phase 2 saw the scaling up within the four Member States from ten to forty schools each, while the introduction of the programme in South Africa and Eswatini was supported.

Phase 2 maintained many of the approaches and strategies from Phase 1, including systems strengthening at national and sub-national levels, delivery of a comprehensive package of services at school level and promoting of *agency* within young people to take positive action on issues affecting their lives. With a strong focus on the relationship between Education and Health, the FutureLife-Now! goal broadly addresses youth health and wellbeing, envisioning that “healthy, empowered and supported youth in the SADC Region lead responses to 21st century development challenges, specifically those related to health, gender inequality and climate change.”

FutureLife-Now! has been contextualised in each of the Member States—Lesotho, Malawi, Zambia and Zimbabwe, and now South Africa.

Resources

- *FutureLife-Now! Brochure Phase 1 & 2*
- *FutureLife-Now! An Overview video-2023*
- *FutureLife-Now! Video-2024*

2.2 Regional frameworks

Under the FutureLife-Now! Programme, two frameworks were developed and adopted as addendums to the *SADC Policy Framework on CSTL*—namely, the *Child and Youth Agency Framework (CYAF)* in June 2022 and the *Boys and Young Men Vulnerability Framework (BYMVF)* in June 2023.

Child and Youth Agency Framework

The CYAF was developed as an addendum to support the *SADC CSTL Policy Framework* by advocating for the review and effective transformation of education systems to achieve children’s agency. It was endorsed by the region’s Ministers of Education at their 2022 annual meeting. At

the regional level, the SADC CSTL reporting tool has been modified to incorporate indicators that measure progress on the operationalisation of the *CYAF*. This means that all SADC Member States report on this updated tool on an annual basis.

The *CYAF* is intended to bring about a whole-system reform process to position education and the curriculum as the “engine” of inclusive sustainable development. It does so through the process of mainstreaming children’s rights, skills and competencies necessary for their full and engaged participation in the social, economic, civil and political dimensions of society.

The *CYAF* provides guidance to Member States on the following:

- The rationale for the focus on children’s civil and political rights
- Standards and measures required for effective mainstreaming of children’s rights, including their rights to participation in and through education
- The importance of ensuring that education reform measures guided by the *Framework* pay equal and focused attention to enabling children’s civic and political agency

Resources

SADC Child and Youth Agency Framework, available in English, French and Portuguese

SADC Boys and Young Men Vulnerability Framework

The *BYMVF*, the second framework developed under FutureLife-Now!, promotes greater gender equity and transformation of gender norms. It guides Member States on (i) how to develop national frameworks that address the specific vulnerabilities of boys and young men. and (ii) to promote gender equality. In June 2023, the SADC Education Ministers approved the *BVYMF* as a regional framework with the objective of reducing risk and improving resilience of boys and young men so that they can realise their basic human, education and SRH rights.

The *BVYMF*’s purpose is to:

- Summarise what is known about vulnerability of boys and young men
- Guide Member State CSTL/FutureLife-Now! implementing teams to:
 - Discuss the realities facing boys and young men in their countries
 - Describe specific challenges and risks facing boys and young men, and consequences thereof
 - Define elements of protection and support for vulnerable boys and young men that are appropriate, synergistic and achievable

During the development of the *Framework*, FutureLife-Now! Member States participated in workshops to help determine and define a set of context-specific protection and support interventions.

Resources

- *Building resilience in boys and young men—Towards a framework of protection and support*
- *Framework of protection and support for vulnerable boys and young men—Facilitator Guide for Country Managers*
- *SADC Boys and Young Men Vulnerability Framework (available in English, French and Portuguese)*
- *Context-specific Member State Boys and Young Men Vulnerability Frameworks*
- *Regional Study of Vulnerability Amongst Boys Ages (14 - 20 years) in Schools*

3 Implementing FutureLife-Now!

3.1 National task team/committee

At national level, the governance of FutureLife-Now! is promoted through a national task team or committee, an important structure to identify/establish at the onset of the programme.

Membership and objectives

At the national level, the Ministries of Education and Health are the primary government partners, but the task teams also include several other ministries that play an important role in care and support—e.g. Youth, Gender, Agriculture and Environment. Other national-level partners include UN agency country offices and civil society organisations. Together, these key partners lead the implementation of FutureLife-Now!.

The overall objective of the national task team is to ensure efficient and effective implementation of the programme, with the team providing a management, coordination and monitoring role at Member State level.

Specific terms of reference

- Monitor progress of the programme against the implementation plan and the Monitoring, Evaluation and Reporting framework
- Identify any obstacles to programme implementation and provide solutions thereto
- Ensure effective communication between the key partners
- Report on progress to relevant country and regional structures
- Convene quarterly meetings

3.2 Selecting FutureLife-Now! schools

In consultation with the Ministry of Education, the FutureLife-Now! Programme developed criteria for the selection of participating schools. When rolling out FutureLife-Now!, Member States may want to consider some of these criteria when selecting schools.

The criteria for selection of participating schools included:

- They be secondary schools
- The presence in the school of issues related to project objectives
 These objectives include, but are not limited to, high dropout; high number of teenage pregnancies; high prevalence young people living with HIV; poverty; poor academic performance.
- Schools be located near to health service facilities
 Schools must be in reach of a health facility that can offer learners services through outreach or mobile clinics.
- There be a balance of rural/peri-urban and urban schools
- Schools have strong leadership and community participation
- Schools show commitment and accountability
- There be potential for clustering of schools

3.3 Implementing approaches at school-level

Two school-level support approaches are described.

Approach 1 (Youth facilitator model)

Youth facilitators are primarily responsible for implementing extracurricular activities (school clubs, for example) and establishing linkages between schools and clinics.

- Youth facilitators are recruited from the community in which the school is located
 It is important for youth facilitators to come from the local community so that they understand the community context. One youth facilitator can be assigned to three to five schools, depending on the schools' location; however, very remote schools may need their own dedicated youth facilitator.
- Youth facilitators are recruited in partnership with Ministry of Education officials and the project schools. The youth facilitators are paid a monthly stipend
- Youth facilitators are trained and supported in their roles and responsibilities
- The youth facilitator must work closely with the designated focal point teacher to plan and implement school activities.

Recommended minimum requirements

Youth facilitators need to:

- Have a minimum qualification of a school leavers certificate (Form 4, Grade 12 or equivalent)
- Be younger than 30
- Be resident within the district where the school is located

- Have knowledge of SRHR
- Have experience of working with young girls and boys
- Have experience of working with schools and/or health facilities
- Have good facilitation skills

Approach 2 (Peer education / Teacher-led model)

Two to three teachers per school are appointed as FutureLife-Now! peer educators to implement all the school-based activities. Peer educators should:

- Have some experience in relevant curricula activities e.g., guidance & counselling, CSE, Life skills education, and school health coordination
Peer educators are primarily responsible for implementing co-curricular/extracurricular activities (e.g. school clubs) and establishing linkages between schools and clinics.
- Be trained and supported in their roles and responsibilities
- Be paid a stipend that covers their data and call costs for communication purposes

Each school should appoint a designated FutureLife-Now! focal point teacher. The peer educators must work closely with the focal point teacher to plan and implement school activities.

The peer education model should be adapted to the country's context.

Table 2 describes the key performance areas (KPAs) for youth facilitators and peer educators.

TABLE 1: KPAs FOR YOUTH FACILITATORS AND PEER EDUCATORS

KPA	ACTIVITY
<p>KPA 1: Assist young people to access SRH services from local clinics</p>	<ul style="list-style-type: none"> • Establish a relationship with local clinic staff and advocate for the FutureLife-Now! activities • Refer and support young people in the programme to access SRH services, especially HIV testing service at health facilities • In collaboration with the school and health facility, set up regular visits by health facility to the school or group visits to the facility • Assist in collecting health data from clinics • Establish a relationship with local clinic staff and advocate for the FutureLife-Now! activities • Establish health support groups for young people at nearby health facility and convene them weekly • Identify and establish partnerships with NGOs in the health community facilities • Assist in collecting health data from health facilities

<p>KPA 2: Establish and facilitate after-school clubs and peer education sessions</p>	<p>In-school activities:</p> <p>Peer education / Youth Talk sessions</p> <ul style="list-style-type: none"> • Implement peer education sessions in schools weekly, covering Comprehensive Sexuality Education (CSE)-based topics on HIV transmission, prevention and treatment; SRHR; relationships; other issues pertinent to youth • Integrate <i>My Life, My Future Journals</i> as a tool for stimulating peer discussions, and promote increased understanding of issues and increased agency <p>Boys Talk clubs</p> <ul style="list-style-type: none"> • Determine what exists for boys and young men in the school and community • Establish and implement a club or activity specifically for boys and young men to talk about various issues that are important to them, with guidance from school • Plan with school and special events or activities to engage boys and young men in critical SRHR discussions <p>Climate change clubs</p> <ul style="list-style-type: none"> • Establish and implement climate change clubs in school <p>Out-of-school activities:</p> <ul style="list-style-type: none"> • Get permission from schools to facilitate after school clubs (activities same as above) • Get permission from clinics to facilitate school clubs at clinics (activities same as above) • Establish partnerships with organisations working with out-of-school youth and facilitate clubs with these youth
<p>KPA 3: Assist with planning and implementing school jamborees/service fair events and other special events</p>	<ul style="list-style-type: none"> • Work with school to organise jamboree / service fair events at school • Assist schools with organising other special events for school (e.g. debates, competitions, interschool dialogues; special commemoration days) • Assist to collect data at the jamboree / service fair or other events

3.4 Facilitating peer education sessions and other group activities

In FutureLife-Now!, peer education is used as a core activity to explore all programme themes.

Peer education refers to the training of select members of any group of equals, who then, using their acquired skills, effect change among their peers. It is a means through which the effectiveness of a single educator can be multiplied.

Peer education is supported by behavioural theory, which shows that people make changes in their behaviour when trusted peers—who act as persuasive role models for change—have made those same changes in their own behaviour.

Peer education strategies

For a peer education session to be successful, we recommend you use the following strategies:

- Keep the group focused on the topic.
- Keep all members of the group involved and encourage everyone to participate equally.
- Start by finding out what the group knows about the topic and build on that.
- Ask open-ended questions that require an explanation and not just “Yes” or “No” responses.
- Remain neutral during discussions.
- Be alert to individuals who may have concerns that they would like to discuss in confidence, and be ready to make an appropriate referral, if necessary.
- Be generous with thanks and praise.
- Use humour when appropriate.

FutureLife-Now! peer education sessions, groups and clubs will sometimes explore topic that are sensitive, and that the participants may feel are personal or embarrassing. Therefore, it is critical that young people feel they are in a safe and supportive environment so that they can freely express their opinions and share their experiences.

Guidelines for youth facilitators and peer educators in their peer education roles

If you are a youth facilitator/peer educator, you should:

- Be a good listener, respectful and self-confident
- Be enthusiastic and self-confident, and demonstrate leadership
- Be well-prepared
- Be confident about the topics and the behaviour changes you are promoting
- Gather all the information you need

This includes anticipating questions and preparing how to answer them.

In cases when you do not know an answer or some fact, be honest and say so. Tell the participant that you will find out more or refer them to someone who does know.

- Establish ground rules that everyone agrees with and that will prevent problem situations, such as a participant being mocked or laughed at
- Respect and keep any confidences that are shared during the session
- Be prepared to seek help, of whatever kind—even for yourself if you need emotional support
- Participate in initial and ongoing training to improve your sessions
- Gather feedback and evaluate your sessions and continually adapt and improve the way you run them
- Complete a register of participants

Resources

FutureLife-Now! Peer Educator and Youth Facilitator Guide

4 FutureLife-Now! package of support

The FutureLife-Now! package of support comprises seven components:

- 4.1 Building capacity of FutureLife-Now! schools
- 4.2 SMS Programming
- 4.3 Radio programmes
- 4.4 Youth health
- 4.5 Male-focused activities
- 4.6 Climate change-focused activities
- 4.7 Youth agency and leadership

The five main FutureLife-Now! themes (SRHR, CSE, Gender, Climate change and Youth agency and leadership) are covered through these components, which are discussed in the sections that follow.

4.1 Building capacity of FutureLife-Now! schools

The school–community CSTL workshops, CSE Dialogues and Child and Youth Agency Framework Workshops have transformed schools into supportive environments, thereby enabling young people to learn and develop agency so they can address issues affecting them.

CSTL capacity building

CSTL schools function as coordinating hubs of care and support, facilitating the delivery of integrated services in and through schools to provide caring and supportive learning environments that address barriers to education *access, retention and completion*.

The CSTL workshops are aimed at all stakeholders in the school and community who have a role to play in the future of their children. These include educators, members of management

structures, parents,* community leaders and health workers. Through this workshop programme, the knowledge, capacity and commitment of these role-players are developed so that they are empowered and can be held accountable for the development of children.

The CSTL course comprises five workshops that each run for between two and three hours.

Workshop 1: reflects on why it is important for young people to have quality 21st century education—i.e., to shape their own lives and create a better world for themselves, their families and society.

Workshop 2: reflects on the changing role of schools, and how being a CSTL school can help overcome barriers to education and development, especially for children who are most vulnerable.

Workshop 3: engages with the concept of *human agency*, specifically regarding young people. The concept is defined and given a practical context to understand its pivotal role in sustainable development, and the link between agency and civic rights and responsibilities is explored.

Workshop 4: highlights the concept of an educational ecosystem through the adage “It takes a village to raise a child” and the concept of *uBuntu*. Through practical activities, the system of relationships that impact on the development of a child, both positively and negatively, is investigated and the active role of the CSTL school within this ecosystem is reflected on.

Workshop 5: reflects on the learnings and attitude shifts necessary to support young people to be responsible leaders, both today and tomorrow. Future roles are also explored.

Resources

- *Care and Support for Teaching and Learning Workshop for School Communities: Facilitators’ Guide*
- *SPEAK OUT! 21st Century Education (MIET Africa YouTube channel)*
- *FutureLife-Now! school posters on critical programme themes*

CSE dialogue series for teachers, health practitioners and parents

The CSE dialogue series is designed to make CSE information available to a broad audience including in- and out-of-school adolescents and young people, parents, community leaders and health practitioners.

The dialogue series promotes discussion about CSE-related issues and strengthens delivery of CSE in schools and with families, health centres and communities, thereby complementing classroom learning.

The series consists of four dialogue sessions for teachers and health practitioners and three dialogue sessions for parents.

* In these guidelines, " parents" include caregivers, other members of the family, guardians or other adults who provide daily care to the learner.

Dialogue 1: Debunking teachers' and healthcare practitioners' misperceptions about CSE

Dialogue 2: Addressing early and unintended pregnancy and support for young mothers

Dialogue 3: Linking adolescents to SRH services

Dialogue 4: Relationships, including intergenerational sexual relationships (“sugar daddies”), and sexual abuse

Dialogue information

Use the following to guide your preparation for running a dialogue.

- Most sessions include a short, animated video, to be used as a prompt for discussing the issues to be covered: each lasts about four minutes and helps to initiate and stimulate the discussion.
- The group discussions should assist in de-mystifying any negative perceptions concerning CSE.
- The discussion should be held in an open environment where all participants feel comfortable to air their views without having to censor some opinions.

For the smooth flow of the proceedings, the facilitator/s should steer the flow of the discussion, while a note-taker should capture the proceedings for future programming and reference.

- The facilitator and note-taker should be fluent in the language of the participants (especially for the workshops with parents and community members).

Key points for the facilitator

The facilitator should be:

- A good listener to allow for probing of follow-up questions
- Well-versed in all the tenets of CSE so that you can clarify issues when questions are raised
- Objective and neutral and do not allow your own views to shape the direction that the discussion follows
- Culturally sensitive and respectful when addressing culturally sensitive topics—but not so culturally sensitive that you avoid discussing the issue

Resources

- *FutureLife-Now! CSE Dialogue Series for Teachers & Health Practitioners, and Parents Guide*
- *CSE Dialogue Animated Video Clips*

Blue Schools capacity building

FutureLife-Now! draws on the Blue Schools Programme to encourage environmentally-friendly practices at schools. (A Blue School offers a healthy learning environment and exposes learners

to environmentally-friendly technologies and practices that can be replicated in their communities.)

In a Blue School,

- Learners have access to safe drinking water, use well-maintained latrines, maintain good hygiene practices and participate in gardening activities and solid waste separation and collection.
- Learners experience sustainable land and water management practices.
- Teachers enrich the theoretical lessons from the national curriculum with practical exercises so that learners can *learn by doing*.
- Learners are introduced, in a visual and fun way, to new concepts.

Purpose of the capacity building

The aim of the capacity building is to:

- Improve the health of children at schools and influence their environment at home.
This is achieved through the reduction of water-borne diseases and worm infection, as well as the creation of a cleaner environment.
- Raise awareness of learners, teachers and parents about environmental and health issues related to water, sanitation, hygiene and nutrition.
This is achieved through improving the teaching methods at schools by using demonstrations and linking with the community.

Related goals are to: protect the dignity of children; promote their effective learning; improve enrolment and retention (especially of girls); and provide better, diversified nutrition.

Resources

- *Blue School Catalogue of Practical Exercises*
- *Blue School Catalogue of Technologies*
- *Blue School Facilitators' Guide*

ACT NOW climate change course

ACT NOW is a climate change course that complements the Blue Schools intervention. Targeting learners in Grades 10, 11 and 12, ACT NOW promotes:

- An understanding of the concept of climate change
- An awareness of its effects
- The desire to make a difference at family, community and national levels
- Practical ways to make these changes

The course comprises a teachers' and a learners' guide, both of which are based on a set of five units, divided into several lesson plans. Each unit deals with a particular climate change-related theme, namely:

1. The difference between climate and weather
2. Understanding what climate change means
3. Consequence of climate change
4. What can we do about climate change
5. ACT NOW for our future

Resources

- *ACT NOW climate change course: Teacher Guide*
- *ACT NOW climate change course: Learner Guide*

4.2 SMS Programming

The SMS programme is used to disseminate information on the main FutureLife-Now! themes—especially CSE, peer pressure, relationships and other SRHR topics, climate, gender and youth leadership. The messages are also used in clubs as a catalyst to discussions with young people.

Resources

SMS programming content

4.3 Radio programmes

Radio is the most used and reliable information source across Africa, speaks to young people in their own languages, provides young people with relevant, up-to-date information they would not otherwise have and gives them a voice and a platform.

FutureLife-Now! radio programming comprises three series:

- CSE-based *Youth Talk series*, *Parent Talk series* and *Youth Talk—Youth Action series*
- A twelve-episode *Our changing climate, time to act* series, in partnership with UNCC-Learn
- Sixteen *Climate Change, Climate Action* episodes

The Youth Talk Radio episodes cover a range of topics aimed at spurring discussion among young people themselves and with their parents, and include stigma linked to teenage pregnancy, the impact of child marriages on adolescent girls' health and overall wellbeing, and the impact of social media on young peoples' sexual and reproductive health. The Climate Change, Climate Action radio programme aims at improving the public's awareness of climate change causes, effects and implications.

The radio programmes follow a unique, multi-faceted and highly interactive radio delivery model:

- Live radio programmes are combined with WhatsApp and SMSes, phone-ins, competitions and radio clubs to actively involve young people in communication and learning.

- Young people are empowered to face the challenges that health issues and climate change bring and to talk about their experiences, thereby informing and inspiring others.
- The programmes are linked to WhatsApp messages and SMSes to drive interaction.
- The impact of the radio programme is strengthened by being integrated into FutureLife-Now! school-based activities.

FutureLife-Now! radio clubs in schools enable learners to gather in groups to listen to the episode being broadcast. Radio episodes can be recorded and disseminated to the youth facilitators / peer educators and teachers, so that learners can listen during classroom lessons or club sessions, at which young people can discuss the various topics among themselves.

The FutureLife-Now! radio booklets, based on the radio scripts, are used as a teaching and learning resource for youth facilitators / peer educators, teachers and learners.

Resources

- CSE-based *Youth Talk* and *Parent Talk* programmes radio scripts
- Twelve-episode *Our changing climate, time to act* radio scripts
- CSE-based *Youth Talk—Youth Action* radio scripts
- *Climate Change, Climate Action* radio scripts
- Radio recordings
- FutureLife-Now! Radio Booklet: Climate Change
- FutureLife-Now! Radio Booklet: Sexual Reproductive Health and Comprehensive Sexuality Education

4.4 Youth health

The FutureLife-Now! Programme brings together education and health as two important requisites for human development. To foster strengthened collaboration between these two sectors, FutureLife-Now! facilitates an education-health collaboration model as a holistic approach to health and wellbeing. The capacity of youth, teachers, parents and health personnel is developed to understand and support positive health-seeking behaviour.

Two important focus areas are CSE and SRHR.

- CSE is a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality.

It aims to:

- Equip children and young people with knowledge, skills, attitudes and values that will empower them to realise their health, wellbeing and dignity
- Allow them to develop respectful social and sexual relationships

- Get them to consider how their choices affect their own wellbeing and that of others and to understand and ensure the protection of their rights throughout their lives
- *SRHR* refers to the set of human rights that apply to an individuals' sexual health and associated rights.

FutureLife-Now!'s health-focused activities for adolescents and other young people include the following (each discussed below):

- School–Health referral system
- Health clubs
- Health talks
- Health dialogues
- Integrated school health fairs

School–Health referral system

A strong, well-functioning school–health referral system is a critical output of FutureLife-Now!.

The referral process is summarised below. While differences do exist across contexts, in general:

- The school provides a learner seeking health services with a school–health referral form. The form contains the learner's basic details, as well as the name of the school.
- The learner then visits the clinic to access the services needed.
- Learners are given preferential treatment at the health facility if they have a FutureLife-Now! school referral form.

Health facility personnel understand the importance of creating a positive experience for learners so that they feel comfortable and confident to continue accessing services when needed.

- Once the learner returns to school, they give a section of the form back to the teacher, which has been stamped or signed by a health professional from the clinic.

The slip does not reveal any confidential information to the school regarding the learner's health; it merely confirms the learner has accessed services and notes if they require any follow-up health appointments or school support.

The development and/or strengthening of the referral system allows learners to access health services quickly and efficiently and assists schools to support learners' positive health-seeking behaviour.

Resources

School–health referral book/register

Health clubs

These groups are also known as after-school clubs, health support groups, journaling clubs, etc.

- Youth facilitators / peer educators can implement interactive peer education clubs to promote discussions on youth health issues, including HIV prevention and testing, pregnancy and prevention, relationships, gender norms and mental health.
- Youth facilitators / peer educators can conduct peer group activities that create opportunities for dialogue and debate and reinforce the information and messages in the CSE and Life Skills curriculums.
- Clubs are typically implemented after school as extracurricular activities.
- The number of learners per club varies; however, the recommended ratio is no more than 30 learners per youth facilitator / peer educator.
- Club sessions vary across contexts, but generally they last between 45 and 60 minutes.
- All CSE-related materials and resources used for discussions and clubs should complement the CSE-based curriculum.

An audit can be conducted to establish what materials are available (for example, from the school and Education Ministry, from the clinic and Health Ministry, from the National HIV&AIDS Programme and from NGOs).

The relationship with the Life Skills and/or the Guidance and Counselling teachers is very important as they can provide guidance on what topics they are covering each week. These activities complement their classes and give young people more time to engage in discussions on various topics (which might include topics that some teachers are reluctant to talk about).

- Youth facilitators / peer educators can use the SRH/CSE radio booklets as a resource.

Resources

- Ministry of Education health resources
- Ministry of Health resources
- *My Life My Future Journal*
- FutureLife-Now! Radio Booklet: Sexual Reproductive Health and Comprehensive Sexuality Education
- CSE-based *Youth Talk—Youth Action* radio scripts
- SPEAK OUT! SRHR video (MIET Africa YouTube channel)

Health talks

Health talks are a key element of the FutureLife-Now! package of support.

- Health personnel from affiliated clinics visit schools on request and give health talks to learners. The talks help learners to know what services are available at the health facilities and to feel more comfortable accessing services.

- Talks reach all learners at schools and can cover a broad range of topics, including HIV&AIDS, pregnancy, drugs and substance abuse, gender-based violence and mental health.
- The guest speaker addresses as many learners as the school permits. On average, the talks last about 45 minutes.
- The talks also strengthen the relationship between schools and health facilities, which in turn leads to schools being able to provide improved health support to learners.

Health dialogues

This is another component of the package of support that benefits the school–health facility relationship.

- At least eight learners (four learners per team) participate directly in a health dialogue, although many more learners can participate as observers.
- Learners decide beforehand on a health topic to be discussed, find out as much information as they can and prepare questions that can be posed to the opposing team.
This is an excellent way of improving young people’s health knowledge and creating an opportunity for discussion and debate.
- A moderator, who could be a youth facilitator, peer educator or even another learner, is appointed and guides the discussion.
- Health dialogues usually run for up to two hours.

Resources

- FutureLife-Now! Radio Booklet: Sexual Reproductive Health and Comprehensive Sexuality Education
- Ministry of Education health resources
- Ministry of Health resources
- *My Life My Future Journal*
- CSE-based *Youth Talk—Youth Action* radio scripts
- SPEAK OUT! SRHR video (MIET Africa YouTube channel)

Integrated school health fairs

Also known as “jamborees”, integrated school health fairs are events where young people and members of the community gather to access a range of services: various local partners give talks about specific subjects and showcase the services they offer.

These events are important as they are used to disseminate accurate health information and provide services to the whole school and wider community, and furthermore, they strengthen schools’ networks with local service providers. Organisers often play music at the fairs, which helps to create a positive and relaxed fun environment for young people.

To facilitate these events, it is important to ensure that there is a strong relationship between the school and the local health facility. This can be achieved by:

- Establishing a relationship with local clinic staff and advocating for FutureLife-Now! activities
- Organising visits to the school by nurses and health officers for talks and services (if allowed at the school)
- Facilitating referrals to the clinic for services, such as HIV testing services

Jamborees usually last about four hours, which should allow sufficient time for all learners at school to access the services they require. The youth facilitator / peer educator assists with planning and implementing school jamborees and other special events.

If it is not possible to organise such an event at the school, the youth facilitator / peer educator can work with the clinic to arrange such an event at the clinic, as well as to seek permission to include out-of-school youth.

4.5 Gender focused activities

Gender is a cross-cutting theme within FutureLife-Now! and is considered in all aspects of the programme. With a raised focus on boys and young men, one objective of FutureLife-Now! is to provide targeted support for boys and young men who are vulnerable, recognising that some boys face risks and challenges that prevent them from realising not only their education rights, but their health and other basic rights as well.

The boys and young men-related activities implemented through FutureLife-Now! are based on the following principles:

- Opposing and countering any gender discrimination in education, health, social services, justice and law enforcement
- Ensuring that interventions for boys and young men complement and “add value to” those that focus on girls and young women
- Ensuring boys and young men are included in programming, that they can relate to what is being taught in school and that they are equally involved in school-based and extra-curricular activities
- Recognising and showing respect for protective cultural practices, but striving to reduce any risks associated with harmful practices
- Ensuring that no marginalised groups of boys and young men (disability, orphanhood, migrant status, etc.) are neglected
- Ensuring that all services are age-appropriate
- Promoting health-seeking and risk-reduction behaviour for boys and young men, with specific reference to SRHR

When working with boys and young men, it is important to find out who they talk to and where they get their information from.

Examples of activities

- The establishment of boys' clubs, facilitated by youth facilitators after school or by teachers
These clubs vary, depending on the school context.
For example, there are clubs where the boys are led by a male teacher and gather after school to talk about community issues, interrogate new trends and share their experiences. Teachers are trained to refer boys for ongoing support if needed.
- Sports
Schools can use sports to engage boys in activities as a starting point for deeper discussions on health and agency.
- Special forums and retreats organised for boys
At these events, the boys are encouraged to make pledges on how to act on their new understanding about gender norms and how to promote gender equality.
- Intergenerational policy dialogues on boys' issues
- Intra-school competitions featuring poetry, essay writing competitions or quizzes

Resources

- Regional Study Report on Vulnerability Amongst Boys Ages (14–20 years) in Schools
- Building Resilience in Boys and Young Men Towards a Framework of Protection and Support
- Framework of Protection and Support for Vulnerable Boys and Young Men: Facilitator Guide for Country Managers
- *SADC Boys and Young Men Vulnerability Framework* (available in English, French and Portuguese)
- SPEAK OUT! Gender Equality (MIET Africa YouTube channel)

4.6 Climate change-focused activities

Climate change is a cross-cutting theme of the FutureLife-Now! Programme.

In recent years, the intensity and frequency of climate-related disasters have increased across the SADC Region so that climate change can no longer be ignored. The main learner-focused climate change activities at school level are *Climate change clubs* and *Youth climate dialogues*, discussed below.

Climate change clubs

- Youth facilitators / peer educators implement interactive peer education clubs that create opportunities for dialogue and debate and reinforce key climate information and messages.
- The clubs are usually implemented after school as extracurricular activities.
- The number of learners per club vary; however, the recommended ratio is no more than 30 learners per youth facilitator / peer educator.

- Club meetings vary across contexts, but generally they last between 45 and 60 minutes.
- The resources recommended for discussions are based on the climate change radio programme and radio booklet content, or from the Ministry of Education’s Climate Change curriculum.
- Activities that clubs can run include:
 - One school, One garden campaign
 - Climate change jamborees
 - Talks on climate change topics
 - Climate change open days

Resources

- UNCC: Learn website (unccelearn.org)
- *FutureLife-Now! Radio Booklet: Climate Change*
- *FutureLife-Now! Climate Action Radio Programmes Youth Talk—Youth Action Series 5: Climate Change—Climate Action Extracts from selected episodes ~ A resource for teachers and facilitators*
- ACT NOW climate change course: Learner Guide
- SPEAK OUT! Climate Change video (MIET Africa YouTube channel)
- Our Climate is Changing, film episode 1 & 2 (MIET Africa YouTube channel)

Youth climate dialogues

These are events organised between school learners—within their own country, between SADC Member States and with learners in other parts of the world. The dialogues provide a platform for young people globally to share their views and experiences on climate change with their peers from other schools and countries.

The dialogues review how young people perceive climate change, how it is affecting their community and country, what they can do to raise awareness about it and what actions they consider most important. They usually feature a debate and a video-conference dialogue, although if access to technology is limited, dialogues can also be conducted face-to-face with two groups of learners.

There are four stages for setting up a youth climate dialogue: (i) planning; (ii) preparing the youth participants; (iii) implementation; (iv) follow-up.

Planning checklist

- Determine the topic for the dialogue (agreed by both schools)
- Identify a date and time for the dialogue

The dialogue can be done face-to-face, if schools are in the same location, or virtually, if between countries.

- Signed parental permission form per learner (where applicable)

- Passport size picture, full names and grade/form of each learner participant
- Passport size photo and full names of the moderator
- Logos of each school, as well as social media details (if applicable)
- Dialogue programme
- Dialogue brochure (to include topic, date, school names, photo of learners, photo of moderator)
- Learners' certificates

Before the dialogue, the facilitator should:

- Ensure that the schools prepare two questions to ask the other school/s
Teachers should assist and guide learners in their preparation for the dialogue.
- Arrange for other learners at the school to observe
- Arrange for photos of the dialogue to be taken so they can be shared afterwards

Preparation by youth participants

Before the dialogue, the learners from each country prepare materials to share with their peers and a list of questions that they would like to ask. They can use one or more of the UNCC:Learn e-learning modules on climate change as one of the exercises (see unccelearn.org).

Implementation

The actual youth climate dialogue is a short (maximum 90 minutes), live exchange (usually via Skype) and Q&A between learners. It is usually introduced by a school representative and moderated by a specialist. A wider audience and experts can be invited to the live dialogue or to another public event that features a screening of the dialogue.

Resources

- UNCC Learn website (unccelearn.org)
- FutureLife-Now! Radio Booklet: Climate Change
- FutureLife-Now! Climate Action Radio Programmes “Youth Talk—Youth Action” Series 5: Climate Change—Climate Action Extracts from selected episodes ~ A resource for teachers and facilitators
- UNCCLearn-Youth Climate Dialogues: Guiding tips to get you all set, a short guide for teachers and project leaders
- Youth Climate Dialogue video (MIET Africa YouTube channel)
- SPEAK OUT! Climate Change video (MIET Africa YouTube channel)
- Our Climate is Changing, film episode 1 & 2 (MIET Africa YouTube channel)

4.7 Youth agency and leadership

Knowledge and skills alone do not result in behaviour change: young people also require the opportunity to *use* their knowledge and skills to make decisions and take actions that are in their

own best interests, as well as the interests of their school, family, community and country. Youth agency and leadership are therefore elements that underpin the FutureLife-Now! Programme, and which are developed by:

- Developing youth leadership for service (through the Ubuntu Youth Leaders' Programme)
- Facilitating youth agency through the *CYAF* (see [Agency](#), below)

Ubuntu Youth Leaders Programme

The Ubuntu Youth Leaders Programme is designed to empower youth by fostering leadership skills and agency. The programme works with secondary/high school learners and other youth, preparing them to serve as leaders for the benefit of their schools and communities, providing support as peer educators to fellow learners both in times of peace *and* during emergencies.

Peer education clubs demonstrate the importance of young people participating as peer educators or becoming servant leaders within their school. These young people are more confident to talk in meetings and discuss issues about sexuality with their peers, teachers and parents. The Ubuntu Youth Leaders programme is a FutureLife-Now! activity that develops the leadership skills of young people.

The programme is centred on three core themes:

1. *Servant Leadership*: this emphasises the ability to guide others toward the common good through relational, interdependent and collaborative means.
2. *Building Bridges*: promoting human dignity is essential as we strive to uphold the values of justice, solidarity and reconciliation while dismantling the barriers that divide us.
3. *Ethics of Care*: at the heart of Ubuntu lies the principle of care—nurturing relationships and recognising our interdependence. This theme encompasses self-care, caring for others and being stewards of our planet.

The programme is implemented at schools by “Ubuntu master trainers”, who facilitate Ubuntu sessions with learners at their own schools.

Training of master trainers: the initial phase involves a two-day training programme for approximately twenty participants, selected from young people within various schools. These sessions cover all five Ubuntu themes and are followed by an Ubuntu Week (see below).

Ubuntu Leaders Week: this five-day training event engages the twenty newly trained Ubuntu leaders as co-trainers. Each day focuses on a specific theme, with activities aligned to reinforce the day's message. After the conclusion of the training, these co-trainers facilitate sessions for about 30 to 50 learners at their own schools.

Youth Leaders selected from targeted school communities participate in a contextualised Ubuntu Youth Leaders course to become certified Ubuntu Trainers. Upon successful completion, these trainers will receive Ubuntu Academy certificates and will be supported to train and mentor groups of youth from existing school structures and clubs. This approach fosters a network of Ubuntu Youth Leaders equipped to serve as change agents, peacebuilders and sources of support.

Resources

- Ubuntu Leaders Academy: Trainers' Manual.
- FutureLife-Now! Radio Booklet: Youth Agency
- SPEAK OUT! Youth Agency video (MIET Africa YouTube channel)
- *SADC Child and Youth Agency Framework (available in English, French and Portuguese)*
- My Life My Future Journal

Agency

Developing the agency of young people underpins all FutureLife-Now! activities. Many activities have been listed and explained under other themes, for example health dialogues, campaigns and youth climate dialogue. The operationalisation of the *CYAF* in Member States is an important activity in the development of youth agency (see *Child and Youth Agency Framework, above*) at a systems level. The development of youth-led leadership structures within schools, such as the Junior School Development Committees (JSDCs), is one example of how the *CYAF* can be operationalised in schools.

Child Advisory Committee

CACs are established to increase the participation of learners in the governance of their schools. Members (learners) sit on their school governance structure and partake in decision-making on matters that affect them. The CAC allows school governance to benefit from the perspective of young people.

Each school's CAC is made up of learners who are representative of the school's demography. The learners occupy the positions of chairperson, treasurer, secretary and other members within the committee, which meets monthly to deliberate on issues the school management needs guidance on (for example, raising school fees, changing school policies and how to improve the school). The committee presents their findings and deliberations to the school's management, which then considers the input before making its final decision.

Resources

- Youth Agency Research-Preliminary Findings
- FutureLife-Now! Radio Booklet: Youth Agency
- SPEAK OUT! Youth Agency video (MIET Africa YouTube channel)
- *SADC Child and Youth Agency Framework (available in English, French and Portuguese)*

5 Monitoring, Evaluation and Reporting

Collecting and documenting evidence on the implementation and effectiveness of the FutureLife-Now! Programme represents a critical responsibility of the Member State national task team/committee. Such evidence assists the Member State in monitoring the implementation of the programme and to demonstrate the value of the programme.

In this section, monitoring and evaluation (M&E) processes are outlined and suggestions made for how Member States can integrate FutureLife-Now! M&E into their existing monitoring processes.

Multiple processes are used to monitor implementation at the different levels. Key processes include:

- Youth facilitator / peer educator record keeping and reporting

The implementing team should determine the frequency of reporting on project activities by youth facilitators and peer educators. The frequency of reporting is based on the expected schedule of school-based activities. Ideally, youth facilitators and peer educators should keep records of each activity they implement, including the clubs, peer education sessions and other programme components, as well as any support they offer to individual learners in accessing services. The record keeping should record the location of the activity, the number of learners participating (by gender), the content of the activity, and any highlights or challenges. By keeping good records of the various activities they supported, and the number of learners participating, youth facilitators and peer educators have the information that can be used in regular reporting, whether it is weekly or monthly.

- Bi-annual or annual school reports

Implementing teams may want to ask the school head or focal point teacher to submit reports on a bi-annual or annual basis. FutureLife-Now! school reports collect information on the various FutureLife-Now! activities, including workshops for the school-community; the quality of the relationship between the school and health facilities; observed changes in learners. These reports provide information of how the programme is being integrated into the school life and how the programme benefits the school community as a whole.

- Health facility reports

During MIET Africa's implementation of the FutureLife-Now! Programme, affiliated health facilities submitted data on the number of young people from FutureLife-Now! schools accessing various services. Health facilities identified learners from FutureLife-Now! schools through their use of the school-health referral forms. Reporting by health facilities enabled the implementing team to monitor the potential influence of FutureLife-Now! on learners' uptake of health services.

In future iterations of FutureLife-Now! implementation, Ministries of Education and Health will need to discuss how to track the health outcomes for young people in the programme. Ideally, Ministries of Health should use existing systems for data tracking and reporting. The

critical decision will be how health facilities identify and label young people involved in the FutureLife-Now! programme (so that, for example, their anonymity is ensured).

- Learner surveys

Each year a selection of classes from FutureLife-Now! schools participated in a Knowledge, Attitude and Behaviour (KAB) Survey that monitored the change in learners' knowledge of HIV&AIDS and SRHR and in their self-reported health behaviour, as well as climate change. This survey allowed the implementing team to monitor the effectiveness of the programme, as linked to key programme objectives.

Implementing teams are encouraged to use a KAB survey with learners to monitor the programme's influence on their knowledge, attitudes and behaviour. The KAB survey should maintain the same questions each year to be able to monitor change. Ideally, the same learners are included in the annual surveys; identification systems are used to be able to assess changes in individual learners and link it to their level of involvement in the programme.

Recommendations

The following recommendations regarding monitoring of the FutureLife-Now! Programme provide some guidance to Member States as they roll out the programme:

- Implement some form of record-keeping at school and district levels to track the activities being implemented in schools, the collaboration between schools and health facilities, and the level of engagement by learners in FutureLife-Now! activities
 - Schools should maintain registers of activities (e.g., clubs, jamborees, health talks) to track of the number of learners participating.
 - Schools should make use of school-health referral forms to track learners' uptake of health services.
 - District education officers should be trained on what changes to look for in the school culture that reflect FutureLife-Now! principles.
- Include a question on the Education Management Information Systems (EMIS) forms on programmes that are taking place in schools

Annual school surveys are expensive to administer, particularly on a large-scale, and some of the content is likely to be covered in other learner assessments. Therefore, if annual school EMIS surveys include questions on programming—including FutureLife-Now!—taking place at school, analysis of data on CSE-based life-skills, climate and environment, or civic education can be disaggregated to assess the role of such programming in enhancing learners' competence.

- Establish a joint system for the Ministries of Education and Health to monitor the use of the school–health referral slips

The number of school–health referral slips used per quarter could be added to the Education and Health Management Information Systems.

The CSTL/CYAF reporting tool also covers aspects of implementation of FutureLife-Now! at a national level. By continuing to use this tool for monitoring and reporting, Member States can assess the extent to which they are implementing programmes that are aligned with FutureLife-Now!

Resources

- *Learner knowledge and attitude questionnaire (PDF version; Word version)*
- *Weekly Reporting Form (for Youth Facilitators)*
- *Reporting forms for schools (Monthly; bi-annual)*
- *Phase 1 Indicator Reference Sheet*

6 Conclusion

This Guide forms part of a broader FutureLife-Now! Toolkit. The Toolkit includes the following:

- FutureLife-Now! Publication
- FutureLife-Now! Guide for Implementers
- FutureLife-Now! Resource Index
- FutureLife-Now! Resources
- FutureLife-Now! Video

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