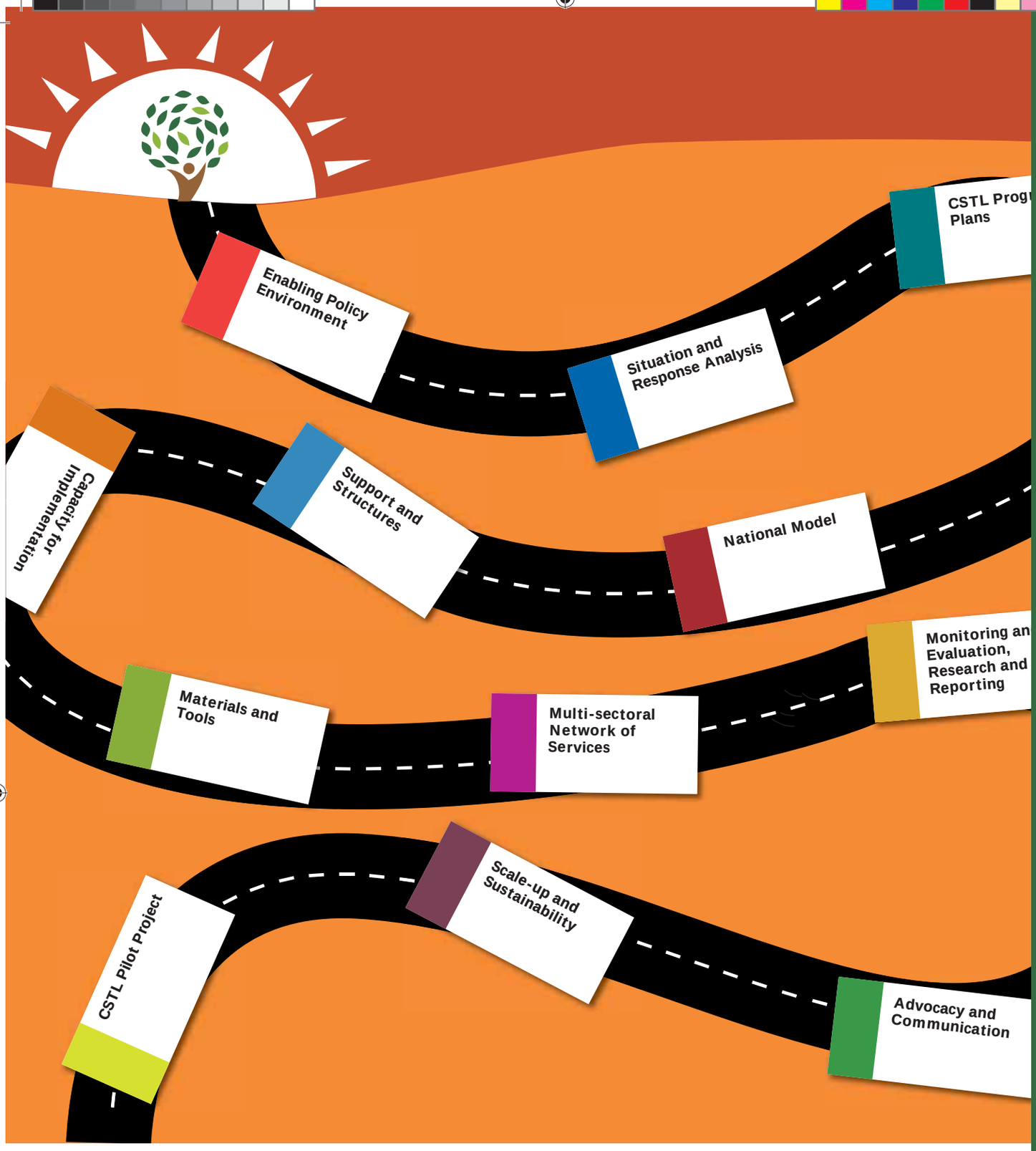

Introduction

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Book1_Introduction.indd 1 11/8/10 3:04:39 PM

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Foreword

Vulnerability is an involuntary state where the survival, care, protection and the rights of children, including the right to education, are compromised. A large number of children in the Southern African Development Community (SADC) region are made vulnerable by a host of interrelated factors such as poverty, HIV and AIDS, disability, and exposure to violence, abuse and neglect. These factors inevitably impact negatively on childrens' ability to access education, to stay in school and to perform to their full potential.

Based on the strong policy mandate that exists internationally and regionally, and to ensure that vulnerable learners realize their right to education, SADC Education Ministers in 2008 adopted the Care and Support for Teaching and Learning (CSTL) Programme. To date, the CSTL Programme is being implemented in six SADC Member States namely South Africa, Swaziland, Zambia, Madagascar, Democratic Republic of Congo and Mozambique.

The vision of the CSTL Programme is that the educational rights of vulnerable children in South Africa are realized through schools becoming inclusive centres of learning, care and support.

To guide this vision and ensure the mainstreaming of care and support, this National Support Pack was developed. It contains implementation guidelines and tools that provide a step-by-step guide to develop, implement, monitor and evaluate programmes within the CSTL framework. The National Support Pack also has best practice examples, tools and case studies of effective care and support practices in schools.

Provinces, district, school-based officials as well as all non-governmental organizations currently providing care and support in schools are strongly encouraged to apply the principles of the National Support Pack in their work. This will ensure that a systematic and evidence-based process is adopted for programme development and implementation.

The Department of Basic Education would like to extend its gratitude to MIET Africa for its support in developing the National Support Pack as well as the Embassy of the Kingdom of the Netherlands for funding this process.

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Contents

Introduction

- Introduction to the *National Support Pack* 5
- Background to the Care and Support for Teaching and Learning (CSTL) Programme 7
- Mainstreaming Care and Support Using the *National Support Pack* 9
- Timeframes and Resources for Getting Started 12
- Acronyms and Abbreviations Used in the *National Support Pack* 13

Icons

The following icons are used:

start of a new section

a tool for use by a CSTL Task Team

a reference to another section of the *National Support Pack*

Book1_Introduction.indd 4 11/8/10 3:04:40 PM

Introduction to the *National Support Pack*

This section explains the *National Support Pack* and its various components.

What is the purpose of the *National Support Pack*?

Why was the *National Support Pack* developed?

What are the components of the *National Support Pack*?

What are the 12 Action Steps?

What is the purpose of the *National Support Pack*?

The *National Support Pack* has been developed to guide the Department of Basic Education to mainstream the Care and Support for Teaching and Learning (CSTL) Programme throughout all South African schools. It brings together information, best-practice examples, tools and case studies of effective care and support practice in schools.

It is a generic resource written for varied contexts and its value depends on the capacity of CSTL Task Teams to adapt the tools and other resources to meet needs within its own environment, as well as to implement best practice.

Why was the *National Support Pack* developed?

The *Regional Support Pack* was developed for SADC Member States to illustrate the steps involved in mainstreaming care and support.

Its structure and content was approved at meetings between Member States piloting care and support programmes, as well as the SADC Secretariat and representatives from UNICEF and UNESCO.

In order to effectively implement the CSTL Programme in different contexts, it was agreed that Member States would review and customise the *Regional Support Pack* to meet their individual needs.

The South African *National Support Pack* is the result of this process.

What are the components of the *National Support Pack*?

The *National Support Pack* is structured around 12 Action Steps that are considered essential for effective mainstreaming of care and support. They have been written up into the 12 Action Step booklets located in this pack. Each Action Step has information and tools to assist in the completion of that step.

Book1_Introduction.indd 5 11/8/10 3:04:41 PM

There are also two other booklets in this pack.

The *Background* contains a Glossary of Terms, the CSTL SA Programme Logframe and Background Reading.

The *Appendix* is made up of Case Studies and Tools, Templates and Examples.

The *National Support Pack* also includes a CSTL Road Map consisting of a poster on which to construct your "road" and two sets of 12 Action Step Cards that summarise the 12 Action Steps.

The cards can be arranged on the poster and moved around as needed. This means that you can use the Road Map to plan your process and to get a global picture of programme development.

What are the 12 Action Steps?

The 12 Action Steps form part of the process of mainstreaming care and support. A summary of each step is found on the Road Map Action Step Cards. The same summary is also found at the front of the relevant Action Step booklet. They are colour-coded so that you can easily match each Action Step Card with the relevant Action Step booklet.

The 12 Action Steps for mainstreaming care and support are:

- Enabling Policy Environment
- Situation and Response Analysis
- National Model
- CSTL Programme Plans
- Support and Structures
- Capacity for Implementation
- Materials and Tools
- Multi-sectoral Network of Services
- Monitoring and Evaluation, Research and Reporting
- Advocacy and Communication
- CSTL Pilot Project
- Scale-up and Sustainability

These Action Steps are not numbered. This is because there is no set order as to how or when these steps will be undertaken. The Action Steps are not equal in size or complexity. Some may take months and maybe even years to achieve fully; others can be completed more easily. It is likely that a CSTL Task Team will work on several steps concurrently.

The Action Steps are reflected on colour-coded Action Step Cards

Book1_Introduction.indd 6 11/8/10 3:04:41 PM

Background to the Care and Support for Teaching and Learning (CSTL) Programme

This section introduces the CSTL Programme and what it plans to achieve.

What is the CSTL Programme?

What is the history of the CSTL Programme?

What are the goals of the CSTL Programme?

Has the CSTL Programme been piloted?

What is the CSTL Programme?

The CSTL Programme outlines the process of mainstreaming care and support for teaching and learning into policies, programmes and processes within the education sector in South Africa.

What is mainstreaming?

Mainstreaming encourages us to adopt important values and principles, and to integrate these into all aspects of our programmes. For example, we may refer to mainstreaming gender into our work – this is an expression of our commitment to equality between men and women by "mainstreaming gender" into all our programmes.

The CSTL Programme requires us to commit to the value of care and support for all learners in all aspects of our work. We express this commitment through mainstreaming, to ensure that all children are supported in realising their rights to education.

Mainstreaming is like having a special lens, such as a "care and support lens", through which to examine the impact and method of your work.

This *National Support Pack* has been written to guide the Department of Basic Education in implementing its CSTL Programme.

What is the history of the CSTL Programme?

The CSTL Programme is neither a specifically South African concept nor was it developed over a short period of time. Prior to the development of the CSTL Programme, Ministers of Education within the SADC region made a number of important commitments.

Book1_Introduction.indd 7 11/8/10 3:04:41 PM

In 2005, against the backdrop of growing numbers of orphans and vulnerable children, the SADC ministers released a statement (Swaziland Communiqué) that committed Member States to strengthen their education systems to ensure that schools provide essential services to children. In July 2007, they reiterated the need for a comprehensive approach to the promotion of health in the education sector.

At a meeting in Zambia (Zambia Communiqué) on 4 July 2008, 14 Ministers of Education of Member States unanimously approved and adopted the CSTL Programme, which offers a comprehensive response to the health and socio-economic challenges facing vulnerable learners.

The CSTL Programme supports education ministries in fulfilling their commitment to provide quality education for all children. Led by the SADC Secretariat in partnership with MIET Africa, UNESCO and UNICEF, the CSTL Programme has been developed to address the barriers to teaching and learning associated with HIV and AIDS, and poverty-related challenges facing vulnerable learners in the SADC region.

The timeframe for the implementation of the CSTL Programme is from 2009 to 2014. Although all Member States will be involved and phased in over time, the first phase entails implementation in six Member States and will end in December 2011. Countries involved in the first phase are the Democratic Republic of the Congo (DRC), Madagascar, Mozambique, South Africa, Swaziland and Zambia.

What are the goals of the CSTL Programme?

The Overall Goal of the CSTL Programme

The goal is to realise the education rights of vulnerable children in the SADC region through schools becoming inclusive centres of learning, care and support.

The programme is implemented at both SADC regional and Member State levels.

The outcomes of the programme at a SADC regional level are:

- strengthened and harmonised care and support policies and programmes to help improve education outcomes in Member States;
- increased knowledge and learning through effective care and support strategies across the SADC region.

The outcomes of the programme in South Africa and the other Member States are:

- improved enrolment, retention and achievement of vulnerable learners through strengthened responsiveness of education systems;
- improved enrolment, retention and achievement through mobilisation of school communities to provide care and support to vulnerable learners;
- improved enrolment, retention and achievement of vulnerable learners through the delivery of integrated services.

Has the CSTL Programme been piloted?

The CSTL Programme has evolved from a number of pilot projects in SADC Member States. These initiatives include Schools as Centres of Care and Support (SCCS), piloted in Swaziland, Zambia and South Africa; and the Circles of Support (COS), piloted in Swaziland, Botswana and Namibia. These and the experiences of other programmes have formed the basis of the approaches and tools to mainstream care and support through the Department of Basic Education. You will find reference to these pilot projects throughout this pack.

Book1_Introduction.indd 8 11/8/10 3:04:41 PM

Mainstreaming Care and Support Using the *National Support Pack*

This section describes how the *National Support Pack* can be used to meet CSTL Programme objectives of mainstreaming care and support.

Who is the target audience of the *National Support Pack*?

How can you use the *National Support Pack*?

How can you use the CSTL Road Map?

Who is the target audience of the *National Support Pack*?

The primary target audience is the Task Team that is established at national and provincial levels to direct the CSTL Programme.

The secondary target audience of the *National Support Pack* is any one of the following groups of role-players:

- implementers of the CSTL Programme at all levels within the Department of Basic Education;
- partners of the CSTL Programmes at all levels, including non-governmental organisations (NGOs) and other civil-society groups;
- donors and development partners;
- representatives from other sectors.

How can you use the *National Support Pack*?

The *National Support Pack* is designed for flexible use. It is a resource that individuals and teams can use at any time to think about the steps of mainstreaming care and support. It is a guide for the activities that will contribute to successful mainstreaming. The *National Support Pack* could be useful at any of the following stages:

- during training of CSTL Task Team members;
- when a CSTL Task Team or others are tackling specific challenges or Action Steps;
- when a CSTL Task Team is involved in planning;
- when a CSTL Task Team uses one of the many tools to support specific activities such as:
  - planning an advocacy initiative;
  - agreeing on definitions and criteria for vulnerability;
  - planning resource mobilisation;
  - identifying capacity gaps.

The *National Support Pack* must be customised to meet the needs of your specific environment. Although you will find discussions and case studies from various sources, it is important that you add materials relevant to your situation.

Book1_Introduction.indd 9 11/8/10 3:04:41 PM

How can you use the CSTL Road Map?

Working with the Road Map enables a CSTL Task Team to plan processes and get a global picture of programme development

As someone involved in setting up and implementing the CSTL Programme, you are leading a process of mainstreaming care and support. This is a process of significant change. To support you in this process there is the CSTL Road Map, a tool that illustrates the major steps involved in mainstreaming care and support and helps you visualise the journey a CSTL Task Team is undertaking. Working with the CSTL Road Map is a critical start-up activity for a CSTL Task Team and planning the road ahead is your first task.

The CSTL Road Map is useful for CSTL Task Team members because it:

- enables all members to appreciate the total picture;
- can ensure that all members understand the complexity of mainstreaming care and support;
- can help secure buy-in for an exciting and rewarding process;
- can deepen understanding and help uncover questions or concerns CSTL Task Team members may have about the future.

The tool on the following page provides ideas for a CSTL Task Team about how to use the Road Map to support mainstreaming CSTL.

Book1_Introduction.indd 10 11/8/10 3:04:42 PM

Tool: Ways to Use the CSTL Road Map

Instructions

The CSTL Task Team needs to decide how and when it will use the CSTL Road Map.

Begin this activity by displaying the CSTL Road Map poster on a wall and then giving Task Team members time to familiarise themselves with the 12 Action Step Cards. You can do this by reading the Action Step Cards aloud or by circulating the cards among members of the Task Team.

Once each member has looked at the components of the CSTL Road Map, brainstorm how you plan to use the map. Make a list of your ideas. Compare your list with the list below:

1. Use the Road Map to **plan the order** in which your Task Team will undertake the Action Steps. Read each card aloud and then position it near the beginning, middle or end of your journey, depending on where your group thinks it fits best.

2. Use the Road Map to **decide on timeframes for the Action Steps**. Record the dates of the start and end of your mainstreaming journey. Mark the start and end dates for the first group of important Action Steps on your Road Map.

3. Use the Road Map to **allocate responsibilities**. Are there members of your Task Team who are able to lead any of the Action Steps? Do the Task Team members know of individuals already working within the Department of Basic Education who could lead or support the priority Action Steps?

4. Use the Road Map to **identify the work that has already been achieved in mainstreaming care and support**. For example, you may have already hosted several successful pilot projects of care and support in schools and therefore have no need to repeat certain Action Steps.

5. Use the Road Map to **review progress towards mainstreaming**. As you progress, use the Road Map to reflect on your journey and the progress you have made. You can also use the Action Steps to help you identify the next important actions. For example, once you have agreed on your programme plans (*Action Step: CSTL Programme Plans*), you will be able to work out the human resources, equipment and other capacity that you need for implementation (*Action Step: Capacity for Implementation*).

As a CSTL Task Team, conclude your discussion by agreeing on how and when you will use the Road Map.

Book1_Introduction.indd 11 11/8/10 3:04:42 PM

Timeframes and Resources for Getting Started

This section describes some of the factors that influence the speed with which change can happen in the Department of Basic Education. It also considers the resources that are needed to support early activities and consultations to start the process of mainstreaming care and support.

What are the timeframes for change?

What resources are needed for mainstreaming start-up?

What are the timeframes for change?

Change takes time – don't expect to travel too quickly! Set realistic timeframes for each Action Step. Factors that have previously influenced the progress of mainstreaming care and support include:

- the school calendar impacts on the time available to implement activities in schools;
- planning and budget cycles influence the time when financial and other resources can be made available for mainstreaming;
- existing commitments of the Department of Basic Education, or sectors within the Department of Basic Education, limit the available capacity to support and implement change within certain timeframes;
- the appointment of a senior dedicated staff member within the Department of Basic Education to oversee care and support activities (this facilitates rapid progress, but finding the right person to do this may take time).

Secure an appropriate "home" for your CSTL Programme within the Department of Basic Education. It is best if the engine for driving this process is in a neutral place within the department. This will avoid the CSTL Programme becoming the responsibility of one particular unit and will encourage more holistic involvement. Given that mainstreaming requires that care and support is infused throughout all sections, policies, functions and practices of the Department of Basic Education, it is not possible to successfully mainstream if responsibility and programme implementation is limited to only some sections. Securing support from the Department of Basic Education senior management team will ensure more rapid progress towards mainstreaming.

What resources are needed for mainstreaming start-up?

All the activities associated with introducing a CSTL Programme require **human, material and financial resources**. For each Action Step, you need to identify the necessary resources.

Some of the major resources are listed below:

- **Key individuals** need to allocate time to be involved in the process. This includes individuals in a CSTL Task Team as well as others.
- **Planning and consultative meetings** will require appropriate **venues and refreshments**.
- Consultative and planning meetings may require **transport and accommodation** for Department of Basic Education representatives and other stakeholders.
- A **communication budget** is needed to cover the cost of pamphlets and other materials necessary for introducing the concept of care and support for teaching and learning to the Department of Basic Education and other stakeholders. For example, you may need print materials for workshops or other promotional materials targeted at learners, educators and community members.

Book1_Introduction.indd 12 11/8/10 3:04:42 PM

Abbreviations and Acronyms Used in the *National Support Pack*

AI	Appreciative Inquiry
ART	Antiretroviral Therapy
CBO	Community-based organisation
CCC	Child Care Coordinator
COS	Circles of Support
CSTL	Care and Support for Teaching and Learning
DBST	District-based Support Team
DBE	Department of Basic Education
DRC	Democratic Republic of the Congo
EFA	Education for All
EMIS	Education Management Information Systems
HR	Human Resources
HRD	Human Resource Development
HRP	Human Resource Provisioning
ILST	Institution-level Support Team
LAIP	Learner Attainment Implementation Plan
LSE	Learner Support Educator
MAS	Management Advisory Services
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MTEF	Medium Term Expenditure Framework
MoU	Memorandum of Understanding
MS	Member State
NGO	Non-governmental organisation
NPA	National Plan of Action
OVC	Orphans and Vulnerable Children
PAGE	Programme for Advancement of Girls' Education
PED	Provincial Education Departments
REPSSI	Regional Psychosocial Support Initiative
RSP	Regional Support Pack
SIAS	Screening, Identification, Assessment and Support
SCCS	Schools as Centres of Care and Support
SDC	Swiss Agency for Development and Cooperation
SGB	School Governing Body
SMT	School Management Team
SNOC	Schools as Nodes of Care
SSA	Sub-Saharan Africa
ToR	Terms of Reference
ToT	Training of Trainers
UNGASS	United Nations General Assembly Special Session
WFP	World Food Programme

Book1_Introduction.indd 13 11/8/10 3:04:42 PM

Notes

Notes

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Action Step:
Enabling Policy Environment

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Book2_Enabling Policy Environment.indd 1 11/8/10 3:44:03 PM

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Contents

Action Step: Enabling Policy Environment

- Action Step Card 2
- Conducting a Policy Audit 3
- Advocating for Enabling Policies 10

Icons

The following icons are used:

start of a new section

a tool for use by a CSTL Task Team

a reference to another section of the *National Support Pack*

Book2_Enabling Policy Environment.indd 1 11/8/10 3:44:04 PM

Action Step Card

Enabling Policy Environment

Background

It is essential that there is policy in the Department of Basic Education and broader environment to support the mainstreaming of care and support for teaching and learning.

Policies relevant to mainstreaming care and support may be found in a range of existing policy documents. These include policies on inclusive education, learners with special needs, school nutrition, school health services, support for orphans and vulnerable learners and HIV and AIDS, and other barriers to learning and development. There will also be policies in other sectors outside education that are directly relevant to vulnerable learners. National Frameworks for Orphans and Vulnerable Children often provide an overview of the full range of government support available to vulnerable learners.

Activities

This Action Step requires you to:

- **Conduct a policy audit**
  - Identify policies that create an enabling environment for care and support for teaching and learning in both the Department of Basic Education and other related sectors.
  - Identify differences in policy interpretation and implementation.
  - Identify policy gaps.

- **Identify the policy agenda for the CSTL Programme**
  - Revise existing policies and/or prepare new policies to support the CSTL Programme.
  - Advocate for enabling policy for care and support for teaching and learning.

*For additional information, refer to the following section in the **Background**:*

- ***Summary of Policy Review of Care and Support for Teaching and Learning in South Africa***, which provides a useful overview of national policy.

Book2_Enabling Policy Environment.indd 2 11/8/10 3:44:05 PM

Conducting a Policy Audit

This section describes the purpose and process of conducting a policy audit.

Why conduct a policy audit?

Which policies are relevant?

How is a policy audit conducted?

Why conduct a policy audit?

A policy review or audit is essential to understand the context in which the CSTL Programme is being implemented. A lesson from the pilot project phase of the Schools as Centres of Care and Support (SCCS) Programme in South Africa was that major scale-up of school-based care and support will only be sustainable if it is embodied in government policy that ensures allocation of adequate resources and support. Therefore, identifying and/or establishing the legislation and policy that will underpin the CSTL Programme implementation is crucial.

There are three reasons why conducting a policy audit is essential:

1. A policy audit will help you understand the opportunities and limitations of the present policy environment for mainstreaming care and support. It will identify existing policy that supports the aims of CSTL, as well as existing policy gaps.
2. A review of policy will also provide guidance about the potential role other sectors can play in supporting the CSTL Programme.
3. A policy audit will frame the policy agenda for the CSTL Programme which will include identifying policy priorities, the writing and revision of policy and advocacy for enabling policy.

Which policies are relevant?

It is essential to know the laws and policies that affect learners, specifically vulnerable learners.

Relevant policy can be found in many places and it is valuable to keep an open mind about where it exists. It may be found in international and SADC regional conventions and treaties, national legislation, regulations to legislation, consultative papers, directives and circulars or in a code of practice. Policy will be located at different levels of governance: international, national, provincial, district or school level. It may be found in a range of existing education policy documents, such as policies about inclusive education, school nutrition, school health services, support to orphans and other vulnerable learners, and HIV and AIDS.

Policies in other sectors may also be directly relevant to vulnerable learners. National Frameworks for Orphans and Vulnerable Children often provide an overview of the range of support available to such learners. For example, the Department of Social Development provides grants and food parcels to vulnerable households. Policies regarding social security and child protection are directly relevant to mainstreaming care and support.

Book2_Enabling Policy Environment.indd 3 11/8/10 3:44:05 PM

The text box below gives examples of policies at a national, provincial, district or school level that may be relevant to the policy audit. This is not an exhaustive list and it is important to develop a similar list that is adapted to your environment. It may be useful to consider three broad categories of policy:

1. policies that help learners access school, e.g. admissions policies, school fee exemption policies and policies on bursaries for orphans and vulnerable children;
2. policies that help learners stay in school, e.g. policies on teenage pregnancy, school nutrition and health;
3. policies that help learners perform to the best of their ability, e.g. policies on inclusive education and policies to make curriculum accessible to all.

Examples of the Types of Policies Relevant to a Policy Audit

The following are examples of legislation or the types of policy that are relevant to a policy audit:

- **At national level**
  - SA Constitution including the Bill of Rights
- **Department of Basic Education national and provincial level**
  - SA Schools Act
  - Education White Paper 5 (Early Childhood Development)
  - Education White Paper 6 (Inclusive Education)
  - Policy on HIV and AIDS
  - Policy on Teenage Pregnancy
  - National Schools Nutrition Programme (NSNP)
  - No-fee Schools
  - Health Promotion Directorate's Strategic and Operational Plan
  - Circulars and Directives
  - Policies that make the curriculum accessible to all learners
- **Other sectors**
  - Social Assistance Act (including grants)
  - Child Justice Act
  - National Health Act
  - HIV and AIDS and STIs National Strategic Plan 2007–2011
  - Policy on Quality Healthcare for SA
  - School Health Policy for SA
  - Policy Guidelines for Youth and Adolescent Health
  - National Framework for Orphans and Vulnerable Children
  - National Development Plan
  - National Action Plan for Children Affected by HIV and AIDS (NNAP)
  - Children's Act
  - National Integrated Plan for ECD
  - Child Labour Programme of Action
  - Integrated National Disability Strategy
  - Birth Registration
  - Domestic Violence
  - Sexual Offences
- **At school level**
  - School Development Plan
  - Code of Conduct
  - Admission Policy
  - Uniform Policy
  - School-fee Policy
  - Policy on Bullying and Safe Schools
  - Policy on School Discipline
  - School Language Policy

Book2_Enabling Policy Environment.indd 4 11/8/10 3:44:05 PM

School-level policies need to ensure a safe environment for everyone

Also take into account provincial differences in the interpretation and implementation of national policy. For example, in some provinces, *Education White Paper 6* on inclusive education is solely focused on disability when in fact it covers a wide range of learning barriers. Thus it can be used as the policy framework for institutionalising CSTL.

Case Study

Education White Paper 6 on Inclusive Education, and Care and Support in Schools

Key elements of the South African policy on inclusive education and training include the following:[1]

- acknowledging that all children and youth can learn and that all children and youth need support;
- providing enabling education structures, systems and learning methodologies to meet the needs of all learners;
- acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases;
- changing attitudes, behaviour, teaching methods, curricula and environment to meet the needs of all learners;

Book2_Enabling Policy Environment.indd 5 11/8/10 3:44:05 PM

- maximising the participation of all learners in the culture and curriculum of educational institutions, and uncovering and minimising barriers to learning.

"There appear to be differences in focus in respect to the policy imperatives across the country's nine provinces (which have autonomy with respect to the implementation strategy at provincial level). Many provinces still interpret inclusive education as addressing the physical barriers to learning (i.e. assisting learners with physical difficulties). The then KwaZulu-Natal Department of Education, which endorsed the SCCS model, adopted a holistic interpretation of inclusive education. The focus of the province in implementing the policy therefore is on ensuring that all educational institutions are made accessible to all learners who are vulnerable to educational marginalisation and exclusion due to factors related to age, gender, language, disability, poverty, HIV and AIDS or other infectious diseases. The department is thus addressing barriers created by the way the educational system is organised, and by issues of pedagogy, culture and ethos at educational institutions."[2]

How is a policy audit conducted?

To complete the policy audit the CSTL Task Team will need to identify a researcher who can compile the relevant policy for consideration and who can support the CSTL Task Team to identify the policy agenda for the CSTL Programme. A researcher with an appropriate background may be available within the Department of Basic Education, in an organisation offering support to the Department of Basic Education, or as a local consultant. Later in this section, there is an outline of the terms of reference for a researcher which you should amend to meet your contextual requirements.

There are **three steps** involved in conducting a policy audit:

- **Step 1: Collect policy documents**

  The first step is the collection of all policy documents relevant to care and support for teaching and learning, both in and outside the education sector. A policy list such as the one under the heading *Which policies are relevant?* (above) will help structure the collection of documentation. You could complement the collection of documents with interviews with key stakeholders. These interviews can ensure that provincial differences in policy interpretation and implementation are captured. For example, the researcher can establish the following:

  – how widely the policy is understood and implemented;
  – how the policy is interpreted and implemented differently;
  – successes and challenges in policy implementation.

- **Step 2: Analyse existing policy**

  Once the full range of relevant policy is identified, it must be analysed to assess the opportunities and existing gaps for care and support. Examine the policy to identify the following:

  – policy statements that reflect the ethos and principles of care and support;
  – policy positions that encourage or involve teachers in aspects of care and support;
  – possible additional resources that can be allocated for care and support;
  – directives that guide school-level interaction with the local community;
  – policy that frames inter-sectoral collaboration and the national response to vulnerable children;
  – policy that describes exactly what services and support vulnerable children are entitled to in your environment.

Book2_Enabling Policy Environment.indd 6 11/8/10 3:44:05 PM

- **Step 3: Draft policy agenda**

  The final step of the policy audit is to use the conclusions to frame a policy agenda for the CSTL Programme. **Policy agenda** is the term that describes what needs to be done to create an enabling policy environment for the CSTL Programme. The policy agenda can include one or more of the following:

  – revisions to existing policy;
  – preparation of new policy;
  – advocacy of existing policy to enhance interpretation or implementation;
  – advocacy for new policy positions.

Case Study

Policy Audit of the Circles of Support (COS) Project

The COS Project conducted a policy audit in three SADC countries, Namibia, Swaziland and Botswana, during the inception phase of the project. The project used the document *Policies for Orphans and Vulnerable Children: A Framework for Moving Ahead*[3] to provide a framework for the review.

The framework was drawn from the components of an effective orphans and vulnerable children package (shown below). At the end of the audit the project concluded that:

- the policy environment is generally enabling of the implementation of care and support activities in schools;
- there is a lack of clarity on the procedures and processes available to deal with vulnerable children;
- there is an absence of dedicated policy on vulnerable children although this is rapidly changing;
- while the policy environment in the participating countries encourages schools to take on an expanded role in care and support for vulnerable children, this is not legislated or included in the school regulations.[4]

Find a copy of the full policy audit at **http://www.hda.co.za/project_cos.html**

Components of an Effective Orphans and Vulnerable Children Policy Package

The framework identifies the following as important:

- laws protecting the rights of all children;
- national HIV and AIDS strategies that include an explicit focus on orphans and vulnerable children;
- national policy and guidelines for orphans and vulnerable children;
- a multi-sectoral structure for orphans and vulnerable children;
- situation analysis and needs assessment;
- regular national consultation with orphans and vulnerable children;
- mechanisms for defining and identifying the most vulnerable children;
- state support for orphans and vulnerable children (education, food security, etc.);
- a focus on orphans and vulnerable children within development;
- an emphasis on education;
- monitoring policy implementation.

Book2_Enabling Policy Environment.indd 7 11/8/10 3:44:06 PM

Tool: An outline of the Terms of Reference (ToR) for a Researcher to Conduct a Policy Audit for the CSTL Programme

This outline ToR document has been designed to support the commissioning of a policy audit for the CSTL Programme. Adapt it to suit your needs.

Contract name: Policy audit for the Care and Support for Teaching and Learning (CSTL)

Client: .....

ToR prepared by: .....

Reference number: .....

Background Information

The CSTL Programme will support the Department of Basic Education to fulfil its commitment to provide quality education to all children. Led by the Department of Basic Education in partnership with MIET Africa, the CSTL Programme is being developed to address the barriers to teaching and learning associated with HIV and AIDS and poverty-related challenges.

As part of the start-up activities, each Department of Basic Education is requesting a policy audit to identify the present strengths and weaknesses in the policy environment for the CSTL Programme.

Purpose and Objectives

The purpose of this assignment is to conduct a policy audit for the CSTL Programme. The objectives of the assignment are to:

- identify the full range of policies that are relevant to offering support to vulnerable learners and children both within and outside the education sector;
- provide an analysis of the present strengths and weaknesses in existing policy as they impact on the CSTL Programme;
- support the CSTL Task Team through a workshop process to identify the policy agenda for the CSTL Programme.

Scope and Tasks

The researcher is required to complete the following tasks:

- prepare a full list of relevant policy at international, national, provincial, district and school levels both within and outside the education sector, relevant to support for vulnerable learners and children;
- conduct ……(number) interviews with stakeholders to ensure that the policy audit reflects provincial and/or other differences in policy interpretation and implementation;
- provide an analysis of existing policy by addressing the following areas:
  - policy statements that reflect the ethos and principles of care and support;
  - policy positions that encourage or involve educators in aspects of care and support;
  - possible additional resources that can be allocated for care and support;

Book2_Enabling Policy Environment.indd 8 11/8/10 3:44:06 PM

  - directives that guide school level interaction with the local community;
  - policy that frames inter-sectoral collaboration and the national response to vulnerable children;
  - policy that describes the services and support that vulnerable children are entitled to;
  - identify and present the strengths and weaknesses in current policy for the CSTL Programme;
- facilitate a workshop with the CSTL Task Team to identify the policy agenda for CSTL by identifying the following:
  - proposed revisions to existing policy;
  - proposed new policy if necessary;
  - identification of advocacy priorities;
- prepare an action plan to take forward the policy agenda of the CSTL Programme.

Deliverables

The deliverables for this assignment are:

- a policy audit report;
- a workshop programme and report;
- an action plan for the CSTL Programme policy agenda.

Inputs

This assignment will be supported by the CSTL Task Team and ..... The researcher will report to ..... The Department of Basic Education will support the collection of policy documents from the education sector.

Researcher / Consultant Selection

The researcher should have the following background:

- a post-graduate qualification in public health or social sciences;
- experience of programming in the education / HIV and AIDS sectors, especially those addressing the needs of children;
- experience of desktop research;
- excellent written and spoken language skills in ……..;
- report writing skills;
- experience in workshop facilitation.

Time and scheduling

The starting date for this assignment is ..... The policy audit report is expected to be complete by .....The workshop is to be held on .....The final date for all deliverables is .....

Budget

It is expected that this work will take ..... days. The rate for this work is ..... per day. Travel and communication costs will be covered at the following rates .....

Book2_Enabling Policy Environment.indd 9 11/8/10 3:44:06 PM

Advocating for Enabling Policies

This section gives a brief overview of how advocacy and inter-sectoral advocacy work support the development of an enabling policy environment for the CSTL Programme.

Why is advocacy part of policy work?

How is developing enabling policy supported by inter-sectoral advocacy work?

Read more about advocacy in the *Action Step: Advocacy and Communication.*

Why is advocacy part of policy work?

The conclusions of your policy audit will not only form the basis of your policy agenda, but also guide your advocacy strategy for an enabling policy environment for the CSTL Programme. Most policy changes need to be supported by an advocacy strategy if they are to be successful. This is because policy requires the support of senior decision-makers and sometimes politicians. It is important to know how to position your policy to maximise support.

In addition, you will need to consider how policy is implemented. All policy needs to be effectively communicated and sometimes accompanied by a training programme that supports the roll-out of specific policy changes. Your advocacy strategy may also address the training, communication and resource requirements for supporting the implementation of enabling policy.

How is developing enabling policy supported by inter-sectoral advocacy work?

Developing an enabling policy environment for care and support for teaching and learning can involve inter-sectoral work. This is because vulnerable learners need support across sectors. The most innovative policies are those that involve more than one sector.

The multi-sectoral service delivery days mentioned in the *Action Step: Advocacy and Communication* is a good example of how a policy is written across sectors, committing government departments to participation.

Book2_Enabling Policy Environment.indd 10 11/8/10 3:44:06 PM

References

1. Allemano, E. 2007. *Case Study of Schools as Centres of Care and Support Responding to the Needs of Orphans and Other Vulnerable Children in Rural Areas*. ADEA (unpublished document).
2. *Ibid.* (p. 26).
3. Smart, R. 2003. *Policies for Orphans and Vulnerable Children: A Framework for Moving Ahead*.
4. Health and Development Africa. 2006. *Circles of Support Toolkit* (p. 5).

Policies need to ensure that all learners gain access to education

Book2_Enabling Policy Environment.indd 11 11/8/10 3:44:11 PM

Notes

Notes

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Book2_Enabling Policy Environment.indd 14 11/8/10 3:44:12 PM

Action Step: Situation and Response Analysis

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CSTL
CARE AND SUPPORT
FOR TEACHING AND LEARNING
SOUTH AFRICA

Book3_Situation and Response.indd 1 11/8/10 3:48:30 PM

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The *National Support Pack* has been adapted from the Care and Support for Teaching and Learning Programme (CSTL) SADC *Regional Support Pack* in consultation with directorates within the national and provincial Departments of Basic Education. It is a guide for implementing the CSTL Programme in South Africa which is aimed at mainstreaming care and support programmes in the education system. This is an ongoing process and as such, the *National Support Pack* is a working document that will require amendment over time. Any comments or suggestions for improving the *National Support Pack* are welcomed. Please send your comments or suggestions to the Director-General: Basic Education for the attention of the Health Promotion Directorate; Private Bag X895; Pretoria; 0001.

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Contents

Action Step: Situation and Response Analysis

- Action Step Card 2
- Conducting a Situation Analysis 3
- Conducting a Response Analysis 7

Icons

The following icons are used:

start of a new section

a tool for use by a CSTL Task Team

a reference to another section of the *National Support Pack*

Book3_Situation and Response.indd 1 11/8/10 3:48:31 PM

Action Step Card

Situation and Response Analysis

Background

Before embarking on your CSTL Programme it is important to review the available information and current responses to child vulnerability in South Africa. This will ensure that you make informed decisions about care and support for teaching and learning.

A **situation analysis** involves identifying and analysing relevant statistics, information and research to understand the scope of child vulnerability. A **response analysis** is done by investigating current responses related to care and support for vulnerable children. This should be conducted both *internally* (in the form of an audit of what the Department of Basic Education is doing about care and support) and *externally* (to understand what is being done by other departments, organisations and NGOs).

Activities

This Action Step requires you to:

- Conduct a situation analysis on child vulnerability and care and support for teaching and learning by:
  - reviewing national and provincial data currently available. This includes education outcomes data and data on orphans and vulnerable children from other sectors;
  - identifying existing and planned research on child vulnerability in your area;
  - reviewing existing reporting and data collection tools and mechanisms;
  - preparing an analysis of the main causes and extent of child vulnerability in your area.

- Conduct a response analysis by:
  - conducting an internal audit of the current response by the Department of Basic Education to the needs of vulnerable learners;
  - conducting an external audit of systems and programmes of support to vulnerable children outside the Department of Basic Education.

For additional information, refer to the following section in the ***Background***:

Examining Key Facts and Relevant Research Findings, which provides a background to the factors that are relevant to understanding the barriers to teaching and learning in southern Africa.

Book3_Situation and Response.indd 2 11/8/10 3:48:32 PM

Conducting a Situation Analysis

This section discusses how to conduct a situation analysis for the CSTL Programme.

What is a situation analysis?

What data is relevant to the CSTL Programme?

How can research studies support a situation analysis?

How do you prepare an analysis of the main causes and extent of child vulnerability in South Africa?

What is a situation analysis?

A situation and response analysis should be one of the first tasks undertaken by the CSTL Task Team. It usually focuses on activities during the inception phase of a CSTL Programme. This is because it pulls together existing information that is relevant to the development of the CSTL Programme and reveals any information gaps.

To complete the analysis the CSTL Task Team must identify a researcher who can compile the relevant information and support the Task Team in interpreting the information. The researcher may be a local consultant with an appropriate background, or may be available within the Department of Basic Education or in a local service/research/academic organisation supporting the Department of Basic Education. The suggested terms of reference for this researcher are outlined later in the section, *Tool: An Outline of the Terms of Reference (ToR) for a Researcher to Conduct a Situation and Response Analysis for the CSTL Programme*. However, this is only an outline and it will need modification to meet the requirements of your context.

A situation analysis involves gathering existing information and data that is relevant to learner vulnerability. This avoids “reinventing the wheel” or planning an intervention without solid evidence. A lot of unnecessary expense can be incurred and time lost if the situation analysis is incomplete.

To complement the situation analysis, a response analysis should be completed. This involves finding out about existing support for your proposed beneficiaries.

The response analysis is discussed later in this Action Step. The conclusions of the situation and response analysis reveal the current scenario with respect to child vulnerability, forming the basis for the CSTL Task Team to develop a customised framework or model for the CSTL Programme.

This is discussed in the *Action Step: National Model*

Book3_Situation and Response.indd 3 11/8/10 3:48:32 PM

The following are the main tasks of the situation analysis for the CSTL Programme:

- compiling all available information and statistics in your country about vulnerable learners and children;
- compiling all available information about the main causes of learner vulnerability – this will include information about the HIV and AIDS epidemic, poverty, unemployment, Antiretroviral Therapy (ART) delivery and other health data, food security and education outcomes data;
- preparing an analysis of how this information is important for the development of a national model for the CSTL Programme;
- identifying the existing gaps in available information as it relates to care and support for teaching and learning.

Your situation analysis can be strengthened by the findings of the policy audit. This is discussed in the *Action Step: Enabling Policy Environment*. It may also be enhanced by the findings of a capacity or environmental audit conducted in pilot project schools, discussed in the *Action Step: CSTL Pilot Project*. You may find that other similar programmes have already completed situation analyses, in which case it is important to review these critically.

What data is relevant to the CSTL Programme?

Data used for national and provincial reporting, including the Education Management Information System (EMIS), is discussed in the *Action Step: Monitoring and Evaluation, Research and Reporting*.

The CSTL Task Team will collect a wide range of data about child vulnerability. It will consider information used for national and provincial education outcomes reporting, and information that is available from other departmental, NGO or government programmes, such as the school nutrition programmes, paediatric HIV and AIDS programmes, programmes to support children who have been abused, etc. It may be helpful to consult other situation analyses, baseline studies, and evaluation and annual reports.

Relevant information includes:

- education outcomes data, such as performance, enrolment, attendance, retention (see box on the next page for further information);
- a national register of orphans and any data on orphans and other vulnerable children collected by other sectors;
- national definitions of child vulnerability and the causes of child vulnerability;
- UNGASS (United Nations General Assembly Special Session on HIV and AIDS 2001) and other HIV and AIDS reporting;
- demographic health surveys;
- household surveys;
- the national census;
- poverty alleviation data;
- a register of teenage pregnancy;
- information about migrant learners and children living with no adult care or supervision;
- data collected from relevant government and NGO programmes.

Book3_Situation and Response.indd 4 11/8/10 3:48:32 PM

In addition to examining the actual figures and data, it is important to consider the quality of the data and how the data is collected. To get this type of information you may need to talk to key individuals involved with the collection and management of specific data. This will help ensure that your data is satisfactory and directly relevant to the CSTL Programme.

Other Data Used to Support the Interpretation of Education Outcomes

The *Education for All Global Monitoring Report*[1] provides a list of additional data that can aid the interpretation and understanding of education outcomes data (e.g. performance, enrolment, attendance and retention).

This additional data can include information on:

- provisions for compulsory and/or free primary and/or secondary education;
- the size of the school-aged population (i.e. the number of children who should be attending school);
- the ages of learners attending school, including “over-aged” learners;
- geographic and other disparities, for example, race, income level, disability;
- the availability and quality of teachers;
- the number of schools;
- the school infrastructure, for example, number of classrooms, toilets;
- the accessibility of schools;
- school safety.

Factors like adequate school infrastructure impact on education outcomes

Book3_Situation and Response.indd 5 11/8/10 3:48:34 PM

How can research studies support a situation analysis?

A situation analysis can be greatly supported by research studies. Find out about studies that investigate child vulnerability. These studies often provide valuable insights into a range of factors that are influencing the situation at the local level and that are not captured by more routine monitoring data such as that collected by EMIS. For example, information about hard-to-reach youth (such as out-of-school youth, street children, displaced and migrant children) may be found only in targeted research studies.

You may also find out about studies that are planned for the future. It is useful to identify the main research centres interested in investigating child vulnerability and establish communication channels with them.

The SADC regional CSTL Programme may also be able to provide some information about important international studies. This information can help contextualise the information in South Africa.

Focus group discussions with children about the current situation will also provide invaluable information.

How do you prepare an analysis of the main causes and extent of child vulnerability in South Africa?

The information that is collected in the situation analysis will be used to inform the design of the national model for the CSTL Programme. Therefore, the analysis of the information should be structured so that it assists CSTL Programme design and planning. Consider the following categories:

- major factors contributing to child vulnerability;
- provincial variations in the experience and extent of child vulnerability;
- ages and gender of children, and experience of child vulnerability;
- groups of children who are particularly vulnerable, for example, out-of-school youth, minority groups, immigrants and migrant children;
- existing gaps in the available information.

The major causes of child vulnerability will inform the focus of support activities in your CSTL Programme. For example, if provincial areas report a high level of orphanhood, this would help you identify priority regions in which to implement the CSTL Programme.

For more information about the national model, read the *Action Step: National Model.*

Book3_Situation and Response.indd 6 11/8/10 3:48:34 PM

Conducting a Response Analysis

This section discusses how to review and assess existing responses to care and support in South Africa. This entails reviewing what is happening within the Department of Basic Education, as well as in other sectors and organisations.

How do you review the Department of Basic Education's current response to care and support?

How do you review the existing responses outside the Department of Basic Education?

How do you identify existing initiatives and programmes responding to vulnerable learners?

How do you use information from your reviews of existing responses?

How do you review the Department of Basic Education's current response to care and support?

The CSTL Programme involves mainstreaming care and support within the Department of Basic Education. In preparation for this, it is important to conduct an internal audit of programmes to assess current involvement in care and support for teaching and learning. For example, many directorates may already be involved in care and support initiatives, such as Healthy Schools and Safe Schools, and may already have established partnerships to support such work.

Look at all directorates within the Department of Basic Education to identify relevant directorates. The following are some examples:

- Teacher Development: pre-service and in-service training and support/advisory services / subject inspectorates;
- Curriculum Development;
- Quality Assurance/Monitoring (inspectorate);
- Infrastructure Development and Maintenance;
- Health and Nutrition in Schools;
- EMIS;
- School Governance;
- Finance;
- Inclusive Education;
- Gender Equity;
- Safety;
- Rural Development.

Book3_Situation and Response.indd 7 11/8/10 3:48:34 PM

An internal Department of Basic Education audit is best done by the CSTL Task Team. It is a good opportunity to advocate for the CSTL Programme, build buy-in and assess where there is the most enthusiasm for the CSTL Programme. Alternatively, the CSTL Task Team can request a Department of Basic Education official to conduct the audit, or commission an external researcher to do it. An internal audit largely involves face-to-face interviews with the key managers of each directorate or department and a write-up of the main findings. Relevant documentation can also be collected.

The internal audit also gives an opportunity to interview other senior Department of Basic Education officials to gauge their interest and previous experience of care and support activities.

The National School Nutrition Programme is an existing response to care and support needs

Book3_Situation and Response.indd 8 11/8/10 3:48:36 PM

Use the following tool to guide this work:

Tool: How to Conduct an Internal Audit of Directorates within the Department of Basic Education

Instructions

This tool guides the CSTL Task Team in conducting an internal audit of Department of Basic Education directorates. Members of the CSTL Task Team are in the best position to do this work but it is possible to involve others if appropriate.

As the CSTL Task Team, identify all the key directorates likely to contribute to mainstreaming care and support for teaching and learning. Prioritise these directorates if helpful. Identify the key individuals to be interviewed. Share the interviews between members of the Task Team.

Review the following interview guidelines and amend the proposed questions if necessary. Remember the interview guidelines may need to be revised slightly for different directorates.

Department of Basic Education Internal Audit: Interview Guide

Introduce yourself, state the purpose of the interview and give a quick background to the CSTL Programme. Then ask these questions:

1. What are the main functions of your directorate?
2. Are you presently involved with any care and support activities in schools? Describe these.
3. How do you think your directorate could contribute to care and support activities?
4. Are there any programmes that are similar to the CSTL Programme that you are presently contributing to? What are these and what contribution are you making?
5. What is working well in your directorate?
6. What is working well in the system of support that you are presently offering to vulnerable learners?
7. What challenges do you presently face in your directorate?
8. What challenges do you face in the system of support that you are presemtly offering vulnerable learners?
9. What is the present capacity in your directorate? Are you in a position to contribute to new developments happening through the CSTL Programme?
10. Is there anything else you would like to tell me about?
11. In what ways can the CSTL Programme best keep you informed about new developments?
12. Do you have any questions?
13. Who else should we be talking to?

Agree on how you will record the information collected in the interviews, and establish when you will meet again to report your findings.

Plan a feedback session for the individuals and directorates that participated in your internal audit.

Book3_Situation and Response.indd 9 11/8/10 3:48:36 PM

How do you review the existing response outside the Department of Basic Education?

Some information relevant to a response analysis can also be found in the policy audit. Read the *Action Step: Enabling Policy Environment*.

An external response analysis for care and support for teaching and learning will provide an overview of what action has already taken place to address the challenge of vulnerable children outside of the education sector.

A response analysis usually involves a desktop review of programme plans, activity reports and evaluations, as well as interviews with key individuals working in the area. It is important to review complementary programmes and systems of support in other government sectors, NGOs and civil society programmes.

Questions for Conducting a Response Analysis

You can consider any of the following questions:

- What types of vulnerability do existing programmes tackle?
- How many or what percentage of vulnerable children are reached by existing initiatives?
- Which areas of the country are presently serviced?
- Which areas of the country are presently under-serviced?
- How sustainable are the existing programmes? Are they reliant on donor or government funding?
- What are the strengths and limitations of these programmes and systems of support that the CSTL Programme needs to learn from?
- What, if any, is the potential for scaling up existing support?
- What are the present gaps in the existing response?
- What are the possible links with the CSTL Programme?

How do you identify existing initiatives and programmes responding to vulnerable learners?

Preparing a map of the existing initiatives and programmes can help shape your response analysis. You should plan to list the existing initiatives in the following categories of support:

- programmes working in specific provincial areas;
- programmes targeting children of different ages and gender;
- programmes delivering specific services, such as those focusing on:
  - nutrition/food;
  - shelter;
  - child protection, e.g. birth registration, ID, inheritance issues;
  - health care, e.g. immunisation, ART access;
  - HIV prevention activities, e.g. peer education;
  - psychosocial care, e.g. school counsellors, support for victims of abuse, learner pregnancy, domestic violence;
  - education support, e.g. homework support, holiday programmes;
  - vocational training;
  - financial activities, e.g. saving schemes, social grants.

Book3_Situation and Response.indd 10 11/8/10 3:48:36 PM

School-based health initiatives such as the School Health Screening Programme deliver important services

Although it is important to consider initiatives for vulnerable children in government and civil society, it is a priority to understand the existing commitments of government to vulnerable children. For example, the National Plan of Action for Children tries to integrate and coordinate government's response across all provinces.

The CSTL Task Team can lead the process of identifying existing initiatives by convening a meeting with relevant stakeholders to identify the most relevant government departments and other programmes. The outcomes of this meeting will form the basis of the response analysis to be conducted by a researcher.

How do you use the information from your reviews of existing responses?

Examples of existing services to vulnerable children could be in the form of social grants, food parcels, school fee exemptions, uniform and stationery support, and free health care. Your internal audit and external response analysis should try to understand how the delivery of the services may or may not enhance the proposed CSTL Programme.

The CSTL Task Team needs to carefully consider:

- where there are existing gaps in service delivery;
- whether the CSTL Programme potentially overlaps or duplicates other programmes;
- where there is a natural synergy between existing programmes and the CSTL Programme;
- the preparedness of directorates within the Department of Basic Education to absorb new developments associated with the CSTL Programme.

Before this information is presented to the consultative workshops (as envisaged in the *Action Step: National Model*), it may be important to consult with existing programmes, especially where there is duplication. Consultation of this type can be sensitive. For instance, programmes may be hostile towards other initiatives that come with more resources or are a challenge to the way things have been tackled to date. Other government programmes may challenge the reasons for starting the CSTL Programme. Despite these difficulties, it is important from the outset to work with other programmes located either inside or outside the Department of Basic Education.

Book3_Situation and Response.indd 11 11/8/10 3:48:38 PM

Tool: An Outline of the Terms of Reference (ToR) for a Researcher to Conduct a Situation and Response Analysis for the CSTL Programme

Instructions

This outline ToR has been designed to support the commissioning of a situation and response analysis for the CSTL Programme. You might need to amend it to suit your situation.

For example, the ToR does not include conducting an internal audit of directorates within the Department of Basic Education as described in the paragraph headed *How do you review the existing Department of Basic Education response to care and support?* If the CSTL Task Team decides to commission this work it would need to be added to the following ToR.

CONTRACT NAME: Situation and Response Analysis for Care and Support for Teaching and Learning (CSTL) Programme

Client: .....

ToR prepared by: .....

Reference number: .....

Background Information

The CSTL Programme will support the Department of Basic Education to fulfil its commitments and intentions to provide quality education to all children. Led by the Department of Basic Education in partnership with MIET Africa, the CSTL Programme is being developed to address the barriers to teaching and learning associated with HIV and AIDS and poverty-related challenges facing vulnerable learners in South Africa.

As part of the start-up activities, the Department of Basic Education is requesting a situation and response analysis to assess the available information about child vulnerability and the responses of government and the NGO sector to the needs of vulnerable children.

Purpose and Objectives

The purpose of this assignment is to conduct a situation and response analysis for the CSTL Programme.

The objectives of the assignment are to:

- identify the full range of information and data available about child vulnerability in the country;
- review the responses of government and NGO programmes to vulnerable children;
- prepare a summary document that discusses child vulnerability and the present response, to support planning for the CSTL Programme.

Book3_Situation and Response.indd 12 11/8/10 3:48:38 PM

Scope and Tasks

The researcher is required to complete several tasks, including those in the following list.

- Prepare a comprehensive review of data relevant to vulnerable children at national, provincial, district and school levels, both within and outside of the education sector.
- Compile all available information about the main causes of child vulnerability. This will include information about, for example, the HIV and AIDS epidemic, poverty, unemployment, ART delivery and other health data, and food security.
- Review the quality and collection of existing data to ensure its relevance for the CSTL Programme.
- Identify, with the CSTL Task Team and other key stakeholders, the relevant initiatives and programmes responding to child vulnerability to be investigated in this work.
- Conduct interviews with stakeholders to assess the present response to child vulnerability.
- Prepare a summary document that discuss child vulnerability and the present response to the following concerns:
  - provincial variations in the experience and extent of child vulnerability;
  - ages and gender of children and the experience of child vulnerability;
  - groups of children who are particularly vulnerable;
  - major factors contributing to child vulnerability;
  - programmes working in specific provinces;
  - programmes targeting children of different ages and gender;
  - programmes delivering specific services (use the list of categories of support discussed in a previous section, *How do you identify existing initiatives and programmes responding to vulnerable learners?*);
  - existing opportunities and gaps in the available information and response for the CSTL Programme.
- Present the findings of the situation and response analysis to the CSTL Task Team for feedback, revision and final sign-off.

Deliverables

The deliverables for this assignment are:

- a summary of 20 to 30 pages to support planning in the CSTL Programme;
- summary tables of existing data and data sources of child vulnerability;
- summary tables of existing programmes, levels of support and categories of services provided;
- a PowerPoint presentation.

Inputs

This assignment will be supported by the CSTL Task Team and ..... The researcher will report to ..... The Department of Basic Education will support the collection of research documents from the education sector.

Researcher / Consultant Selection

The selected researcher is expected to have the following background:

- a post-graduate qualification in public health or social sciences;
- experience of programming in the education and/or HIV and AIDS sectors, especially those aspects addressing the needs of children;

Book3_Situation and Response.indd 13 11/8/10 3:48:38 PM

Tool continued

- experience conducting desktop and primary research;
- excellent written and spoken language skills in ……;
- report-writing skills;
- experience in doing presentations.

Time and scheduling

The start date for this assignment is …….. . The summary report is expected to be completed by …….. . The presentation is to be held on …….. . The final date for completion of all deliverables is …….. .

Budget

It is expected that this work will take …….. days. The rate for this work is …….. per day. Travel and communication costs will be covered at the following rates: …….. .

References

1. UNESCO. 2007 / EFA. 2008. *Global Monitoring Report: Education for all by 2015, will we make it?* UNESCO publishing. Oxford University Press.

Book3_Situation and Response.indd 14 11/8/10 3:48:38 PM

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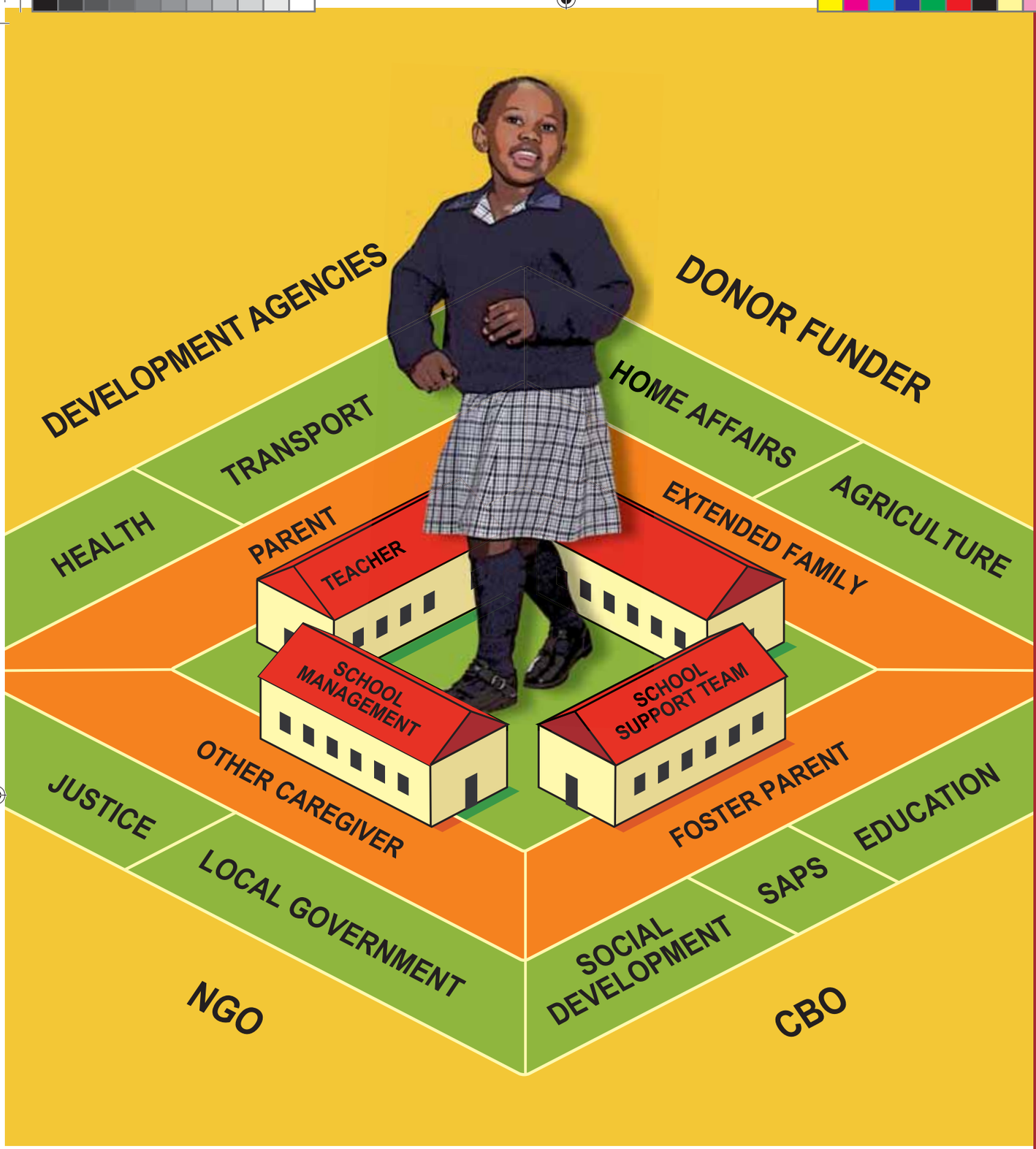

Action Step: National Model

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SOUTH AFRICA

Book4_National Model.indd 1 2011/05/17 2:22 PM

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The National Support Pack has been adapted from the Care and Support for Teaching and Learning Programme (CSTL) SADC Regional Support Pack in consultation with directorates within the national and provincial Departments of Basic Education. It is a guide for implementing the CSTL Programme in South Africa which is aimed at mainstreaming care and support programmes in the education system. This is an ongoing process and as such, the National Support Pack is a working document that will require amendment over time. Any comments or suggestions for improving the National Support Pack are welcomed. Please send your comments or suggestions to the Director-General: Basic Education for the attention of the Health Promotion Directorate; Private Bag X895; Pretoria; 0001.

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Contents

Acronyms 3
Action Step Card 4
Executive Summary 5
Introduction 11
- What is Care and Support for Teaching and Learning? 11
- Why has this *Conceptual Framework* been developed? 13
- Who is this document intended for? 14
- What processes informed the development of the CSTL *Conceptual Framework* in South Africa? 14

Theoretical Framework for CSTL - An Ecological Systems Approach 16
The Need for Care and Support for Teaching and Learning in South Africa 17
- Educator Vulnerability and Attrition 17
- Learner Access, Retention and Achievement Outcomes 18
- Barriers to Education for Vulnerable Children 19
  - Examples of Intrinsic Barriers to Education 20
  - Examples of Societal Barriers to Education 20
  - Examples of Systemic Barriers to Education 22

The Benefits and Challenges of Care and Support in Schools 24
- Benefits of School-based Care and Support 24
- Challenges to School-based Care and Support 26

Education Mandate for Care and Support for Vulnerable Learners 27
- International and Regional Obligations 27
- National Obligations 28

Creating an Enabling Environment for CSTL 36
- Core Principles of CSTL in SA 36
  - The Child at the Centre 36
  - Schools as Sites of Care and Support 36
  - Community Participation 36
  - Building on Existing Initiatives 37
  - Aligning Priorities with Policy Requirements 37
  - A Coordinated Multi-sectoral Approach 37
  - The Lead Role of the DBE 38
- Prerequisites for CSTL in SA 39
  - Adequate Human Resources 39
  - Human Resource Development 39
  - Well Defined Partnerships 40
  - Enabling Policies 41
  - Provisioning and Finances 41
  - Programme Planning 41
  - Governance, Management and Support Structures 41
  - Monitoring and Evaluation 43

Current Care and Support Priorities 44
- Nutritional Support 44
- Health Promotion 45
- Infrastructure, Water and Sanitation 46

Book4_National Model.indd 1 2011/05/17 2:22 PM

- Social Welfare Services....46
- Psychosocial Support....47
- Safety and Protection....47
- Curriculum Support....48
- Co-curricular Activities....49
- Material Support....49

Supporting Implementation of CSTL in South Africa....51
- Strengthening School Communities....51
- Where to from here? Introducing the *National Support Pack*....52

Conclusion....54

Appendix 1: Policy Framework for Care and Support for Teaching and Learning....55

References....58

Book4_National Model.indd 2 2011/05/17 2:22 PM

Acronyms

AIDS	Acquired Immune Deficiency Syndrome
ART	Antiretroviral Treatment
CSG	Child Support Grant
CSTL	Care and Support for Teaching and Learning
DBE	Department of Basic Education
DBST	District-based Support Team
DOH	Department of Health
DRC	Democratic Republic of the Congo
EFA	Education for All
HIV	Human Immunodeficiency Virus
HR	Human Resources
HRD	Human Resource Development
GHS	General Household Survey
ILST	Institution-level Support Team
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal(s)
MER	Monitoring, Evaluation and Reporting
NGO	Non-governmental Organisation
NIP	National Integrated Plan for Children Infected and Affected by HIV and AIDS
NPO	Not for Profit Organisation
NSP	HIV & AIDS and STI National Strategic Plan 2007– 2011
NSP CSTL	National Support Pack Care and Support for Teaching and Learning
NTT	National Task Team
OVC	Orphans and Vulnerable Children
PSS	Psychosocial Support
PTT	Provincial Task Team
SA	South Africa
SADC	Southern African Development Community
SAPS	South African Police Services
SASSA	South African Social Security Agency
SCCS	Schools as Centres of Care and Support
SCF (UK)	Save the Children Fund (United Kingdom)
SGB	School Governing Body
SIAS	National Strategy on Screening, Identification, Assessment and Support
STI	Sexually Transmitted Infection
UNCRC	UN Convention on the Rights of the Child

Book4_National Model.indd 3 2011/05/17 2:22 PM

Action Step Card

National Model

Background

This *Action Step: National Model* contains the CSTL *Conceptual Framework* which articulates the Department of Basic Education's approach to addressing barriers to teaching and learning, in particular for vulnerable children. It provides the overarching framework for the initiation, expansion and coordination of care and support activities, and identifies nine current care and support priority action areas.

The *Conceptual Framework* is intended to provide guidance to all role-players, within and outside of the Department of Basic Education, who support learners and educators in and through schools.

Activities

Before embarking on any care and support programme activities, it is important to consult the *Conceptual Framework*. In particular:

- You and your multi-sectoral partners should be familiar with the strategy outlined in the *Conceptual Framework* to ensure coordinated action and consistency in approach, priorities and programme implementation (*Action Step: Multi-sectoral Networking of Services; Action Step: Advocacy and Communication*).
- Your programme plans, and infrastructure, equipment and human resource audits of needs, as well as budget allocations, must be informed by the nine current care and support priority action areas listed in the *Conceptual Framework*. (*Action Step: Programme Plans; Action Step: Capacity for Implementation*).
- Your support structures at all levels should be guided by the approach adopted in the *Conceptual Framework* to ensure consistent and effective support and programme implementation (*Action Step: Support and Structures*).

For additional information, refer to the following section in the ***Background:***

- ***Background Reading***, which provides essential background information on rights-based programme development, policy requirements, and on mainstreaming care and support into the education system. It offers an important foundation for many issues you will encounter in your care and support work.

Book4_National Model.indd 4 2011/05/17 2:22 PM

Executive Summary

Introduction

Care and Support for Teaching and Learning (CSTL) is essential to addressing barriers to education for children in South Africa.

This *Conceptual Framework* articulates the intention of the Department of Basic Education (DBE) to significantly step up efforts to address barriers to education for vulnerable children through mainstreaming Care and Support for Teaching and Learning. The *Conceptual Framework* is intended to provide guidance to all role-players within and outside of the DBE who support learners and educators in and through schools. It defines two broad roles for the DBE, namely:

- To deliver and expand appropriate care and support services in and through schools, and
- To create an enabling environment within the education system for other stakeholders to support learners and educators.

The success of CSTL is ultimately determined by the extent to which we are able to ensure that all children are:

- Enrolled at school at an appropriate age;
- Able to attend school regularly and complete their schooling; and
- Provided with the opportunity and support to enable them to reach their full potential.

Importantly, CSTL is not a new "policy" or "programme" in itself. It is not intended to replace the numerous initiatives that already exist to support vulnerable learners. Rather, **it provides the overarching framework that has to date been lacking** for the initiation and expansion of care and support activities in and through schools. It is intended to coordinate and harmonise implementation to enable the delivery of a seamless package at school level, with the leadership of the Department of Education (national and provincial).

This South African initiative is part of regional efforts to strengthen CSTL within education. The content of this *Conceptual Framework* was informed by local practice and research in CSTL as well as the regional processes in this regard. The *Conceptual Framework* is intended as a guiding document and is included as a companion resource to the *National Support Pack* which constitutes the implementation guidelines and tools for Care and Support for Teaching and Learning.

The *Conceptual Framework* places the care and support needs of teachers centrally to ensuring optimum teaching and learning for all children, especially the most vulnerable. This area will be further developed and expanded in future revisions of this *Conceptual Framework*, with the active participation of educators and their representatives and structures.

Ecological Systems Approach to CSTL

The DBE has adopted an Ecological Systems approach to understanding and addressing barriers to education. The Ecological Systems model recognises that an individual's behaviour is determined by multiple spheres of influence. These range from very direct influences such as the child's relationship with a caregiver, to more indirect influences, such as socio-economic policies. Influences may be positive or negative and each sphere of influence therefore has the potential to increase risk and/or to offer protection.

Applying this approach to CSTL, the DBE recognises that barriers to education include:

- **Intrinsic barriers:** Located largely within the individual child, such as physical, mental and health-related problems.
- **Systemic barriers:** Such as inadequate infrastructure, inappropriate teaching methods or materials,

Book4_National Model.indd 5 2011/05/17 2:22 PM

poorly trained teachers, insufficient support for teachers, and policy and curriculum issues.
- **Societal barriers:** Including severe poverty, unemployment, inadequate care-giving arrangements, child labour and violence against children, and HIV and AIDS.

This CSTL *Conceptual Framework* situates the DBE as a lead agency in addressing school-level barriers to education within a larger collaborative and multifaceted response that addresses the multiple barriers to education that vulnerable children face.

The Need for Care and Support for Teaching and Learning in South Africa

All children require care and support in order to thrive and learn. Some children however, particularly those from very poor communities, have additional support needs.

While South Africa has made good progress with learner enrolment rates for children aged 6 to 14 years since 1994, analyses of attendance by age shows a significant drop in attendance amongst children older than 14 years. In terms of education outcomes, South Africa fares poorly when compared with other countries internationally and regionally. Strikingly, only 36% of Grade 3 learners have age-appropriate literacy whilst 35% have the necessary numeracy skills. Despite pro-poor policy shifts, inequality in education remains a massive challenge. Not surprisingly, children from "disadvantaged" backgrounds – with limited economic resources, lower levels of parental education, or who have lost one or both parents – are less likely to enrol in school and are more prone to dropping out or progressing more slowly than their more advantaged peers.

As previously mentioned, barriers to education for vulnerable children include those within the education system itself (such as poor infrastructure and inadequate teaching materials), societal barriers (such as household poverty, high levels of violence and teenage pregnancy), and barriers which are intrinsic to the child, such as disability or mental illness.

Within these fragile communities and households, the role of the teacher as educator, mentor, role model and caregiver can be central to the wellbeing of vulnerable children. The increasing effects of poverty and HIV and AIDS on school communities simultaneously impacts educators' personal lives ***and*** places additional responsibilities on them to support learners. Studies which have been undertaken to determine the state of educator wellbeing show a decline in the number of educators in the system and a significant increase in morbidity- and mortality-related attrition amongst educators.

Given the crisis in education and the vulnerability of both learners and educators, the mainstreaming of care and support within the education system is essential for effective teaching and learning to take place.

The Benefits and Challenges of Care and Support in Schools

There are numerous benefits to providing care and support to learners and educators through schools. For the DBE however, the most important single driving factor for mainstreaming CSTL within education is the direct impact of CSTL on core education outcomes – namely improved access, retention and achievement outcomes.

The education system has several comparative advantages over other services when it comes to addressing vulnerabilities of childhood in South Africa. These include the fact that schools are relatively accessible and the schooling system reaches over 12 million children, almost on a daily basis. School-based support allows for the early identification of children at risk and enables service providers to identify needs that might otherwise not be addressed. Providing support to children through schools helps to keep children at school, which in turn helps reduce a child's risks across a range of dimensions. School-based services can also enable the transfer of skills to educators, and improve educator wellbeing.

Book4_National Model.indd 6 2011/05/17 2:22 PM

Notwithstanding the many advantages to schools as sites of care and support, there are several challenges to the realisation of CSTL goals:

- Many educators lack the skills and motivation to provide care and support to children.
- A related challenge is the fact that assessments of school (and educator) performance are based almost entirely on academic outcomes. The criteria on which schools and school staff are evaluated should include consideration of the extent to which they fulfil their care and support mandates.
- Schools can be overwhelmed by the sheer numbers of children requiring assistance and in most instances schools that serve vulnerable communities are under-resourced.
- Human resource constraints and related challenges within other departments can hamper the ability of schools to respond to the needs of vulnerable learners.

Understanding and addressing these challenges is essential to ensuring that mainstreaming care and support within education ***strengthens*** schools and does not overwhelm them.

The Education Mandate for Care and Support for Teaching and Learning

International and regional agreements acknowledge and protect the right of all children to education. As a signatory, South Africa is obliged to deliver on the provisions of these international agreements and to report on delivery. In summary, these various documents oblige South Africa:

- To make primary schooling compulsory, accessible and available free to all children;
- To take measures to encourage attendance and prevent children from dropping out of school, including special measures to protect particularly vulnerable children; and
- To provide education that ensures the advancement of the cognitive, creative, emotional, mental and physical development of all children to their full potential.

The obligations imposed on states are not only to realise and protect children's rights, but to do so in a holistic manner through the provision of comprehensive programmes. The move towards a holistic approach to service delivery underpins developments in education policy in South Africa since 1994.

Firstly, the DBE is obliged to ensure access to basic education (Grade R to Grade 9) for all children in South Africa; this right is the only right in the Constitution not subject to progressive realisation (dependent on the availability of resources). Secondly, the DBE is bound by the Constitution to progressively improve access to further education and training (Grades 10 to 12). Thirdly, the DBE is required to deliver on a number of additional priorities, namely:

- To provide nutritional support and nutrition education to learners;
- To promote wellness, and prevent and address health-related difficulties;
- To provide appropriate infrastructure conducive to learning and to the health and wellbeing of learners and teachers;
- To enable and support teachers to respond appropriately to the welfare needs of vulnerable children;
- To respond to the emotional, behavioural and mental health and wellness needs of learners and teachers;
- To ensure the safety of learners and educators, including protection from stigma and discrimination;
- To ensure the delivery of quality education through a curriculum and language policy that is flexible enough to accommodate the needs of vulnerable learners;
- To provide adequate basic facilities for co-curricular activities for boys and girls in support of curriculum delivery; and
- To remove material and financial barriers to education for vulnerable learners.

These various obligations are intended to create a safety net of care and support that is inclusive of all learners. The concept of inclusive education is encapsulated in *Education White Paper 6* (2001) entitled *Special Needs Education: Building an Inclusive Education and Training System. White Paper 6* forms the cornerstone of the Education Department's response to addressing barriers to education for vulnerable learners.

Book4_National Model.indd 7 2011/05/17 2:22 PM

Creating an Enabling Environment for CSTL

Care and Support for Teaching and Learning cannot be a one-size-fits-all model. It must accommodate multiple and varied care and support requirements and initiatives across different school communities, drawing on multiple stakeholders within each. Underpinning these various initiatives however, is a set of core principles and prerequisites which were identified through extensive consultation with a range of key stakeholders.

Planning, implementation and monitoring and evaluation of CSTL at all levels should be guided by the following principles:

- The child is at the centre, and all interventions should be in the child's best interest and must seek to involve the child and to build on his/her strengths.
- Schools are best placed to facilitate access to care and support for vulnerable learners.
- Community participation is essential to the successful implementation of CSTL.
- CSTL should build on existing initiatives and structures, and strengthen DBE structures and systems.
- Prioritised interventions must be aligned with policy requirements.
- The provision of a comprehensive package of care and support services in and through schools involves a coordinated, multi-sectoral approach.
- The DBE leads in enabling, coordinating and facilitating the multi-sectoral response with schools.

The CSTL *Conceptual Framework* also identifies several prerequisites for the effective implementation of Care and Support for Teaching and Learning in South Africa. These are characteristics of an education environment which are essential for CSTL and include:

- Adequate human resources;
- Human resource development to strengthen the cadre of education personnel involved in CSTL;
- Well-defined partnerships between the DBE and other government departments, business and non-governmental organisations;
- An enabling policy framework;
- Provisioning and finances to enable the DBE to fulfil its mandate in terms of leadership, coordination and implementation;
- Effective and consultative programme planning;
- Governance, management and support structures at national, provincial, district and school levels; and
- Monitoring, evaluation and reporting systems that are aligned with existing MER systems within the DBE.

Current care and support priorities

The *Conceptual Framework* identifies national care and support ***priority*** interventions for vulnerable children. These types of interventions are prioritised because they are effective in addressing the systemic, societal and intrinsic barriers to education access, retention and achievement outcomes that are described earlier in the document. They also respond to the policy and legislative mandate place on the Department. Note that while these priorities may be appropriate for the country now, in time these may change as the socio-economic and educational landscape of the country shifts.

Importantly however, interventions within each of these priority areas should be adapted to fit local contexts, and priorities should be reviewed regularly to address the changing needs of learners and educators over time. Priority areas which are covered include:

Book4_National Model.indd 8 2011/05/17 2:22 PM

Nutritional Support	Nutritional support is intended to address barriers to learning associated with hunger and malnutrition. It includes not just the delivery of school feeding programmes, but also measures to ensure food quality, to support the production of food through programmes such as school-based food gardens and to promote healthy lifestyles through amongst others, nutrition education and deworming programmes.
Health Promotion	Health promotion involves a process of enabling educators and learners to increase control over their health and its determinants, thereby improving and promoting their overall health and wellbeing. Health promotion interventions should address the risk and protective factors that impact the wellbeing of educators and learners.
Infrastructure, Water and Sanitation	This priority area involves the provision and maintenance of habitable and appropriate physical school structures designed to meet all of the accommodation requirements of school communities.
Social Welfare Services	This refers to the role of schools and educators in the implementation of child care and protection legislation and in promoting access to social welfare services, enabling documents (such as identity documents [IDs] and birth certificates) and social assistance grants.
Psychosocial Support	Psychosocial support involves the provision of care and support in response to the emotional, mental and social needs of learners and educators. All of these are critical for educational and overall development.
Safety and Protection	Schools should be free of all forms of violence, abuse and bullying. Safety and protection concerns are not limited to the physical infrastructure of the school (such as fencing and gates) but also refer to the psychological and emotional safety of learners and educators.
Curriculum Support	Curriculum support includes efforts to ensure that the curriculum is efficiently and effectively delivered to learners by appropriately skilled and supported educators with the necessary teaching and learning materials.
Co-curricular Support	Co-curricular activities in the context of care and support are intended to support and augment curriculum implementation in and outside of the school. Examples of co-curricular activities include peer education programmes, homework assistance programmes, social and drama clubs and sport-related activities.
Material Support	Material support refers to the provision of resources or services to address material or financial barriers to education, including school fees, uniforms and transport.

The role of the DBE in implementing these priorities is two-fold:

- Directly addressing education-specific elements of vulnerability through schools; and
- Creating an enabling environment for *other role-players* to provide care and support to teachers and learners in and through schools.

Schools functioning optimally as sites of care and support for vulnerable learners will have programmes in place to address all of the above priorities. Most schools however, will require substantial support to enable them to reach this point.

Book4_National Model.indd 9 2011/05/17 2:22 PM

Supporting Implementation of CSTL in SA

Notwithstanding the many challenges that schools face, all school communities, regardless of their level of poverty, functioning, size or capacity, have resources and strengths. These are the building blocks on which every school can begin the journey towards creating an environment which is conducive to Care and Support for Teaching and Learning. The *National Support Pack* is intended to provide guidance at national, provincial and local levels for the roll-out of CSTL.

The *National Support Pack* is structured around 12 Action Steps, each of which is critical to effective mainstreaming of Care and Support for Teaching and Learning within South Africa. It is designed to be flexible as a resource that individuals and teams can use at any time to inform and strengthen efforts to mainstream care and support within schools.

The 12 Action Steps in the ***National Support Pack*** for CSTL are:

- Create an enabling policy environment.
- Conduct a situation and response analysis.
- Develop a national model.
- Formulate CSTL Programme plans.
- Identify and establish the necessary support and structures.
- Map capacity for implementation.
- Develop necessary materials and tools.
- Establish a multi-sectoral network of services.
- Design effective monitoring, reporting, evaluation and research mechanisms.
- Develop an advocacy and communication strategy.
- Conduct a CSTL pilot.
- Plan for scale-up and sustainability.

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Introduction

The Bill of Rights in the South African Constitution has a section dedicated to the rights of children, including the right to education. Since 1994, this right has been reinforced through the development of a number of transformative national education, social and economic policies and through South Africa's stated commitment to realising international education goals (notably Education for All by 2015[a] and Millennium Development Goal number 2 for universal primary education[b]). Despite these significant developments however, vulnerable children still face considerable barriers to education. These barriers impact their ability to access school, to complete schooling and to achieve to their full academic potential.

This *Conceptual Framework* articulates the intention of the DBE to significantly step up efforts to address barriers to education through Care and Support for Teaching and Learning.

The *Conceptual Framework* is further intended to provide guidance to all role-players outside of the DBE who support learners and educators in and through schools. This document will enable these role-players to situate themselves and their work within the context of the national model of care and support, hence creating more streamlined and systemic implementation of care and support at all levels.

The *Conceptual Framework* is therefore intended for use by a wide range of stakeholders – all of whom play an important role in supporting the DBE to achieve its constitutional mandate.

In this introductory section, the parameters of Care and Support for Teaching and Learning are outlined and the rationale and process behind the development of this *Conceptual Framework* are explained.

What is Care and Support for Teaching and Learning?

Care and Support for Teaching and Learning offers a comprehensive, coordinated, multi-sectoral response to address the barriers to teaching and learning for learners and educators. Its goal is to realise the education rights of all children through schools becoming inclusive centres of learning, care and support.

CSTL promotes mainstreaming of care and support into policies, structures, processes and programmes within education. Through CSTL, schools provide care and support for effective teaching and learning by working to **strengthen the protective factors** that promote the wellbeing of children and **reducing the risk factors** that make children vulnerable.

Care and Support for Teaching and Learning (CSTL) are not new concepts. They have long been recognised as essential elements of an education system that seeks to ensure inclusion of all children of school-going age, to enable children to reach their full potential and to support educators in the important role they play in the lives of children. Care and Support for Teaching and Learning is *at the heart of education*. It is critical to the realisation of the fundamental goals of the South African education system.

Notes

[a] The Dakar Framework for Action (2000) lays a framework for national plans of action for education to be integrated with wider development and poverty reduction strategies. It recommends a set of time-bound goals and strategies for ensuring "education for all" by 2015.

[b] The Millennium Development Goals represent renewed commitment from 189 countries towards minimum development standards for the poorest. Millennium Development Goal number 2 is to achieve universal primary education, with the 2015 target of ensuring that all boys and girls complete a full course of primary schooling.

Book4_National Model.indd 11 2011/05/17 2:22 PM

A learner might come from a home where there are social problems – it might be issues around drugs, issues around alcohol, child(ren)-headed households, or a family that is headed by the grandmother where the parents have died, or maybe issues of abject poverty… So the student needs more than just teaching and learning… there is definitely a need for a holistic approach.

Provincial Education official (2010)[1]

The success of CSTL is ultimately determined by the extent to which we are able to ensure that all children are:

- Enrolled at school at an appropriate age;
- Able to attend school regularly and complete their schooling; and
- Provided the opportunity and support to enable them to reach their full potential.

Towards this end, Care and Support for Teaching and Learning aims to create schools that:[2, 3]

- Recognise and build on the strengths of their learners and educators;
- Are located within the communities they serve;
- Have appropriate infrastructure and good water and sanitation facilities;
- Have the necessary educational resources and supplies;
- Employ teachers who are appropriately trained, committed to excellent education, capable, well respected, supported and adequately compensated;
- Include a curriculum that is flexible to the needs of vulnerable learners and helps build:
  - life skills
  - life-affirming values and attitudes
  - health-related knowledge and skills
  - livelihood/vocational skills;
- Provide nutritional support to every child every school day;
- Are safe, supportive, gender-sensitive spaces;
- Institute zero tolerance for violence, sexual abuse, substance abuse, psychological abuse, stigma, discrimination and vandalism;
- Attend to the health needs of learners in partnership with community health services;
- Facilitate access for learners to a range of other services, including care and support for those infected or affected by HIV and AIDS;
- Identify and accommodate children with barriers to learning and development;
- Involve parents and other caregivers; and
- Achieve the above through clearly defined partnerships with other stakeholders and with the active participation of the communities they serve.

Numerous policies and programmes (targeting learners and educators) in South Africa have sought to promote and implement aspects of care and support within schools with varying degrees of success. The devastating impacts of poverty, HIV and AIDS and historical inequalities however, have combined to create a situation in which Care and Support for Teaching and Learning is no longer an optional extra. It is now (more than ever) absolutely essential to the core business of education.

CSTL is not a new "policy" or "programme" in itself. It will not replace the numerous initiatives that already exist to support vulnerable learners. Rather, it will provide the overarching framework within which these various activities will find an encouraging and accommodating home.

Equally important is the fact that CSTL cannot present a one-size-fits-all model for all schools. It needs to accommodate a range of approaches to enable schools to (1) respond to the care and support needs that learners and educators may experience within a particular school community, and (2) take into account the strengths and limitations of each school community and its implementation partners.

Book4_National Model.indd 12 2011/05/17 2:22 PM

Why has this *Conceptual Framework* been developed?

> *The schooling system cannot pretend that its job is purely to teach because we are not teaching machines, we are teaching children who have to be cared for and supported in order for them to succeed.*
>
> *Provincial Education official (2010)*[4]

Improvements in school access, learner retention and education outcomes in South Africa hinge on the ability of the DBE to ***engage and lead*** its institutions and state and NGO partners in the implementation of Care and Support for Teaching and Learning. This *Conceptual Framework* was developed to support and guide the DBE in this important role.

The Rights enshrined in the *South African Constitution* cannot be realised in the absence of cooperative and coordinated governance. Section 41(1) of the Constitution requires that all spheres of government and all organs of state cooperate, assist and support one another and coordinate actions and legislation.

This *Conceptual Framework* draws its inspiration from the Constitution. It is intended to assist the Government to realise its Section 41 mandate in the sphere of Education. The obligation on the DBE to ensure access to education for vulnerable children is substantive. But the right to education is dependent on the realisation of so many other basic human rights that the task at hand is beyond the scope of any single stakeholder. Overcoming barriers to education for vulnerable children in South Africa is a challenge, more than any other in the history of our democracy, which calls for collaborative, coordinated action from multiple stakeholders.

In 1999, the then Minister of Education issued the *Tirisano Call to Action* to address an education crisis. It followed from an inquiry which concluded that "the educational conditions of the majority of people in this country amount to a national emergency".[5] In the decade that has since passed, many role-players in government and civil society have taken up this call – creating transformative policies and pockets of excellence in education practice. The education reality for most vulnerable children however, has not improved. The sheer scale of vulnerability amongst our learners and educators has created an education crisis of endemic proportions.

While many of the current school-based care and support initiatives have had positive impact on large numbers of learners and (to a lesser extent) educators, efforts to strengthen care and support within and through schools in South Africa have been fragmented, and many good intentions have not found fertile ground to grow. These initiatives have spawned and evolved ***outside of any formal framework.*** The lack of clarity and coordination has meant that:

- Initiatives are unevenly spread geographically;
- Care and support activities within the education system are poorly harmonised;
- Care and support activities are often not linked to core educational outcomes namely, access, retention and achievement;
- Care and Support for Teaching and Learning is not adequately or uniformly monitored and reported;
- Many non-governmental and community-based organisations working in schools lack an official mandate; and
- Inadequate investments have been made in developing the human resources and other capacity that is needed at all levels to address CSTL within the education system.

This *Conceptual Framework for Care and Support for Teaching and Learning* provides the overarching framework that has to date been lacking. The drafting of this document therefore marks the "end of the beginning" for CSTL in South Africa. It consolidates the current thinking around Care and Support for

Book4_National Model.indd 13 2011/05/17 2:22 PM

Teaching and Learning in order to shape the way in which we move forward. It describes the rationale behind CSTL and **motivates for the mainstreaming of Care and Support within the Education System.**

The *Conceptual Framework* is intended as a companion resource to the ***National Support Pack*** which constitutes the implementation guidelines and tools for Care and Support for Teaching and Learning. This *National Support Pack* will assist National and Provincial Education Departments to fulfil two defined roles, namely:

- To deliver and expand appropriate care and support services in and through schools; and
- To create an enabling environment within the education system for other stakeholders to support learners and educators.

Who is this document intended for?

The target audience for this *Conceptual Framework* is necessarily broad. The range of stakeholders needed to implement the vision of CSTL includes, but extends well beyond, education. This *Conceptual Framework* targets:

- Decision-makers and managers at national and provincial level within the education system;
- Education officials working at district level to support schools and school clusters;
- School management teams and educators;
- Government officials from other departments (e.g. Social Development, Health, Home Affairs, Public Works and Agriculture) who play a role in addressing barriers to education; and
- Civil society partners and donors who work with and through schools to support vulnerable learners.

Each of these important role-players, irrespective of the focus of their care and support initiatives, should be able to situate themselves and their work within the overarching CSTL *Conceptual Framework*.

What processes informed the development of the CSTL *Conceptual Framework* in South Africa?

CSTL began its life as the Schools as Centres of Care and Support (SCCS) pilot project led by MIET Africa. An initial focus on ***care and support*** per se was later refined to make reference to ***care and support for teaching and learning.*** This is in recognition of the fact that care and support are essential to the core business of education and are necessary for the achievement of education outcomes.

Outcomes of the SCCS pilot were presented to Ministries of Education in the Southern African Region and the model was refined and formally adopted in July 2008 by fourteen[c] SADC Member States.[d] A significant milestone for CSTL was the official launch of the initiative at the SADC Education Ministers' Meeting in Kinshasa, DRC, on 18 March 2010. It is being implemented at the regional level between 2009 and 2014,[6] with the expectation that each country will tailor implementation to meet their own particular needs within the parameters of their available resources.

Care and Support for Teaching and Learning in South Africa is therefore part of a wider regional initiative, with consideration given to the unique South African reality. The content of this *Conceptual Framework* was informed by both regional and local processes, including the following:

- A *Baseline Study* was conducted in 2009/2010 to determine the extent of care and support services in place for learners in five SADC Member States, namely: the DRC, Mozambique, Swaziland, South

Notes

[c] Participating countries included: Lesotho, Swaziland, Zambia, Zimbabwe, Angola, Botswana, Malawi, Mozambique, Namibia, South Africa, the United Republic of Tanzania, Democratic Republic of Congo, Mauritius and Seychelles.

[d] With start-up funding provided by the Swiss Agency for Development and Cooperation.

Book4_National Model.indd 14 2011/05/17 2:22 PM

Africa and Zambia. The purpose of the baseline study conducted in South Africa was two-fold. At the national level, the study assessed the readiness of the DBE to lead the adoption and implementation of CSTL. At school level, the study assessed the extent to which schools were currently assisting learners and identified the gaps which exist in the provision of care and support services to especially vulnerable children. The baseline study also formed an integral part of the drafting and development of a monitoring, evaluation and reporting (MER) framework for ongoing assessment of the implementation of the CSTL SADC programme.[7]

- Concurrently, a more in-depth national *Situation and Response Analysis* was undertaken – to gain a clearer picture of care and support strategies and programmes in the South African education system.[8] The research was conducted in all nine provinces and involved interviews and self-administered questionnaires with 92 officials from provincial departments of education (minimum of seven and maximum of 16 per province) and three officials from the National Department of Basic Education. Information was also gathered through informal interviews with Education Management Information Systems (EMIS) officials in seven provinces and through extensive policy and literature reviews.

- A series of inter-provincial forums was organised in SA to provide opportunities for provincial education officials to share their perspectives and perceptions of care and support within education. These forums brought together officials from various directorates[e] within provincial education departments, providing an invaluable opportunity for rich debate and discussion. Importantly, most officials supported the integration of CSTL within the education system, recognising that this was critical to the attainment of basic education outcomes. The forums provided an opportunity for provincial departments to arrive at a common understanding of CSTL, to agree on key terminology and to discuss core principles.

- A *South African National Policy Review* provided clarity on the scope of the education mandate for care and support,[9] nationally, regionally and internationally.

- The *Regional Support Pack* that was developed to support implementation of CSTL in Southern Africa was adapted for the South African context. This customised *National Support Pack* is presented as a series of user-friendly booklets, with guidelines and tools on how to mainstream care and support.

- In August 2010, a two-day workshop was held in Durban to review an earlier draft of the *Conceptual Framework* and consolidate inputs. The workshop brought together representatives from the DBE, provincial education departments, MIET Africa and other civil society stakeholders involved in the provision of care and support in and through schools. Inputs from this workshop informed the final drafting phase.

- In addition to the above, this *Conceptual Framework* draws on lessons from the implementation of Inclusive Education as outlined in *White Paper 6* (including the roll-out of Full Service Schools and the conversion of Special Schools into Resource Schools in selected districts), and on the implementation of various care and support pilot projects in South and Southern Africa e.g. the Schools as Centres of Care and Support Programme[f] (mentioned above) which was piloted in Swaziland, Zambia and South Africa between 2006 and 2008.

- And finally, the *Conceptual Framework* is fundamentally informed by the work of Bronfenbrenner (1979)[10] and his Ecological Systems Approach to understanding human behaviour.

Notes

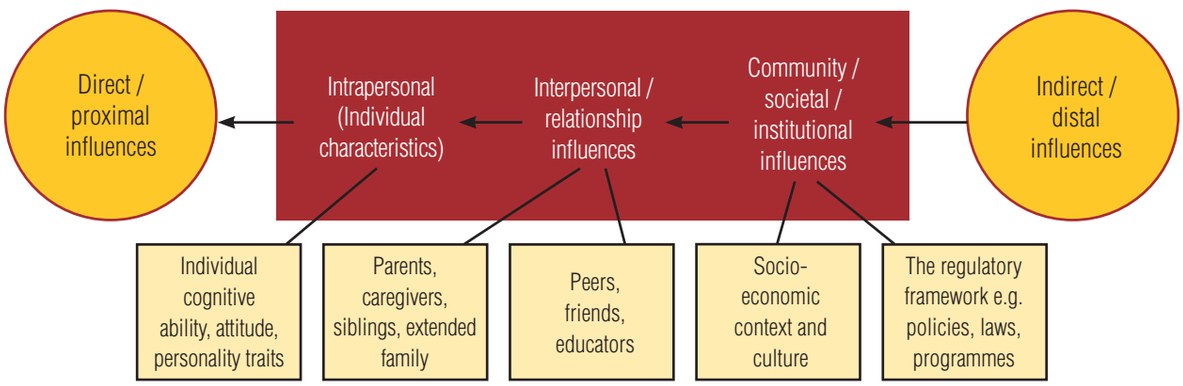
[e] Including Gender, School Safety, HIV and AIDS Life Skills, Inclusive Education, School Nutrition, Health Promotion and Curriculum.

[f] The SCCS programme worked with clusters of schools to enable the identification and support of vulnerable learners. The model is based on having a resource school within each school cluster and included multi-stakeholder partnerships and active community participation.

Book4_National Model.indd 15 2011/05/17 2:22 PM

Theoretical Framework for CSTL – An Ecological Systems Approach

An Ecological Systems approach underpins the *Conceptual Framework for Care and Support for Teaching and Learning*. Over half a century of investigation of human behaviour has revealed that behaviour is seldom the result of single, individually-attributable factors (also known as intrinsic factors). There is now substantive evidence that behaviour is as much influenced by physical and social environments, institutional behaviour (such as schools) and public policy, as it is by factors inherent to an individual. The ecological systems approach to development is founded on the premise that there are multiple sources of positive and negative influence in an individual's life emanating from the family, schools, communities and societies in which we live, work and play. These range from very direct influences (also called proximal) such as individual beliefs and attitudes, to more indirect (or distal) influences such as socio-economic factors and public policy, as illustrated in the diagram below. While the influence of distal factors on individual behaviour is sometimes mediated through more proximal factors, they are nonetheless powerful determinants of behaviour. Each level of influence, from direct to distal, has the potential to increase risk or offer protection.



The ecological systems approach: multiple sources of influence on an individual

The Ecological Systems model has been broadly applied to help practitioners understand and address various social issues[11, 12, 13] and development challenges, including barriers to education.

Applying an Ecological Systems approach to CSTL highlights the need for effective interventions at intrapersonal, interpersonal, community, institutional and societal levels, as part of a comprehensive approach to addressing the multiple manifestations of vulnerability. These interventions should aim to strengthen positive influences and to reduce or mitigate the negative ones.

White Paper 6 (2001) entitled *Special Needs Education: Building an Inclusive Education and Training System* is one example of education policy that articulates a Systems Approach to education reform. The White Paper recognises that barriers to education can be located within the learner, within the site of learning or school, within the education system and within the broader social, economic and political context. It puts forward a role for schools in addressing the full range of learning needs created by these different barriers. The barriers can be usefully clustered as follows (these are discussed in greater detail in the section headed **Barriers to Education for Vulnerable Children**):

- **Intrinsic barriers:** These include those barriers located largely within the individual child, such as physical and mental health-related problems.
- **Systemic barriers:** This would include for example inadequate facilities at schools, overcrowded classrooms, inappropriate teaching methods or materials, poorly trained teachers, insufficient support for teachers, and policy and curriculum issues.

Book4_National Model.indd 16 2011/05/17 2:22 PM

- **Societal barriers:** Including severe poverty, unemployment, inadequate care-giving arrangements, child labour, violence against children and HIV and AIDS.

Whereas the implementation of *White Paper 6* to date has focused primarily on disability-related barriers (intrinsic), its intention is to address the multiple levels of barriers to learning (including systemic and societal barriers). The CSTL *Conceptual Framework* adopts the holistic approach articulated in *White Paper 6* by considering the multiple sources of vulnerability that impact education access, retention and achievement outcomes. It draws on support from partners across other sectors, each of whom contribute to creating vibrant, sustainable school communities that are inclusive and nurturing.

In this way, the CSTL *Conceptual Framework* situates the **DBE as a lead agency** within an Ecological Systems approach **in addressing individual and school-related barriers to learning** – ultimately enabling the establishment of schools that are inclusive of all learners. It will also create an enabling environment for other government departments and social partners to address individual and societal barriers outside of the mandate of Education. Such an approach will ensure that schools are sensitive and responsive to the needs of the wider school community.

The Need for Care and Support for Teaching and Learning in South Africa

Education is the single largest line item in the national budget. And yet we lag behind on education outcomes in comparison to other countries in the region. Care and support efforts are needed to address barriers to education, ultimately increasing our return on this significant investment. Furthermore, the multiplier effect of education means that improvements in education access and outcomes will enhance the realisation of all other socio-economic rights.[14, 15]

This section provides a snapshot of the crisis in education – it includes information on educator vulnerability and the current state of learner access, retention and achievement outcomes. It goes on to discuss in greater detail the systemic, societal and intrinsic factors that combine to create barriers to quality education for vulnerable children and that serve to undermine our substantial investment in education.

Educator Vulnerability and Attrition

In 2010, there were 12.26 million learners in 25,850 mainstream public and independent schools in South Africa, and over 418,000 educators.[16] The delivery of quality education and the strengthening of schools as sites of care and support depend largely on the ability and buy-in of these 418,000 individuals. Well-trained and motivated educators are key to the achievement of Education for All goals by 2015.[17]

Teachers play a central role in the everyday life, education and wellbeing of learners. In fragile communities and households, the teacher often represents the only consistent, supportive adult relationship in the child's life. "Investing in teachers is an investment in learner support, education and care. Retaining teachers in the teaching profession and encouraging new teachers to join the profession is a key challenge in Africa, and one which impacts greatly on school improvement interventions. Educational leaders have the challenge of creating schools as work place environments that support teacher retention, development and wellbeing.[18]

Many South African teachers face the daily reality of teaching large classes, as well as coping with the added pressures of curriculum reform and high performance expectations, with limited resources and support. The increasing effects of poverty and HIV and AIDS on school communities place additional responsibilities on teachers to support the psychosocial needs of learners, in order to improve learner attendance and performance in the classroom. This situation is compounded in rural areas, where schools and communities have limited access to professional support services.[19]

Book4_National Model.indd 17 2011/05/17 2:22 PM

In 2004, the Education Labour Relations Council (ELRC) commissioned a study[g] to review educator attrition, following worrying anecdotal reports that educators were leaving the education profession in large numbers. The results highlight the need for urgent interventions to better support educators.[20]

- Of the 17,088 educators who were tested, 12.7% were HIV positive. HIV prevalence is highest in the 25–34 age group (21.4%), followed by the 35–44 age group (12.8%). Provincial prevalence varied from less than 5% in the Northern Cape to over 20% in KwaZulu-Natal.

- The health status of educators appears poorer than that of the general population, and the most frequently reported diagnoses are stress-related illnesses, such as high blood pressure (15.6%) and stomach ulcers (9.1%).

- Fifty-five percent (55%) of educators have considered leaving the education profession due to inadequate remuneration, increased workload, lack of career development and professional recognition, dissatisfaction with work policies, job insecurity and lack of choice on where they wished to work. Two-thirds of those who were considering leaving the education profession were teaching in scarce fields, such as technology, natural sciences, economics and management.

- Drawing on primary data contained in government payroll databases and registers, the study found that the average number of educators in the system declined over seven years between 1997 and 2003. The three main causes of attrition were contract termination, resignation and mortality. The proportion of attrition due to mortality (all causes) increased from 7.0% in 1997/98 to 17.7% in 2003/04. The proportion of attrition due to medical reasons grew from 4.6% to 8.7% over the same period. These findings confirm patterns of educator attrition and mortality consistent with high HIV prevalence in South Africa.[21]

Given the above, efforts to improve educator wellbeing are essential to the integrity of our education system and to improving learner access, retention and achievement outcomes.

Learner Access, Retention and Achievement Outcomes

Pro-poor finance policies, such as school fee exemptions, no-fee schools and the school nutrition programme have all had positive results in terms of basic education access. South Africa has achieved significant improvements in school enrolment amongst children of compulsory school-going age. In 2010 ninety-nine percent of children completed compulsory Grades 1 to 9, compared to 80% in 1994.[22] This increase reflects one of the fastest growing basic education enrolment rates in the world. Recent enrolment gains have been most evident amongst younger children. The percentage of five-year-olds attending educational institutions increased from 40% in 2002 to 60% in 2007, whilst the percentage of learners in the 6-year-age group increased from 70% to 88% over the same period.[23]

Notwithstanding these achievements, the challenges within education remain enormous. Reported attendance rates drop off sharply as children get older, and over 400,000 children of school-going age do not attend school.[24]

Analysis of attendance by age shows a significant drop in attendance amongst children older than 14 years.[25] While 99% of 13-year-olds were reported to be attending an educational institution in 2008, only 87% of 17-year-olds were attending school in that same year.

Note

[g] The study, involving a consortium consisting of the Human Sciences Research Council (HSRC), the Medical Research Council (MRC) and the University of KwaZulu-Natal's Mobile Task Team on the Impact of HIV and AIDS on Education (MTT), was commissioned to investigate the validity of these anecdotal reports. The ELRC consist of the National (and provincial) Department of Education, the South African Democratic Teachers Union (SADTU), the National Professional Teachers Organisation of South Africa (NAPTOSA), the Suid Afrikaanse Onderwysers Unie (SAOU), and the National Teachers Union of South Africa (NATU).

Book4_National Model.indd 18 2011/05/17 2:22 PM

Cost of education is the main reason for non-attendance in the high school age group, followed by a perception that "education is useless".[26] Other reasons for drop-out are illness and exam failure. While there is no significant difference in drop-out rates between boys and girls, pregnancy accounts for between 11% and 20% of drop-out amongst teenage girls not attending school.[27] Problems related to education access are most pronounced in rural areas, home to two-thirds of children living in poverty.[28]

Not surprisingly, children from "disadvantaged" backgrounds – with limited economic resources, lower levels of parental education, or who have lost one or both parents – are less likely to enrol in school and are more prone to dropping out or progressing more slowly than their more advantaged peers.

In terms of education outcomes, South Africa fares poorly compared with other countries internationally and regionally. Only 36% of Grade 3 learners have age-appropriate literacy skills and 35% have the necessary numeracy skills.[29] Furthermore, 14% of primary-school-age children are not enrolled at the appropriate education level.[30]

And despite pro-poor policy shifts, inequality in education remains a massive challenge – 80% of schools in SA produce only 7% of the matric passes. What quality does exist is highly skewed in favour of the white population with a black or coloured child twice as likely to drop out of school before Grade 12 as a white child, and one in 10 white children likely to get an A aggregate for Grade 12, as opposed to one in 200 coloured children and one in 1,000 black children.[31]

Why are we seeing such poor results despite significant investments in education? Why are so few children completing schooling? What needs to be done to increase retention and improve education outcomes? What are the barriers to Equal and Quality Education?

Barriers to Education for Vulnerable Children

All children require care and support in order to thrive and learn. *White Paper 6* however, highlights the fact that "vulnerable children" may require more intensive and specialised forms of support to be able to develop to their full potential.

The DBE has adopted the Department of Social Development's **definition of a vulnerable child** as *"a child whose survival, care, protection or development may be compromised due to a particular condition, situation or circumstance that prevents the fulfilment of his or her rights".*[32]

Implicit in this definition is the recognition that "vulnerability" is not a constant state. It will change as a child's circumstances change and no child is immune from potential vulnerability. As such, any programme which seeks to address barriers to education for vulnerable children will have to be responsive to the changing needs of individual children and school communities (hence the need for ongoing screening).

The barriers presented below are significant current barriers to education, but they should not be seen as exhaustive or permanent.

Vulnerable children often face more than one obstacle to education, usually contending with a web of inter-related barriers at intrinsic, societal and systemic levels. We turn now to look at some of these barriers in more detail and to understand their impact on education.

Book4_National Model.indd 19 2011/05/17 2:22 PM

Examples of Intrinsic Barriers to Education

Intrinsic Barriers – Impact on Education	
Disability	More than 22% of children with a disability are out of school, making up almost 10% of the total number of children who are out of school.[33] In addition, children with a disability (including learning disabilities) who are enrolled at school have a lower attendance rate than other children[34]
	Children with disabilities require specialised services and learning support to facilitate their meaningful access to school and to ensure quality educational outcomes. Few schools, especially in poorer and rural areas,[35] offer the necessary support or services, and 97% of public schools lack the infrastructure to accommodate a physically disabled child[36]
	Stigma and discrimination of children with disabilities contributes to erratic attendance and drop-out[37]
Childhood Illness	Illness is one of the main causes of absenteeism in schools in South Africa[38]
	The incidence of Attention Deficit Disorders and cognitive disabilities in HIV infected children (especially those with HIV encephalopathy) is greater than the rest of the population, requiring additional support within the education system[39]
Mental Health	The grief and trauma associated with factors such as violence and HIV and AIDS impacts school performance and can lead to extended periods of absenteeism and school drop-out. The absence of mental health care services within the education system exacerbates the problem

Examples of Societal Barriers to Education

Societal Barriers – Impact on Education	
Household Poverty	Children living in poor households are less likely to be able to afford costs associated with education, including uniforms, books, stationery and travel[40]
	Poor children are less likely to have attended preschool or to have had access to books and other educational resources in the home – missing out on grounding in basic numeracy and literacy skills[41]
	Hunger is a common feature for children living in poverty. It is estimated that 14% of children go to school having either had nothing to eat, or only a cup of tea, in the morning.[42] Nutritional deficiencies in primary-school-age children are among the leading causes of low school enrolment, high absenteeism, early drop-out and poor classroom performance[43]
Child Labour	Children living in impoverished households frequently supplement household income through paid labour, preventing them from attending school regularly or at all.[44, 45, 46] The need to work is recorded as the second most common reason for non-attendance and this has shown a rising trend since 2002.[47] The Department of Labour estimates that one million children between the ages of 5 and 17 are involved in child labour.[48] Children in deep rural areas are more likely to be engaged in economic work of three hours or more per week than their urban counterparts[49]

Book4_National Model.indd 20 2011/05/17 2:22 PM

Basic Services	The absence of basic services in many communities increases the burden of domestic duties for children, threatening a child's education. This is particularly problematic in poor households without access to running water and electricity, where children may spend as many as 40 hours a week collecting water and wood.[50, 51] Results from a study by the Department of Labour show that 85% of children who were involved in fetching water were not in the appropriate age group for their Grade, compared to 15% of those who did not fetch water.[52] Incorrect age for Grade is one of the key risk factors for drop-out
	Not having electricity or alternative sources of power also makes it difficult for children to do their homework after dark[53]
Caregiving Arrangements	Children of school-going age are more likely to be out of school if they are living with adult relatives other than a biological parent or grandparent – 7.6% compared with 4% of children living with their biological parents. Children living with a non-relative adult are even more likely to be out of school (10.6% of these children are out of school)[54]
	17% of children who head up (child-headed) households are out of school[55]
Early Marriage	Child marriages undermine the wellbeing and development of children, especially girls. They tend to contribute to maternal and infant mortality and reduce girls' opportunities to access education[56]
Parent Education	Parent education is a strong predictor of educational outcomes. Children whose parents have not completed schooling are significantly less likely to matriculate than peers with better educated parents. Of children with at least one parent who has attained less than Grade 10, only 30% gain a matric. This rises to 56% where one parent has Grade 10 or 11, 74% where a parent has matriculated and 84% if a parent has a degree[57]
HIV and AIDS	HIV and AIDS compound many of the challenges experienced by poor households.[58] HIV-related illness and death increases the demands on children to contribute to household income and to take on domestic and childcare chores. This is a growing problem, and the number of children citing family commitments as a reason for non-attendance has increased since 2002[59]
	Children of school-going age who have lost one or both parents are more likely than their peers to be working[60]
	The grief and trauma associated with HIV and AIDS-related illness and death impacts school performance and can lead to extended periods of absenteeism and drop-out[61]
	Children may experience HIV-related stigma and discrimination which increase the risk of school drop-out
	Children who have been orphaned are less likely to be in the age-appropriate Grade[62] and maternal orphans typically complete fewer years of schooling[63]
Teenage Pregnancy	Consequences of teenage pregnancy include increased absenteeism, school drop-out, poor academic performance and lower educational attainment[64]
Violence Against Children	Children exposed to violence may become highly aggressive, use illegal substances and show other dysfunctional ways of dealing with anxiety, which often results in reduced school attendance and impairs concentration and cognitive development[65]
	In addition, unprotected, unlawful and exploitative sex creates the risk of HIV infection and other STIs and early pregnancies. This affects both teacher and student participation in education and contributes to early drop-out[66]

Book4_National Model.indd 21 2011/05/17 2:22 PM

Examples of Systemic Barriers to Education

Systemic Barriers – Impact on Education	
School Infrastructure and Materials (including water and sanitation)	There is a significant body of research demonstrating a clear link between school infrastructure and resources and learner performance.[67] Recent analyses of data from SACMEQ II2[68] demonstrate that "in schools with access to more physical resources … students achieve at higher levels". South African school resources are very unevenly distributed – giving rise to a large divergence in performance between rich and poor schools
	There are substantial backlogs in education infrastructure in South Africa:[h] • 22% of schools are in poor condition, with a four-year backlog in planned maintenance. • 19% are in very poor condition, with a backlog in planned maintenance in excess of four years[69] • Inadequate infrastructure results in overcrowding in classrooms – this is particularly problematic in the early foundational years of schooling, and especially so in rural areas[70] Backlogs are greatest in schools that formerly provided education only for black learners, and most severe in the rural areas of KwaZulu-Natal and the Eastern Cape[71]
	Many schools lack appropriate water and sanitation services: • In 2009, 444 schools had no water supply, while a further 2,563 schools had an unreliable supply (e.g. relied on rain water harvesting/water tanks) • Only 7,847 schools (out of over 24,000 public mainstream schools) have municipal flush toilets, while 970 still do not have any ablution facilities and 11,231 use pit-latrine toilets[72]
	There is an urgent need for nationally established norms and standards for school infrastructure that is enabling of teaching and learning and that takes into account care and support needs of learners and educators[73, 74]
Transport	17% of primary school children have to travel long distances to the nearest school[75] impacting learner attendance, particularly for younger children and during inclement weather
Educator Skills and Capacity	A comparison of final exam results with continuous assessment scores in mathematics highlight the fact that teachers are not accurately assessing learners and that teachers' subject knowledge is poor – impacting significantly and directly on learner performance.[76] This is most evident in schools servicing more vulnerable communities
	There are an estimated 16,950 teachers in the system who lack the correct qualifications to teach, either because they are under-qualified or inappropriately qualified.[77] Furthermore, a survey of teachers in 2007 found that 30% of primary school teachers admitted spending no hours on their own professional development, despite a requirement that all teachers attend 80 hours a year of professional development training[78]
	Salaries are not commensurate with the responsibility teachers bear. While starting salaries for educators are comparable (at age 22), a gap rapidly opens, leaving teachers substantially underpaid relative to both public and private sector salaries of those with tertiary education The weak salary prospects lead to low motivation and low self-esteem making it difficult to retain teachers in the profession – particularly the better quality teachers.[79] More than 30,000 educators leave the profession each year, while only 7,000 enter the profession annually[80]
	Insufficient numbers entering the system places an undue burden on teachers and leads to high learner-to-teacher ratios. This is especially problematic in rural schools[81]
	Learner absenteeism and the culture of poor quality in schools are compounded by educator absenteeism[82]
	Given the ratio of female to male teachers (2:1) in South Africa, high AIDS-related mortality rates in females aged 24–49 years impacts directly on the education system[83]

Book4_National Model.indd 22 2011/05/17 2:22 PM

Leadership and Support	There is a shortage of skills and leadership capacity at various levels of the education system
	80% of the 26,000 public schools in South Africa are largely dysfunctional, producing only 7% of all Grade 12 passes[84]
	Poor leadership capacity in schools serving vulnerable communities is compounded by the inability of parents (many of whom are illiterate) to support and ensure effective governance through School Governing Bodies
	Insufficient DBE capacity at district and provincial levels exacerbates the skills gaps within schools[85]
Curriculum	One of the most significant barriers to learning is the curriculum and the manner in which it is taught[86] Aspects of the curriculum that create barriers to learning include: • The content (i.e. what is taught); • The language or medium of instruction; • How the classroom is organised and managed; • The methods and processes used in teaching; • The pace of teaching and the time available to complete the curriculum; • The learning materials and equipment that is used; and • How learning is assessed. A more flexible curriculum is necessary in order to ensure that it is accessible to all learners, irrespective of their learning needs
Violence	The school environment features prominently as a site of victimisation for young people,[87] inevitably fuelling drop-outs. A national youth victimisation study (2005) found that 26% of young people aged 12–22 years who had been the victims of assault reported that the assaults had occurred at school
	Schools were also the single most common sites for sexual assaults (21.1%). In the majority of cases, the perpetrators of violent crimes against children at school were known to their victims[88]
Enabling Documents	The South African Schools Act[89] requires that children produce a birth certificate when enrolling at school. In South Africa, 22% of children's births are not registered at the time of the birth.[90] Children in rural areas are less likely to have the enabling documents required for school enrolment[91]

Obviously, many of the barriers described above fall outside of the traditional ambit of education. This *Conceptual Framework* aims to provide a virtual "space" within which various role-players – including government departments, the private sector and non-governmental organisations – can contribute more effectively to addressing these systemic, societal and intrinsic barriers *through* schools.

It is a government imperative to address barriers to learning for vulnerable children. But why and how should we do this through schools? What are the advantages and challenges of using schools as sites of care and support for vulnerable learners?

Notes

[h] Status quo in 24,460 public mainstream schools (NEIMS 2009):
- 3,600 have no electricity supply, while a further 800 had an unreliable supply.
- Less than 8% of public mainstream schools have stocked and functioning libraries.
- Only 11.6% of public secondary schools have stocked laboratories and 60.2% have no labs.
- Many schools are hampered by insufficient desks and chairs for learners and educators.
- Problems are most pronounced in rural areas.

Book4_National Model.indd 23 2011/05/17 2:22 PM

The Benefits and Challenges of Care and Support in Schools

Research highlights the important role that schools can (and many do) play in addressing barriers to education for vulnerable children – through school-based services and by leveraging other resources from within and beyond the school community.[92] We also know however, that school-based care and support programmes are not without their challenges.

The intrinsic benefits and evident challenges of school-based support are explored briefly in this section, highlighting both the opportunities and difficulties of operationalising CSTL through schools.

Benefits of School-based Care and Support

There are numerous benefits to providing care and support to learners and educators through schools. For the DBE however, the most important single driving factor for mainstreaming CSTL within education is the direct impact of CSTL on core education outcomes. The DBE's most recent Action Plan outlines 27 goals to be achieved by 2014.[93] Goals 1 to 13 deal with education **outputs** in relation to learning and enrolments. Goals 14 to 27 describe the things that need to be achieved in order to realise these education outputs. CSTL features strongly in this list. Most notably:

Goal # 17: Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.

Goal # 24: Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach.

Goal # 25: Use the school as a location to promote access amongst children to the full range of public health and poverty reduction interventions.

Goal # 26: Increase the number of schools which effectively implement the inclusive education policy and have access to centres which offer specialist services.

The education system has several comparative advantages over other services when it comes to addressing vulnerabilities of childhood in South Africa:[94]

- Schools are relatively accessible and they often provide a physical infrastructure in communities where this is otherwise lacking. The education system in South Africa includes an existing infrastructure of around 25,850 mainstream public and independent schools. The buildings and grounds within these schools have the potential for expanded use.

- The education system reaches over 12 million children, almost on a daily basis, and children spend a large proportion of their time at school over a period of many years (spanning most of their childhood). The sheer scale of vulnerability in South Africa requires solutions that can reach significant numbers of children in a systemic way.

- Schools comprise many valuable components, including school staff, learners, their caregivers, school governing bodies and the broader school community. Each component is a potentially valuable resource for care and support. Schools, families and communities share a common responsibility and purpose in their commitment to the development of children and youth.

- The potential of enabling care and support through schools can be strengthened further if we think in terms of school clusters. Different schools have access to different resources (human, informational, infrastructural

Book4_National Model.indd 24 2011/05/17 2:22 PM

and financial). By clustering schools, each one of these schools can benefit from the aggregate capacity of the school cluster and one school may serve as a resource to others (as articulated in *White Paper 6* for example, where Full Service Schools function as resource centres for other neighbouring schools). Clustering also increases the pool of individuals who could potentially "champion" the cause.

- School-based support enables service providers to identify needs that might otherwise not be addressed[95, 96] and allows for the early identification of children at risk. Locating health services in schools, for example, has been shown to improve access for health workers to children who were unlikely to have attended a health facility and would therefore not have been treated.[97]

- Schools are potentially a service conduit, not just to the children who attend the school, but also to their families and the communities in which they live. The provision of services at schools helps foster positive links between schools and the surrounding community and helps to promote a community that supports and values the school.

- Schools are permanent institutions which can help to sustain organisational structures and support services in the long-term.

- Caring and safe schools also provide a protective environment for children. Providing support to children through schools helps to keep children at school. And being at school reduces a child's risks across a range of dimensions. Regular school attendance, for example, improves children's health and has been shown to have a direct and positive effect on self-esteem.[98] Education in girls is associated with delays in first pregnancy, and educated girls tend to have fewer and healthier children. These factors in turn lead to lower infant and child mortality rates.[99]

  Education also reduces the risk of HIV infection by increasing knowledge, awareness, skills and opportunities.[100, 101] Male youth who are in school report having fewer sexual partners than those who are out of school and female learners engage in less risky behaviour than their out-of-school peers.[102] Conversely, school drop-out is associated with increased risk and poor outcomes across a range of indicators. Keeping children in school, and strengthening schools as sites of care and support, is therefore an important strategy for reducing risk.

- If relationships in the child's immediate family break down, the relationships that children form at schools – with educators and peers – take on a new level of significance. For vulnerable children, schools can therefore provide a much-needed safe, structured environment in turbulent times[103] and enable access to the emotional support and supervision of adults.

- An effective response to the needs of vulnerable children must be inherently flexible in that it must be able to address simultaneously the needs of different children at their different levels of development. Because the ages of most children in school range between 5 and 18 years and the facilities are designed to address them differently at different ages and educational stages, there is great potential for the provision of age-appropriate care and support through the education system: that is, support that is developed in such as way as to respond to the "physical, cognitive, emotional, and psychosocial differences that characterise children and adolescents in different stages of development".[104]

Mainstreaming of care and support within education also enables transfer of skills to educators, increasing their understanding of emotional and behavioural difficulties and generally enhancing their capacity to support learners.[105] This in turn improves educator wellbeing. The reality is that teachers are often called upon – formally or informally – to play a role in assisting vulnerable children. Educators see children every day for five days of the school week and are therefore able to recognise behaviour change which might indicate vulnerability or risk. In most instances, they are not trained or supported within this role, making it difficult for them to cope emotionally and contributing to teacher burnout.[106, 107] Mainstreaming care and support within education can help ensure that teachers receive the support they need in order to respond appropriately to the needs of learners, and can at the same time provide teachers with tools for managing their own psychosocial wellbeing.[108]

Book4_National Model.indd 25 2011/05/17 2:22 PM

All these learners, one finds that 50% come to school hungry. Rape cases. They have live-in partners as young as Grade 8. A lot of them have no money – nothing. Parents passing away. HIV and AIDS. Everything….Now you need professionals to deal with those cases! But at the end of the day, you end up going to your colleague.

Educator, rural school in KwaZulu-Natal

Mainstreaming care and support within schools will help to address the myriad of barriers to education faced by vulnerable children, ultimately improving school enrolment, attendance, retention and outcomes. There are already numerous examples of school-based initiatives in South and Southern Africa that have demonstrated success in this regard. These range from small scale interventions targeting individual schools or school clusters, to provincial and national programmes (such as the National School Nutrition Programme and the Schools as Centres of Care and Support Programme) reaching large numbers of learners. In most instances, these initiatives involve some form of collaboration between schools and other departments or NGOs. Lessons from these various initiatives have been considered in the development of the CSTL *Conceptual Framework* and in particular in the refinement of CSTL core principles.

Notwithstanding the many advantages to schools as sites of care and support, there are several **challenges to creating schools that are enabling of care and support**.[109] Understanding these challenges is essential to ensuring that mainstreaming of care and support within education ***strengthens*** schools and does not overwhelm them.

Challenges to School-based Care and Support

Care and Support for Teaching and Learning ultimately aims to create the kind of school described in the section headed **What is Care and Support for Teaching and Learning** – a safe school that builds on the strengths of its learners and educators, that has appropriate infrastructure and the necessary educational resources and supplies, that employs and respects motivated and competent teachers, and offers an appropriate curriculum and extra-curricular activities suited to the needs and capacity of its learners. The school works in partnership with caregivers and other service providers to offer or promote access to a suite of other services, including nutrition, health care, social welfare services, birth registration and social grants.

Clearly, for most mainstream schools, there are numerous challenges to achieving these ambitious objectives:

- Many schools do not have the most basic infrastructure in place, even for core academic activities.
- Many educators lack the skills and motivation to provide care and support to children, and may require additional training, mentorship and encouragement to effectively take on an expanded role in this regard.
- A related challenge is the fact that assessments of school (and educator) performance are based almost entirely on academic outcomes. An important component of accountability is being able to measure and reward performance. The criteria on which schools and school staff are evaluated should include consideration of the extent to which they fulfil their care and support mandates.[110]
- Even with the best of intentions however, schools can be overwhelmed by the sheer numbers of children requiring assistance. This is compounded by the fact that schools that serve the most vulnerable children tend to be the more “vulnerable” schools (poorly resourced, inadequately staffed, insufficient infrastructure, etc.). Within this context, educators may themselves be vulnerable and in need of additional support.

Book4_National Model.indd 26 2011/05/17 2:22 PM

- And finally, schools frequently lack knowledge on the services available to them and their learners. And even when services are known, human resource constraints in other relevant departments (e.g. school health nurses and social workers) impact on the ability of schools to refer children or collaborate effectively.

The above points highlight the fact that, while schools are well placed to function as sites of care and support for teaching and learning, this can only be achieved with the provision of substantial additional support to school communities.

Existing initiatives that are already creating pockets of excellence within the education system can hopefully be scaled up or replicated under the auspices of CSTL, and new ventures launched under this banner of collaboration. These initiatives all serve to assist the DBE in delivering on its education mandate.

Education Mandate for Care and Support for Vulnerable Learners

As mentioned previously, a comprehensive *Policy Review* was undertaken to inform the development of this *Conceptual Framework*. The review first and foremost emphasises the right of all children in South Africa to basic education. This right is not subject to the progressive realisation clause which governs most of the other rights in the Constitution. What this means is that Government is obliged, with immediate effect, to ensure the full realisation of the right to education to ***all*** children, notwithstanding resource limitations.

This section summarises the obligations on the State to address barriers to education, as encompassed in international, regional and national policies.

International and Regional Obligations

International and regional agreements acknowledge and protect the right of all children to education.[111] As a signatory[i], South Africa is obliged to deliver on the provisions of these international agreements and to report on delivery (a list of international agreements and charters is included in Appendix 1).

In summary, these various documents oblige South Africa to deliver on the following:

- **Education Access**
  - Make primary schooling compulsory, accessible and available free to all children.[112]
  - Make secondary education available and accessible for every child and take appropriate measures to ensure that school fees do not exclude children from secondary school.

- **Education Retention**
  - Take measures to encourage attendance and prevent children from dropping out of schools.
  - Include special measures to protect particularly vulnerable children and to actively promote their inclusion and participation in school (including girl children, children with disabilities, refugee children, children who fall pregnant, children infected or affected by HIV and AIDS, etc.).

Notes

[i] The key international and regional commitments pertaining to care and support in education that the South African government has signed or otherwise ratified, include: The United Nations Convention on the Rights of the Child, 1990 (UNCRC); The African Charter on the Rights and Welfare of the Child, 1990 (ACRWC); Education for All, 1990, UNESCO (EFA); The Dakar Framework for Action; The Millenium Declaration (2000); The Declaration of Commitment on HIV and AIDS; United Nations General Assembly Special Session on HIV and AIDS, June 2001 (UNGASS Declaration); The African Youth Charter, 2006; The SADC Declaration on HIV and AIDS, Comprehensive Care and Support for Orphans and other Vulnerable Children and Youth (OVYC) in SADC: Strategic Framework and Programme of Action (2008–2015), 2008, SADC; International Labour Organisation, Code of Good Practice on HIV AND AIDS and the World of Work.

Book4_National Model.indd 27 2011/05/17 2:22 PM

- Protect children against discrimination.
- Protect children from child labour (including economic exploitation and domestic work) that is harmful to the child's education or development.

- **Education Outcomes**
  - Provide education that ensures the advancement of the cognitive, creative, emotional, mental and physical development of all children to their full potential.

Furthermore, government is obliged to take legislative, administrative, educational and social steps to protect and promote a number of rights that are ***closely linked*** to the right to education, and without which the right to education will not be realised. These include the rights to a name and to birth registration, to protection, care and support, to a decent standard of living, to health care and to adequate nutrition.

The obligations imposed on states are not only to realise and protect these various rights, but to do so in a holistic manner, with consideration of the "whole child" and through the provision of comprehensive programmes.[113]

The move towards a holistic approach to service delivery underpins developments in education policy in South Africa since 1994.

National Obligations

This section looks briefly at the obligations on the DBE to address barriers to education for vulnerable children. This information was drawn from an extensive list of national laws, policies, and policy frameworks, details of which are available in Appendix 1 at the back of this booklet. The table includes mention of the role of other departments in supporting vulnerable children in and through schools.

These documents articulate a role for schools as sites of integrated and comprehensive care and support for vulnerable children. As mentioned previously, this concept was first introduced in *Education White Paper 6* (2001) which forms the cornerstone of the Education Department's response to the inclusion of particularly vulnerable learners within the education system.

First and foremost, the DBE is obliged to ensure access to basic education (Grade R to Grade 9) for all children in South Africa and is bound by the Constitution to progressively improve access to further education and training (Grades 10 to 12). This includes the provision and maintenance of appropriate and sufficient infrastructure, the deployment and management of trained staff and a steady supply of adequate financial and material resources. Teachers are required to be trained and qualified and registered with the South African Council of Educators.[114] The council was established to promote the professional development of educators and to set, maintain and protect ethical and professional standards.[115] In terms of the council's code of ethics, educators are expected to uphold the "best interests of the child" principle.

These essential elements of basic education form the foundation on which to build Care and Support for Teaching and Learning. **In the absence of these basic provisions, the education system in itself constitutes a barrier to learning**. If the education basics are not in place, not only are schools unable to consider the additional requirements of care and support, but they may well be exacerbating the vulnerability of their learners.

> *…instead of ameliorating the inequalities in South African society by providing poor children with the knowledge and skills needed to escape poverty and contribute to national development, the majority of schools, at best, have no equalising effect; at worst they may even be further disadvantaging their pupils.*
>
> *Quote in Equal Education submission to Education Portfolio Committee*

Book4_National Model.indd 28 2011/05/17 2:22 PM

The table on the next page summarises the obligations on the DBE to deliver on a number of additional priorities. These priorities were identified through secondary research and through consultation with a range of stakeholders. They are seen as essential to Care and Support for Teaching and Learning.

- **Nutrition:** Obligations on schools and the DBE to provide nutritional support and nutrition education to learners.
- **Health Promotion:** Obligations on schools and the DBE to promote overall health and wellbeing, and to prevent and mitigate the impact of health barriers to learning.
- **Infrastructure, Water and Sanitation:** Obligations on schools and the DBE to provide appropriate infrastructure conducive to learning and to the health and wellbeing of learners and teachers.
- **Social Welfare Services:** Obligations on schools and the DBE to respond appropriately to the welfare needs of vulnerable children, to address child labour as a barrier to education and to facilitate access to enabling documents (e.g. birth certificates and ID books) and social grants.
- **Psychosocial Support:** Obligations on schools and the DBE to respond to the emotional, behavioural, social and mental health and wellness needs of learners and teachers.
- **Safety and Protection:** Obligations on schools and the DBE to ensure the safety of learners and educators, including protection from discrimination.
- **Curriculum Support:** Obligations on schools and the DBE to ensure the delivery of quality education through a curriculum and language policy that is flexible enough to accommodate the needs of vulnerable learners.
- **Co-curricular Activities:** Obligations on schools and the DBE to provide adequate basic facilities for extra-curricular activities for boys and girls in support of curriculum delivery.
- **Material Support:** Obligations on schools and the DBE to remove material/financial barriers to education for vulnerable learners.

These various obligations are intended to create a safety net of care and support for vulnerable learners and educators.

Book4_National Model.indd 29 2011/05/17 2:22 PM

Government Obligations to Provide Care and Support In and Through Schools

Care and Support Priorities	DBE Roles and Responsibilities	Examples of roles played by other departments working in or through schools
Nutrition	The Department / Schools / Teachers are required to: • Provide one meal per day to all learners in Quintiles 1, 2 and 3 public primary schools, and to all learners in Quintile 1 secondary schools • Establish school food gardens and other food production initiatives • Promote healthy lifestyles amongst learners[116] and safe nutritional practices[117]	The **Department of Agriculture** has assisted some schools in establishing food gardens by donating utensils and seeds The **Department of Health** provides quality assurance for food safety provisioning and nutritional adequacy in the NSNP
Health Promotion	The Department / Schools / Teachers are required to: • Introduce, strengthen and evaluate life skills, sexual and reproductive health (SRH) education and HIV prevention programmes in all primary and secondary schools (reaching 98% of institutions by 2011)[118] • Enhance training of teachers and NGOs to ensure quality delivery of life skills, SRH and HIV prevention programmes in schools (80% training completed per district by 2011)[119] • Introduce, evaluate and customise behaviour change programmes for out-of-school youth, and for primary and secondary school children (reaching 100% of districts by 2011)[120] • Identify interventions targeted at reducing HIV infection, and prioritise implementation in schools reporting high rates of teenage pregnancy (implemented in 90% priority schools by 2011)[121] • Develop and distribute national guidelines and information materials on the rights of children to access to information, prevention, treatment, care and support[122] • Strive to prevent early pregnancies amongst learners by educating them through Life Skills programmes about the risks of early sexual activity, and strongly advising them to avoid early sexual encounters[123] • Provide information and education on various health and wellness-related issues to learners, educators and school communities[124] • Support educators in identifying and responding to the needs of learners with particular health needs e.g. via health guide/resource booklet for educators • Ensure that all schools follow universal precautions when it comes to blood and blood products and that every school has an adequately stocked first aid kit[125] • Implement an HIV and AIDS Life Skills Education Programme • Develop the capacity of schools, educators and early childhood development centres to provide treatment adherence support to children on ARVs[126] • Ensure that all schools have clear policies on prevention and intervention in relation to drug abuse. Schools should draw in outside organisations specialising in drug education to assist in the prevention and management of drug use at schools[127]	The **Department of Health** should ensure that skilled health professionals are in place to prevent child abuse through the promotion of better parenting practices, and through school-based nurses[130] The **Department of Health** is responsible for community out-reach services through schools, including: – Provision of basic health care services in schools – Health assessments and nutrition screening and counselling – Counselling on sexual activity – Counselling on trauma and violence – Hearing, vision and speech assessments of children in Grades R and 1 – Health promotion and education for children in Grades 2–12 – Regular and timely screening to detect disabilities – Identification and rectifying of immunisation gaps – De-worming and general parasite control – Responding to disease outbreaks at schools – Providing assistive devices – Providing comprehensive ART services for learners and educators

Book4_National Model.indd 30 2011/05/17 2:22 PM

Care and Support Priorities	DBE Roles and Responsibilities	Examples of roles played by other departments working in or through schools
Health Promotion (continued)	• Assist with the early identification and referral of health and wellness-related issues among learners and educators[128] • Identify when illness becomes a barrier to learning • Ensure that no learner (or parent on behalf of a learner) is forced to reveal his or her HIV status to a school. Learners who are HIV-positive have the right to attend any school or institution, and their needs should as far as is possible be accommodated[129] • Create supportive environments for health and development through the establishment of "Health promoting schools" and through the integration and coordination of School Health Services within education programmes	The School Health Policy is an inter-sectoral strategy between the **Departments of Health** and **Basic Education** to optimise the healthy growth and development of children and the communities in which they live
Social Welfare Services	The Department / Schools / Teachers are required to: • Develop programmes and systems for use in schools to enable teachers to identify vulnerable children and to link them to the necessary care and support[131, 132] • Assist the Department of Social Development to identify cases of child labour impacting on schooling[133] and include indicators of child labour into existing information management systems to help identify which groups are at particular risk[134] • Ensure that work-related diseases and injuries among children and young people are identified as work-related, and reported by educators to labour inspectors[135] • Address the issue of child labour through inclusion of child labour-related issues in the curriculum, the provision of childcare facilities to accommodate younger siblings, and through assisting working children to return to school[136] • Monitor enrolment and attendance of all learners whose parents/ caregivers are receiving the child support grant (CSG) and notify the Department of Social Development of any child who is receiving the CSG who is not registered at or attending school[137] • Lodge a report with a designated Child Protection Organisation (CPO), the provincial department of social development or a police official if they have reasonable grounds to suspect that a child is being physically abused, sexually abused or deliberately neglected[138, 139] • Establish relationships with external service providers like the police, NGOs and the DSD, and establish joint procedures for the referral of children identified as abused or neglected[140] • Support the DSD in identifying, tracking and linking vulnerable learners and those in child-headed households to grants, benefits and social services[141]	In the case of a child receiving the Child Support Grant (CSG) who is found not to be attending school, a **social worker** must, in consultation with the DBE, investigate and report as to why the child is not enrolled or attending school. The DSD must take steps to ensure that the child is enrolled or does attend school[142] The **police or social workers** are obliged to investigate cases reported to them by teachers and others. The results of the investigation are considered by the Children's Court which will make an order as to whether the child is in need of care and protection or not The **Department of Labour** must investigate reported cases of child labour and the National Child Labour Programme of Action obliges the Department of Labour to raise public awareness on child labour and advises working through schools[143]

Book4_National Model.indd 31 2011/05/17 2:22 PM

Care and Support Priorities	DBE Roles and Responsibilities	Examples of roles played by other departments working in or through schools
Infrastructure, Water and Sanitation	The Department / Schools / Teachers are required to: • Provide a safe supply of potable, clean water at schools[144, 145] • Ensure adequate sanitation that meets the needs of both girls and boys, with a prohibition on plain pit latrines and bucket toilets • Provide some form of electricity in accordance with the National Building Regulations • Provide some form of connectivity for communication e.g. telephone, fax, internet access • Ensure road access and building access for learners with disabilities • Address inequalities in infrastructure provisioning by improving access to furniture, equipment, books, teaching and learning materials, teaching and learning spaces, such as school laboratories, libraries, school halls, gyms, counselling centres, health centres, sports facilities, facilities for school nutrition and basic services	The **Department of Public Works** has a dedicated unit responsible for the building and maintenance of public schools, including service infrastructure such as water tanks and solar panels[j] The **Department of Health** supports schools in developing infrastructure that is able to respond to injury and illness among learners and educators
Psychosocial Support	The Department / Schools / Teachers are required to: • Play an important role in the provision of psychosocial support to vulnerable learners[146] • Assist school-based support teams to identify at-risk learners and address barriers to learning[147] • Put in place learner and educator support services, such as psychologists and occupational therapists, to assist in identifying and addressing learner, educator and institutional needs[148] • Ensure learner support for stress and depression through appropriate referrals to professionals[149] • Establish peer educator groups for children in Grades 6–12 through the peer education and support programme[150] • Maintain open channels of communication with families affected by HIV, and support affected learners and caregivers wherever possible[151] • Provide access for educators to appropriate pre-service and in-service education and training and to professional support services • Ensure that the norms and standards for the education and training of educators include competencies in addressing barriers to learning, life skills orientation, counselling and learning support[152] • Ensure that the Continuing Professional Teacher Development Programme provides teachers with training and education in identifying and addressing barriers to learning and in creating an enabling environment for all learners[153]	Schools may draw on professional services (such as psychiatrists and psychologists) within the **Departments of Health** and **Social Development** Drop-in centres are community-based centres run by registered non-profit organisations (NPOs) which are registered with the provincial **Department of Social Development** (and are often partially funded by the DSD). They must comply with national norms and standards, and can provide a range of services including counselling, psychosocial support, school attendance support and educational programmes

Notes

[j] Although the Department's responsibility for school maintenance is currently under review.

Book4_National Model.indd 32 2011/05/17 2:22 PM

Care and Support Priorities	DBE Roles and Responsibilities	Examples of roles played by other departments working in or through schools
Safety and Protection	The Department / Schools / Teachers are required to: • Prohibit the use of corporal punishment in school. Any person administering corporal punishment at a public school can be found guilty of assault[154] • Secure the safety of learners. Principals may undertake body searches and urine tests if there is reasonable evidence of illegal activity and if it is in the best interest of that child or any other child in the school. The Act puts in place measures to safeguard against abuse in these circumstances[155] • Fence schools and provide some sort of security (e.g. burglar bars) and fire prevention and fire fighting equipment[156] • Screen all employees to ensure that anyone convicted of a serious crime is not employed within schools. The DBE is required to screen candidates via Part B of the National Child Protection Register[157] which records the details of people who are unsuitable to work with children • Look out for and address instances of discrimination, abuse and bullying within the education system[158]	The Safer Schools Project involves the **Department of Community Safety** and **South African Police Service** in schools. It aims to establish strategic partnerships between schools and the local community police, and to develop strategies to address challenges such as bullying, use of dangerous weapons, gangs, substance abuse, and other criminal actions **The Department of Transport** hosts School Road Safety events to promote greater awareness of road safety for children when travelling to and from school
Curriculum Support	The Department / Schools / Teachers are required to: • Ensure that all children of school-going age attend school regularly. The National Policy on Learner Attendance (2010)[159] clearly stipulates the roles and responsibilities of schools and district and provincial education departments in monitoring and ensuring school attendance • With the support of district support teams, create a flexible curriculum that accommodates a range of learning needs, including learners' preferred language of instruction[160] (within reason). This includes sign language and all the languages referred to in the South African Constitution • Ensure that special schools, created in terms of White Paper 6, provide additional professional support in curriculum, assessment and instruction to mainstream public schools (in addition to the services provided to the learner base within these special schools)[161] • Equip Full Service Schools with the necessary skills and capacity to deal with a greater range of learning needs • Enable home schooling for learners who are too ill to attend school. This decision is made by the Provincial Head of Department, after consultation with the principal, the parent or caregivers and a medical practitioner.[162,163] In such a case, the school is required to make schoolwork available to the learner for study at home and to support continued learning. Older learners may be provided with distance education. Learners and students who are ill and unable to attend school may also be placed in specialised residential institutions for Learners with Special Education Needs (LSEN). However, availability of special schools should not be used as an excuse to remove sick learners from mainstream schools[164] • Develop the capacity of schools, educators and early childhood development centres to provide educational support to children in need[165] • Establish partnerships with parents to enable them to participate in the planning and implementation of inclusion activities for children with disabilities or chronic illnesses[166]	The **Department of Social Development** is responsible for the registration of ECD centres for children aged 0–4 years and for subsidisation of their fees through the ECD subsidy.[167] They are also responsible for monitoring quality

Book4_National Model.indd 33 2011/05/17 2:22 PM

Care and Support Priorities	DBE Roles and Responsibilities	Examples of roles played by other departments working in or through schools
Extra-Curricular Support	The Department / Schools / Teachers are required to: • Have the basic minimum space for soccer or rugby and a space for netball or volleyball[168] • Ensure that no learner may be prevented from participating in extra-curricular activities because of the non-payment of school fees, or because they don't have the prescribed uniform	The **Department of Arts and Culture** has several programmes targeting schools to foster appreciation of South African heritage, promote art and music in schools, and address gender issues[169] The **Department of Sports and Recreation** also partners with Education to host/fund various sports events and workshops to promote sports in schools[170] Several departments also visit schools to provide information on career opportunities
Material Support	The Department / Schools / Teachers are required to: • Ensure that no learner may be deprived of his or her right to participate in any aspects of the school programme because of non-payment of school fees. These learners may not be victimised in any manner, including: suspension from class, verbal or non-verbal abuse, denial of access to cultural, sporting or social activities of the school or denial of access to the school nutrition programme. Learners may also not be denied a school report or transfer certificate for non-payment[171] • Implement the no-fees policy. Primary and secondary schools in the poorest areas in South Africa, namely Quintiles 1, 2 and 3, are categorised as no-fee schools. They are therefore not allowed to charge school fees (or any registration, administration or other fee)[172] • Implement the fee exemption policy. Poor and otherwise vulnerable learners attending schools that do charge school fees are exempt from paying school fees:[173] Schools must notify caregivers of their right to an exemption and must grant children living in poverty either a full or partial exemption upon application by the caregiver/ parent and in accordance with the prescribed means test. Automatic exemptions are granted to: – a child in foster care – a child in an orphanage – a child who is living with an extended family member because they have been orphaned and abandoned and have no visible means of support – a child in receipt of a child support grant – a child in a child-headed household • Assist learners who are unable to afford school uniforms, subject to the financial means of the school[174] • Enable learners to get to school. Learners who live more than 3 km away from their nearest school must be provided with free transport to and from school and/or with safe and secure hostel accommodation with adult supervision[175]	The **Department of Health** is required to provide children with moderate and severe disabilities with assistive devices, such as wheelchairs, walking aids, hearing aids and spectacles[176] The **Department of Home Affairs** assists learners and community members to access enabling documents (such as ID books and birth certificates) through school-based registration campaigns. These documents are necessary for grant access The **Department of Social Development** works with schools to ensure access to social grants for eligible children and to monitor school attendance of grant recipients. Children who receive a CSG are automatically exempt from school fees

Book4_National Model.indd 34 2011/05/17 2:22 PM

As can be seen from the table above, existing policy makes provision for a comprehensive package of services and support for learners and educators through schools. The policy framework recognises the inter-dependant nature of children's rights and promotes a collaborative, multi-sectoral response.

Notwithstanding the positive developments in policy reform over the past decade, several important policy gaps remain. The policy review[177] commissioned by the DBE highlights the following important gaps:

- *Primary school is not universally free:* Policies make education more affordable through the introduction of no-fee schools in poor areas and through the availability of a school fee exemption for caregivers and children living in poverty. However, the policy stops short of making primary school free for all and free of all associated costs (e.g. uniforms and stationery). Furthermore, the quintile ranking system is problematic, excluding many eligible poor children from the benefit of no-fee education.
- *There are no clearly mandated referral mechanisms or processes for linking vulnerable children with enabling documents (e.g. birth certificates / ID books)*: The South African Schools Act requires interim registration of children with no documents, but does not oblige schools to take any steps to assist the child in obtaining the relevant documents (whereas it does make provision for steps to get the child immunised if an unimmunised child applies for registration).
- *The Learner Attendance Policy does not provide guidance for following up with the vulnerable absentee learner:* The Policy and Procedures provide a useful tool to aid schools in identifying vulnerable learners more systematically, but they do not provide any guidance to educators and schools on appropriate responses vis-a-vis the learner who is frequently absent.
- *There are no nationally established norms and standards for school infrastructure* that are enabling of teaching and learning and that take into account the care and support needs of learners and educators.

The fundamental barriers to the provision of care and support in education however lie in the challenge of implementation, rather than in the lack of a mandate. Challenges that inhibit full implementation of the policy mandate include:

- *An overwhelming number of obligations on schools* – in addition to those covered within the core mandate of teaching and learning;
- *Insufficient resources to implement policy* – including human resources (within the DBE and within other critical services e.g. school nurses and psychologists), infrastructure and funding;
- *Difficulties with coordinating and sustaining collaborative initiatives* – both within the DBE and between DBE and other partners (government and non-governmental); and
- *The lack of an overarching framework* – to bring all of these different policies and role-players together under one "conceptual roof".

Provincial Education Department officials who participated in the *Situation and Response Analysis* expressed dismay at the plethora of policy that exists, and called for a **focus on supporting implementation** rather than the drafting of additional policy documents.

> *Don't give us another policy please, don't make another law; don't come with another something, because we are battling just to implement.*
>
> *Provincial Department of Education official*[178]

The Care and Support for Teaching and Learning (CSTL) initiative aims to address the above challenges. It provides an overarching framework to aid coordination, motivate for resource allocation and enable prioritisation of activities. It is intended to support the translation of **existing** policy from strategic intent to effective implementation. It reflects the intentions of the DBE to mainstream care and support into all aspects of the education system, rather than creating new systems or structures.

Book4_National Model.indd 35 2011/05/17 2:22 PM

Creating an Enabling Environment for CSTL

There is enormous variability in the functioning and capacity of the approximately 25,850 schools that exist in South Africa and in the needs of the communities that these schools serve. And there is variability in the range of risk and protective factors and in the interventions that already exist to address care and support issues in and through each of these schools.

As such, Care and Support for Teaching and Learning cannot be a one-size-fits-all model. It must accommodate multiple and varied care and support requirements and initiatives across different school communities, drawing on multiple stakeholders within each.

Underpinning these various initiatives however, is a set of core principles and prerequisites.

Core Principles of CSTL in SA

The following core principles were agreed during extensive consultation with key stakeholders. These principles are based on an examination of the policy framework and draw on lessons learnt through existing care and support initiatives, particularly lessons from the implementation of the Schools as Centres of Care and Support (SCCS) programme. The principles are intended to guide and inform planning, implementation, monitoring and evaluation of CSTL activities at all levels within the education system.

The Child at the Centre

All children enjoy the right to education equally and no child should be discriminated against in access to learning and the provision of care and support. Furthermore, children have a right to be heard in all matters affecting them and to participate in decisions taken about them.

White Paper 6 commits to a learner-centred approach to addressing barriers to learning and exclusion. It recognises the importance of developing learners' strengths and of empowering and enabling learners to participate actively and critically in the learning process. Within this approach, age- and gender- sensitivity and inclusiveness should be emphasised.

Schools as Sites of Care and Support

For a host of reasons described earlier, including the fact that more children are found at schools in concentrated numbers than anywhere else, the model must facilitate access to support services through schools. The direct and positive impact of school-based support on core education outcomes (including enrolment, retention and achievement) reinforces this fundamental principle.

Schools will not necessarily be able to deliver all of the services themselves, but can take on varying roles, depending on the kinds of services already available in the school community, resources on hand and the level of capacity and support from within and outside of the school.[179]

Importantly, there is a need for continuity of care within the system, from preschool to primary and to secondary schools.

Community Participation

While national and provincial commitment, support and facilitation of care and support are essential conditions, the importance of a child's immediate environment cannot be over-emphasised. The rationale behind many models of school-based care and support is that a large number of resources already exist in the community that can be harnessed to support the school and vice versa.[180]

Book4_National Model.indd 36 2011/05/17 2:22 PM

Community participation should be enabled and encouraged in order to ensure a continuum of care and support between the school and the home.

Strengthened school communities that create a positive and enriching environment and that actively participate in the identification, support and development of vulnerable children is critical. Activities such as home visits, lay counselling, establishing food gardens, childcare services and homework clubs are best conducted with the participation of communities. Community involvement is also essential to reach out-of-school youth.

Within the CSTL *Conceptual Framework*, caregivers are consulted as equal partners in the education of their children. Responsibilities of parents include a legal duty to ensure that children of compulsory school-going age are enrolled at school and attend school regularly. And educators are encouraged to involve parents in the screening of children and the identification of learning barriers.[181]

Building on Existing Initiatives

Much is already happening in the field of care and support for teaching and learning, both within and outside of the DBE. ***CSTL is not intended as an additional "programme" in itself.*** And it will not replace the numerous initiatives that already exist to support vulnerable learners e.g. the National School Nutrition Programme and the HIV and AIDS Life Skills Education Programme.

The CSTL *Conceptual Framework* aims to harness, build on and extend the reach of successful existing initiatives. To reduce costs, improve programme efficacy and avoid duplication, delivery and coordination activities will be aligned with functional existing structures (such as the School-based Support Teams) wherever possible – even those that operate outside of the education sector, but that have mandates relating to children and/or education-linked care and support.

Aligning Priorities with Policy Requirements

The education and training system in South Africa has undergone major transformation since 1994. The post-apartheid decade was devoted to dismantling apartheid structures and systems and creating a policy framework for a unified and more equitable education system. The framework provides a clear mandate for the provision of free, basic education and the delivery of a range of support services to improve school access, increase attendance and enhance educational outcomes.

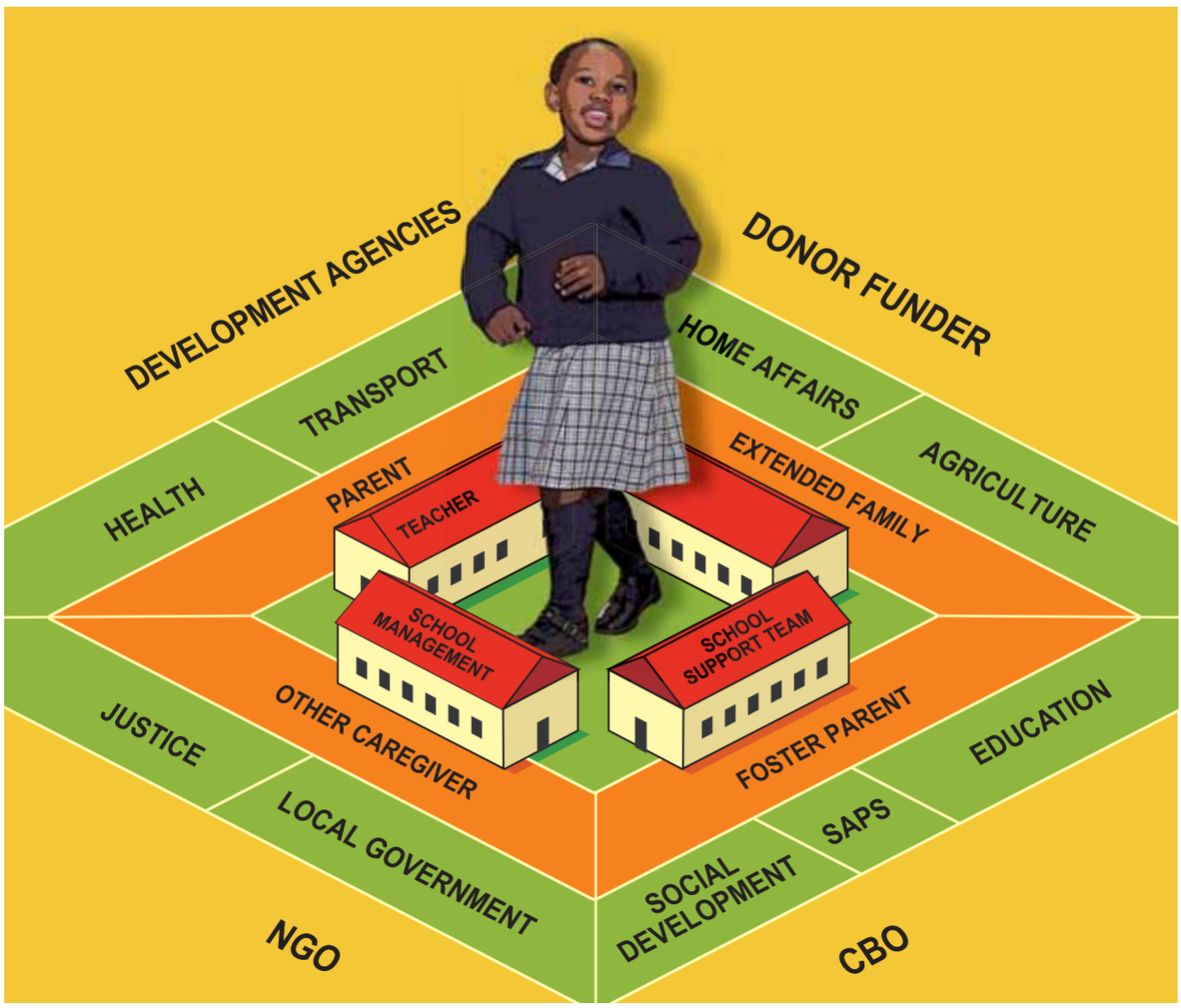
Policy developments have also responded to the particular needs of children living in poverty, children affected by HIV and AIDS, children with disabilities and other potentially vulnerable groups. Interventions to ensure care and support for teaching and learning in South Africa need to be aligned to clearly articulated policy mandates, contributing to the attainment of national, regional and international targets and tapping into existing resource allocations.

A Coordinated Multi-sectoral Approach

Realising the extensive mandate for care and support for vulnerable children necessitates a collaborative and multi-sectoral response including a range of government departments and non-governmental partners. Care and support for teaching and learning is not the sole responsibility of the DBE. For effective care and support programmes to be delivered, political will, commitment and buy-in from all role-players is necessary.[182] Multiple stakeholder collaboration and coordination is required at a community, district, provincial and national level.[183]

The diagram on the next page illustrates a learner-centered, collaborative, multi-stakeholder approach to care and support in and through schools. Within this model, various stakeholders (from caregivers to government departments) have responsibilities to ensure that the learner is able to attend school, complete school and achieve to his/her maximum potential.

Book4_National Model.indd 37 2011/05/17 2:22 PM



A learner-centered, multi-sectoral approach to care and support for teaching and learning

The Lead Role of the DBE

The DBE has the mandate to ensure that educational outcomes are met and that the right to education for *all* children is realised. The DBE therefore has lead responsibility for the provision of a comprehensive school-based package of services and support through integrated multiple-stakeholder programmes and initiatives.

Strong management structures are needed at all levels within the DBE to lead and coordinate the provision of care and support in and through schools. In particular, the DBE will need to:

- Clearly articulate the roles and responsibilities of various state and non-governmental role-players;
- Ensure good communication of intentions and actions with stakeholders through key cooperative governance structures, such as the National Action Committee for Children and HIV/AIDS (NACCA), the South African National AIDS Council (SANAC), the National Child Care and Protection Forum (NCCPF), the National Child Labour Programme of Action Implementing Committee, the Interdepartmental Coordinating Committee on Disability, the Social Cluster and the National Interdepartmental Committee on ECD, amongst others;
- Establish a representative, credible, coordinating structure that is accountable in the provision of school-based care and support;
- Facilitate coordinating mechanisms and processes at all levels for the planning, budgeting, financing, implementation, monitoring and evaluation of care and support initiatives delivered within and through schools; and
- Provide the necessary tools and resources to inform and support implementation, monitoring and evaluation.

Book4_National Model.indd 38 2011/05/17 2:22 PM

Prerequisites for CSTL in SA

The following characteristics of an education environment were identified by stakeholders as prerequisites for the effective implementation of Care and Support for Teaching and Learning in South Africa. These are fundamental characteristics of an education system that would form the backbone to mainstream care and support through education in the identified priority areas for the country. Prerequisites include:

- Adequate human resources (including teacher buy-in)
- Human resource development
- Well-defined partnerships
- Enabling policies
- Provisioning and finances
- Programme planning
- Governance, management and support structures
- Monitoring, evaluation and reporting systems

Each of these is discussed briefly below. More detailed information on these prerequisites is available in the *National Support Pack*.

Adequate Human Resources

Without the necessary human and physical resources, schools cannot be fully functional and effective. CSTL requirements may necessitate the employment of additional staff, e.g. counsellors, class-based assistants and additional teachers, but in most instances the mainstreaming of CSTL calls for better training and more intensive support for ***existing*** staff, and the identification of individuals who can play a leadership role.

As per *White Paper 6*, educators are seen as the primary resource for achieving the goals of CSTL. Buy-in from teachers is therefore critical to the success of the model. A systemic review is required of all HR processes to ensure that mainstreaming of care and support is a consideration in staff recruitment, inductions, the development of job descriptions and performance reviews.

Human Resource Development

White Paper 6[184] emphasises that the success of the Department's efforts to address barriers to learning lies with education managers and educator cadre, with particular emphasis on the role of the classroom teacher. Human resource development is therefore a fundamental prerequisite for CSTL.

Human resource development involves the identification of HR needs and existing provisions, and the development and retention of staff. In the case of CSTL, HR development should include activities within the DBE as well as the development of human resources outside of education, to support learners and educators in and through schools.

Educators must ultimately view CSTL as an integral part of teaching and learning and should "demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators."[185] Staff development at the school and district level is therefore critical. This will need to be supported through ongoing assessment of educators' needs and structured programmes to meet these needs.

The skills needed by educators are numerous and diverse. According to the policy framework, educators are expected to have the skills and tools necessary to:

- Monitor learner attendance and behaviour;
- Create a flexible curriculum that accommodates a range of learning needs and implement multi-level classroom instruction;

Book4_National Model.indd 39 2011/05/17 2:22 PM

- Recognise signs of vulnerability in learners;
- Deal appropriately with learners who have behavioural problems;
- Deliver HIV and AIDS awareness and education;
- Promote healthy life choices and lifestyles;
- Provide psychosocial support and counselling to children;
- Implement universal precautions at schools in the case of exposure to blood and other body fluids;
- Provide treatment adherence support to children on ARVs;
- Identify when illness becomes a barrier to learning and enable home schooling for learners who are too ill to attend school;
- Assist the Department of Social Development to identify cases of child labour;
- Watch for signs of abuse, record it, and report the abuse to the relevant authorities;
- Establish peer educator groups for older learners;
- Recognise and respond to instances of discrimination;
- Ensure the safety of learners;
- Support the DSD in linking vulnerable learners to grants, benefits and social services; and
- Establish partnerships with parents to enable them to participate in the planning and implementation of inclusion activities for children with disabilities or chronic illnesses.

In addition to the above, educators in Full Service and Special Schools require skills to enable them to provide a higher level of support to learners with special needs and to support other educators working in neighbouring mainstream schools.

The 80 hours annual in-service education and training requirement of the government in respect of educators should be structured in such a manner that it includes the development of skills necessary to enable educators to perform these vital CSTL functions.

Similarly, education personnel at district and provincial levels require skills development in order to fulfil their role in enabling school-based care and support.

Well Defined Partnerships

As can be seen from the policy mandate, Care and Support for Teaching and Learning is contingent on effective partnerships between the DBE and several other government departments, including the Departments of Health, Social Development, Agriculture, Public Works and Home Affairs.

The CSTL programme is also founded on a public–private partnership involving government and NGOs.

> *The NGO presence allows for innovation, while involving the government allows for institutionalisation of the programmes and lessons learned*
>
> *National DDG for Social and School Enrichment*

Care and support interventions at school level are frequently initiated, funded and coordinated by non-governmental or community-based organisations working in and through schools. These partnerships between schools and NGOs or CBOs are usually informal and currently operate outside of any clearly defined mandate. This raises a host of challenges which can impact negatively on schools, learners and implementing partners.

Well-defined partnerships, with clearly articulated parameters, expectations, roles and responsibilities are a prerequisite for the realisation of care and support objectives.

Book4_National Model.indd 40 2011/05/17 2:22 PM

At community level, the DBE is expected to build a network of identified service providers and to coordinate referrals and collective action to address the needs of vulnerable learners[186] (School-based Support Teams, described below, play an important role in this regard).

Partnerships between schools and parents/caregivers are also fundamental to CSTL. The policy framework makes several references to the importance of working with caregivers in the identification and support of vulnerable learners and out-of-school youth.

Enabling Policies

Policies and laws define Government commitments and guide budgets. In order to mainstream care and support within education and ensure adequate resource allocation, it is essential to ensure an enabling policy framework that makes the appropriate provisions.

Within the South African context, this policy framework exists. As noted earlier – while some policy gaps remain, barriers to the provision of care and support in education lie predominantly in the sphere of implementation.

Provisioning and Finances

Despite the policy mandate, lack of funding emerged from the *Situation and Response Analysis* and the *Baseline Study* as a common challenge to the implementation of CSTL nationally and in the region. Dealing with funding and provisioning requirements is fundamental to the Department's overall leadership and coordination function.

Working in collaboration with implementation partners (such as NGOs, CBOs and other government departments) can assist schools in more impoverished communities to realise their care and support obligations without having to raise significant additional resources.

Programme Planning

Given the range of stakeholders involved in the implementation of Care and Support for Teaching and Learning (including several different education directorates, other government departments and non-governmental partners), effective and consultative programme planning is necessary.

At national and provincial levels, programme planning is largely strategic, with operational planning happening at district and school levels. Where implementation partners are involved, joint planning is essential. It is also important to ensure that care and support issues feature on the agenda of all relevant education directorates as a consideration in their programme planning.

Governance, Management and Support Structures

Care and Support for Teaching and Learning requires that structures are in place to support integration at national, provincial, district and school levels. In line with the core principle of collaboration in CSTL, structures should be multi-sectoral, bringing relevant stakeholders together to play their respective roles within the education system.

The *National Support Pack* recommends constituting task teams at national and provincial levels to manage and guide implementation.[k] At the local level, the nature, purpose and composition of structures may vary from one school community to another. However, *White Paper 6* does suggest the establishment of particular structures for the implementation of care and support in and through schools. These include

Notes

[k] Refer to the *Action Step: Support and Structures* for details on the terms of reference for each of these structures.

Book4_National Model.indd 41 2011/05/17 2:22 PM

District-based Support Teams, School-based Support Teams, Special Schools as Resource Centres and Full Service Schools.

Roles and responsibilities of the various structures as defined in *White Paper 6* and the *National Support Pack*

National Task Team (NTT)
The main function of the National Task Team (or National Steering Committee) is to provide strategic direction and guidance to CSTL. The team should comprise specialists with the necessary expertise and skills, including representatives from the relevant DBE directorates at national level and provincial Departments of Education. Relevant NGOs and other government departments should be co-opted on an ad hoc basis to participate in the National Task Team.

Provincial Task Team (PTT)
Provincial Task Teams should be in place to coordinate and guide CSTL activities across the province. These Teams include Department of Education personnel (e.g. specialist learner and teacher support personnel, governance and management experts, administrative staff and representatives from the school districts in each province). Once again, partners from other government departments and from civil society may be co-opted as required.

District-based Support Team (DBST)
District-based Support Teams are central to the implementation, monitoring and evaluation of CSTL. They provide a coordinated professional support service that draws on expertise in further and higher education and local communities. Their primary function is to build the capacity of schools (and other educational institutions) to recognise and address barriers to learning and to accommodate a range of learning needs. Importantly, the DBSTs are also required to develop and coordinate school-based support for ***educators***. In collaboration with provincial departments of education, DBSTs provide access for educators to appropriate pre-service and in-service education and training and professional support services.

Institutional-level Support Team (ILST) also called School-based Support Teams
Institutional-level Support Teams operate at the level of the school, to coordinate learner and educator support services. These teams are made up of school management, educators, parents / caregivers and learners (where applicable). Where appropriate, these teams should be strengthened by expertise from the local community, DBSTs and higher education institutions. DBSTs provide the full range of education support services to these Institutional-level Support Teams.

Special Schools as Resource Centres
White Paper 6 envisaged that Special Schools would be converted into Resource Centres. These centres have two primary responsibilities. Firstly, they provide an improved educational service to their targeted learner populations (i.e. learners who require high level support). Secondly, the skill set available within these schools would be integrated into the District-based Support Teams. In this way, Special Schools can provide specialised professional support in curriculum, assessment and instruction to neighbouring mainstream and Full Service Schools.

Full Service Schools
At least one primary school within each of the 81 school districts should operate as a Full Service School, to accommodate learners that require moderate to high level support. These schools are provided with physical and material resources and the staff and professional development that are necessary to accommodate learners with the full range of learning needs. Ultimately, all schools should function as Full Service Schools, gradually offering support for an increasingly wider range and level of support needs.

Book4_National Model.indd 42 2011/05/17 2:22 PM

Importantly, the names and nature of these various structures are less important than their functions. Where relevant structures already exist within schools (e.g. school management teams) and school districts, CSTL activities should be mainstreamed within these structures rather than creating additional/parallel structures. Mainstreaming of CSTL within existing education structures and systems will help reduce duplication and avoid unnecessary additional burdens on education personnel.

More information on specific structures is available in the *National Support Pack*.

Monitoring, Evaluation and Reporting

The implementation of care and support must be monitored, evaluated and reported on, to track the impact of CSTL on ***educational outcomes,*** to monitor efficacy and to justify the expenditure and motivate for the continuation of CSTL.

The Department of Basic Education has a host of obligations in terms of monitoring school enrolment, learner attendance, learner performance, etc., and it has various systems in place to track these indicators. Where possible, monitoring, evaluation and reporting systems for CSTL should be aligned with existing M&E systems within the Department of Basic Education, e.g. Education Management Information Systems (EMIS), Learner Unit Record Information Tracking System (LURITS) and Screening, Identification, Assessment and Support (SIAS).[I] Efforts should be made to align data collection tools and processes with the normal routines and operating procedures within schools, and to integrate data analysis and reporting within existing DBE M&E processes. Furthermore, indicators and measures for determining CSTL impact should be linked to core education priorities, namely education access, retention and achievement outcomes.

When reviewing appropriate CSTL indicators, it is also important to consider inter-departmental reporting obligations for care and support (as outlined in the section headed **National Obligations**).

Notes

[I] To support implementation of Inclusive Education (through *White Paper 6*), schools are provided with SIAS tools. These are intended for use by educators to help identify barriers to learning and to establish appropriate support packages for learners experiencing these barriers. The SIAS strategy was developed to ensure a more rigorous and consistent approach to screening, identification, assessment and support of learners across the system.

Book4_National Model.indd 43 2011/05/17 2:22 PM

Current Care and Support Priorities

The core principles and prerequisites described above form the foundation on which to build care and support for teaching and learning in and through schools – ultimately enabling schools to progressively deliver on their care and support obligations.

As mentioned previously, individual school programmes should be tailored to the needs and capacities of each school community. In designing programmes to support vulnerable learners however, schools and their implementation partners should consider the ***current*** priorities listed below:

- Nutritional Support
- Health Promotion
- Infrastructure, Water and Sanitation
- Social Welfare Services
- Psychosocial Support
- Safety and Protection
- Curriculum Support
- Co-curricular Support
- Material Support

These types of interventions are prioritised because they are effective in addressing the systemic, societal and intrinsic barriers to education access, retention and achievement outcomes that were described earlier in this document.

The list draws on the findings of the *Baseline Study,* the *Situation and Response Analysis*, and the inter-provincial forum meeting with Provincial Education Departments. These priorities also reflect obligations articulated within the education policy framework (as described in the section headed **National Obligations**). The priorities were also cross-referenced against roles and responsibilities identified in other multi-sectoral frameworks such as NACCA and SANAC.

It is worth restating here that the role of the DBE in implementing these priorities is two-fold:

1. Directly addressing education-specific elements of vulnerability through schools; and
2. Creating an enabling environment for ***other role-players*** to provide care and support to teachers and learners in and through schools.

The pages that follow provide more information on each priority – revisiting (briefly) the education mandate for each, and providing examples of relevant programmes. These examples are intended to stimulate thought and discussion within various levels of the education sector, and are not meant to be prescriptive or limiting.

Interventions should be adapted to fit local contexts – schools and their implementing partners should review the priority list in light of the needs and the capacity of their particular school community and design or plan interventions accordingly.

Furthermore, the needs of individual learners and school communities change over time. Any care and support system is only as good as its ability to adapt to the changing needs of learners and teachers. The nature, target and scope of programmes must be responsive to these changing needs.

Nutritional Support

Nutritional support is intended to address barriers to learning associated with hunger and malnutrition. Nutritional support enhances the learning capacity of learners through the provision of a daily hot, cooked, nutritious meal to learners. It includes not just the delivery of feeding programmes, but also measures to ensure food quality, the creation of sustainable food production initiatives through, amongst others, school-based food gardens; and the promotion of healthy lifestyles through, among others, nutrition education and deworming programmes.[187]

Book4_National Model.indd 44 2011/05/17 2:22 PM

Programme Example: National School Nutrition Programme

Through the National School Nutrition Programme, the DBE provides one meal per school day to all learners in Quintiles 1, 2 and 3 public primary schools, and to all learners in Quintile 1 secondary schools. While the programme is managed by the DBE, the Department of Health plays an important role in supporting the programme.[188] Some provinces are working with the DoH to develop menus for the feeding programme in order to ensure that the food provided to learners is the most nutritious possible within budgetary constraints.

The Department of Agriculture also assists schools with seedlings, equipment and expertise to establish food gardens which help supplement the feeding programme.

Health Promotion

Health promotion involves a process of enabling educators and learners to increase control over their health and its determinants, thereby improving and promoting their overall health and wellbeing.[189] Health promotion interventions should address the risk and protective factors that impact the wellbeing of educators and learners. Such programmes may focus on sexual and reproductive health, including teenage pregnancy and HIV, drug and substance use, personal hygiene and environmental health, as well as programmes to screen learners for health barriers to learning, such as developmental delays and disabilities.

The DBE is also responsible for the provision of information and education on various health and wellness-related issues to school communities more broadly,[190] and for supporting educators in identifying and responding to the needs of learners with particular health needs.

Programme Example: HIV and AIDS Life Skills Education Programme

The HIV and AIDS Life Skills Education Programme was initiated in 2000 and is implemented in all public institutions with a focus on learners in Grades 1–12. The main objectives of the Life Skills Programme are to integrate HIV and AIDS and relevant life skills into the school curriculum as a strategy to mitigate the spread of HIV and AIDS, and to provide care and support for learners who are infected and affected by HIV and AIDS. In this regard, a cross-curricular approach has been adopted. Although life skills and HIV and AIDS education is primarily located in the Life Orientation learning area, some aspects of the programme have also been integrated into other learning areas.

The Life Skills HIV and AIDS programme focuses mainly on curricular activities as per the following focal areas:

- Training of educators to teach aspects of the programme within the curriculum;
- Peer education activities for learners to support curriculum implementation;
- Capacity building of School Management Teams to develop school support plans or action plans for HIV and AIDS; and
- Care and support activities for learners and educators.

Book4_National Model.indd 45 2011/05/17 2:22 PM

Infrastructure, Water and Sanitation

This priority area involves the provision and maintenance of habitable and appropriate physical school structures designed to meet all of the accommodation requirements of the school, including classrooms, library, administration areas, adequate toilets, clean and consistent water supply including safe drinking water, playgrounds, sports and catering facilities and a sick bay. All of these should be situated within the fenced grounds of the school. The manner in which the physical environment, such as buildings and grounds, is developed and organised contributes to the level of independence and equality that learners with disabilities enjoy. As such, infrastructure should be designed in such a way as to be accessible for learners and educators with disabilities.

This priority area puts a focus on water and sanitation because they are fundamental determinants of learner and educator health and wellbeing as well as primary markers of the state of development of the school. In addition, they are key targets of the MDGs on which the global community is lagging behind.

The DBE is required to ensure a safe supply of potable, clean water at schools, adequate sanitation that meets the needs of vulnerable children, access to electricity and a communication system.

Programme Example: Ecolink Rainwater Harvesting

Ecolink is a service organisation that provides training and support to disadvantaged communities. Through their Water Care Programme, community members are trained in water tank construction and water conservation and management. This programme functions to alleviate water stress and scarcity in schools, clinics, pension points and community projects.

Social Welfare Services

This priority area refers to the role of schools and educators in the implementation of child care and protection legislation[191] and in promoting access to social welfare services, enabling documents (such as IDs and birth certificates) and social assistance grants, such as the child support grant.

Teachers have a legal obligation to report cases of physical abuse, sexual abuse or neglect.[192] Schools also have an obligation to report incidences of exploitative child labour. The Education Department must notify the DSD of any child who is receiving the CSG who is not registered at or attending school. And educators should be equipped with the skills and tools necessary to identify vulnerable children and to refer them appropriately. Towards this end, schools, through their School-based Support Teams, must build and maintain a network of identified service providers within their community.

Programme Example: Integrated Service Delivery Days

Several organisations have partnered with schools to coordinate integrated service delivery days. These events bring together a range of service providers on the premises of a school over a period of one or two days. Having all of these role-players under one roof creates a temporary and highly effective one-stop shop for services for vulnerable children.

In most instances, these multi-service events promote access to social grants. Typically, a caregiver wishing to apply for a grant will have to negotiate her way through up to seven different government departments, a process that can take in excess of 12 months and involve repeat visits to several different government offices. Travel costs, illiteracy, ignorance and fear prevent the most vulnerable households from negotiating this system. Using a local school as a central and easily accessible venue, these events

Book4_National Model.indd 46 2011/05/17 2:22 PM

bring together civic and traditional leaders and officials from all relevant government departments to enable caregivers to go through the full process of applying for a grant, often within a few hours! With plenty of on-site support, every effort is made to assist every person who comes through the doors.

Role-players that are usually involved in such events include: The South African Social Security Agency (SASSA), the DBE, the Department of Home Affairs, the Department of Social Development, the Department of Justice, the South African Police Services, traditional and civic leaders, Local Government and the Department of Health.

In addition to enabling access to services, these events encourage collaboration between various government departments at local level and between government and civil society service providers.

Psychosocial Support

The Regional Psychosocial Support Initiative (REPSSI) defines psychosocial support (PSS) for children as a "continuum of care and support by which children, families, service providers, and the broader community can influence children's social environment as well as their individual capacities for both individual benefit and community societal development".[193] Psychosocial support is provided in response to the emotional, mental and social needs of learners and educators. All of these are critical for educational and overall development. These needs arise from traumatic events such as extreme poverty, absence, illness or death of parents and exposure to violence. They can manifest in, amongst others, depression, behavioural difficulties, withdrawal, extended or repeated absenteeism and failure to perform at school, amongst other signs.

While PSS interventions are intended to promote the psychological and social development of the child, they should also be tailored to strengthen protective and preventive factors that will limit negative consequences for children. Schools have an important role to play in the provision of psychosocial support to all children, and in particular vulnerable learners, and in fostering supportive relationships with caregivers of vulnerable children. Schools are also required to establish peer educator groups that can offer ongoing support and to maintain open channels of communication with families. Educators should be provided with the skills and support necessary to fulfil these roles, and should be able to draw on professionals located within the school community, District-based Support Teams and Special Schools as Resource Centres when necessary.

Programme Example: Childline in Schools

Childline is a non-profit organisation that works with schools and communities to help protect children from all forms of violence and to create a culture of children's rights in South Africa. Childline offers prevention and education programmes in schools to provide information to learners and educators on children's rights, child abuse, HIV and AIDS, relationships and responsible sexual behaviour. Childline also provides information for educators via its website.

Safety and Protection

One of the priority mandates of the DBE is to ensure that a school is a safe and protective environment for both learners and educators. This mandate includes ensuring that the physical environment of the school is free of all forms of injury, violence and physical abuse. This can be achieved through fencing and installing security gates and developing a code of conduct for the school. But safety and protection concerns are not limited to the physical infrastructure of the school (such as fencing and gates). It also refers to the psychological and emotional safety of learners and educators by focusing on factors such as stigma, discrimination, bullying and sexual harassment. A useful definition of a safe school follows on the next page:

Book4_National Model.indd 47 2011/05/17 2:22 PM

A safe school may be defined as one that is free of danger and where there is an absence of possible harm; a place in which non-educators, educators and learners may work, teach and learn without fear of ridicule, intimidation, harassment, humiliation, or violence. A safe school is therefore a healthy school in that it is physically and psychologically safe. Indicators of safe schools include the presence of certain physical features such as secure walls, fencing and gates; buildings that are in a good state of repair; and well-maintained school grounds. Safe schools are further characterised by good discipline, a culture conducive to teaching and learning, professional educator conduct, good governance and management practices, and an absence (or low level) of crime and violence.[194]

Any person employed within a school environment should be screened in terms of the National Child Protection Register[195] (which records the details of people who are unsuitable to work with children), and in accordance with the South African Schools Act, no corporal punishment is permitted in schools.

Programme Example: Operation Hlayiseka "Early Warning System" Safe Schools Project

Hlayiseka is a joint programme between the DBE and the Department of Community Safety. The programme was developed by the Centre for Justice and Crime Prevention (CJCP), and was recommended to all provinces by the national DBE.

The programme involves working individually with each school to develop a comprehensive, tailor-made School Safety Plan. Once the plan has been designed, the programme works to enhance the capacity of the school management and educators to cope with the unique crime and safety challenges found in its school environment. The implementation of each School Safety Plan requires active involvement of a wide range of players. These include principals, teachers, learners, parents, other government departments, civil society and the broader community. As with the other cross-cutting programmes, Operation Hlayiseka is improving collaboration between government departments, and focusing service provision on each school's individual needs.

Curriculum Support

Curriculum support includes efforts to ensure the creation of a learning environment that reflects and celebrates diversity, as well as creating experiences that acknowledge learning rates levels and styles. Curriculum should be tailored to efficiently and effectively meet the needs of those learners who are experiencing barriers to learning, those who have behavioural problems and those who have high levels of ability and learn much faster than other learners.[196]

Curriculum support activities should aim to develop teacher skills in curriculum adaptation/differentiation, alternative assessment strategies, the use of assistive devices, life skills education, Screening, Identification, Assessment and Support Tools and referral mechanisms, and learner support programmes.

School management and educators should ensure a flexible curriculum that accommodates a range of learning needs, including learners' preferred language of instruction (within reason). Learners who are too ill to attend school should be supported to study at home or be accommodated in residential institutions for learners with special education needs.

Book4_National Model.indd 48 2011/05/17 2:22 PM

Programme Example: LEAP Life Orientation Initiative

Life orientation (LO) is a compulsory and examinable subject in all South African schools up to the end of Grade 12. Schools are required to devote three periods per week to the subject which focuses mainly on the external components of life skills, such as time management, study skills, job applications, healthy lifestyles and general societal and environmental issues.

LEAP schools have taken Life Orientation a step further.

The communities and families from which LEAP students come are often disempowered, and many learners have absent parents and direct experience of violence, death and illness of family and community members. Under these circumstances, trust, autonomy and initiative stages of development will not be adequately enabled or achieved. As a result, many students are likely to have problems in forming concrete personal identities, making them susceptible to behaviour which is harmful to themselves and to others.

LEAP have therefore extended the LO curriculum with an emphasis on the personal development aspects of the subject. LEAP devotes one lesson a day to Life Orientation – from Grades 9 to 12. Lessons are held without desks and with learners sitting on chairs in a circle. The lesson is not "taught" but rather discussion is facilitated around themes. The LO facilitators are often healthcare professionals (e.g. occupational therapists or nurse therapists) who partner with the school to help facilitate the development of strongly-grounded, non-prescriptive values system, self-respect and respect for others, in every student.

Co-curricular Activities

Co-curricular activities in the context of care and support are intended to support and augment curriculum implementation in and outside of the school. They assist in promoting the physical, social and emotional health and wellness of learners, and can provide useful diversion from undesirable and destructive behaviour on the part of learners outside of school hours. Examples of co-curricular activities include peer education programmes, homework assistance programmes, social and drama clubs, and sport-related activities. All schools are required to have facilities for at least one extra-curricular sporting activity for boys and girls.

Programme Example: Collaborative Peer Education Initiative

Save the Children (SCF) UK has partnered with the DBE to help transform schools into sites of care and support for vulnerable learners. As part of this multifaceted programme, SCF works with local NGOs to train youth facilitators to help students deal with social problems and promote key skills, such as leadership and teamwork. The facilitators also identify children who have dropped out of school, and work collaboratively to encourage and enable their return.

Material Support

Material support refers to the provision of resources or services to address material or financial barriers to education.

Education policy requires that the DBE establish no-fee schools in the poorest communities and institute fee exemptions for vulnerable children attending fee-charging schools. The DBE is also required to provide learning and teaching support materials, to assist with uniforms for children who cannot afford them, to

Book4_National Model.indd 49 2011/05/17 2:22 PM

assist learners to access assistive devices where necessary, and to provide learners with transport or accommodation if no school is available within reasonable walking distance of their homes.

Programme Example: Fee-free Schools and Fee Exemptions

Primary and secondary schools in the poorest areas in South Africa, namely Quintiles 1, 2 and 3 schools, are categorised as no-fee schools. These schools are not permitted to charge school fees (or any registration, administration or other fee)[197] and receive additional subsidies from the DBE in lieu of fees. In addition, poor and otherwise vulnerable learners attending fee-charging schools may be exempt from paying school fees[198] if they qualify according to a prescribed means test. Certain categories of children are automatically exempt, including children who have been orphaned, children in foster care, children receiving the child support grant and children living in child-headed households.

Schools functioning optimally as sites of care and support for vulnerable learners will have programmes in place to address ALL of the above priorities. Most schools, however, will require substantial support to enable them to reach this point.

The Schools as Centre of Care and Support Programme facilitated by MIET Africa is an example of a collaborative initiative between an NGO and the DBE that provides support to schools to enable them to become sites of care and support for learners and educators. A school principal involved in the programme had this to say:

The SCCS programme has increased our knowledge and understanding of HIV and AIDS. And it has helped the community get birth and death certificates for children who don't have them, and access grants. It has also helped us build a new classroom, taught our Grade 1 and Grade 6 learners how to do art, brought us sport equipment and taught the learners how to play volley ball, soccer and netball...

It has helped us learn how to treat learners who are sick and how to involve the community in our school, by working together… Parents used to run away from school because they thought school was high. But now we are all members of a family.[199]

School principal

The challenge lies in taking these kinds of initiatives to scale. The CSTL *Conceptual Framework* and accompanying *National Support Pack* aim to do just this.

Book4_National Model.indd 50 2011/05/17 2:22 PM

Supporting Implementation of CSTL in South Africa

This final chapter of the *Conceptual Framework* takes the discussion one step further. It reiterates the notion of the school community as a web of relationships between numerous role-players, with the learner and educator at the centre. The chapter introduces elements of the National Support Pack – which is intended to facilitate operationalisation of the CSTL vision.

Strengthening School Communities

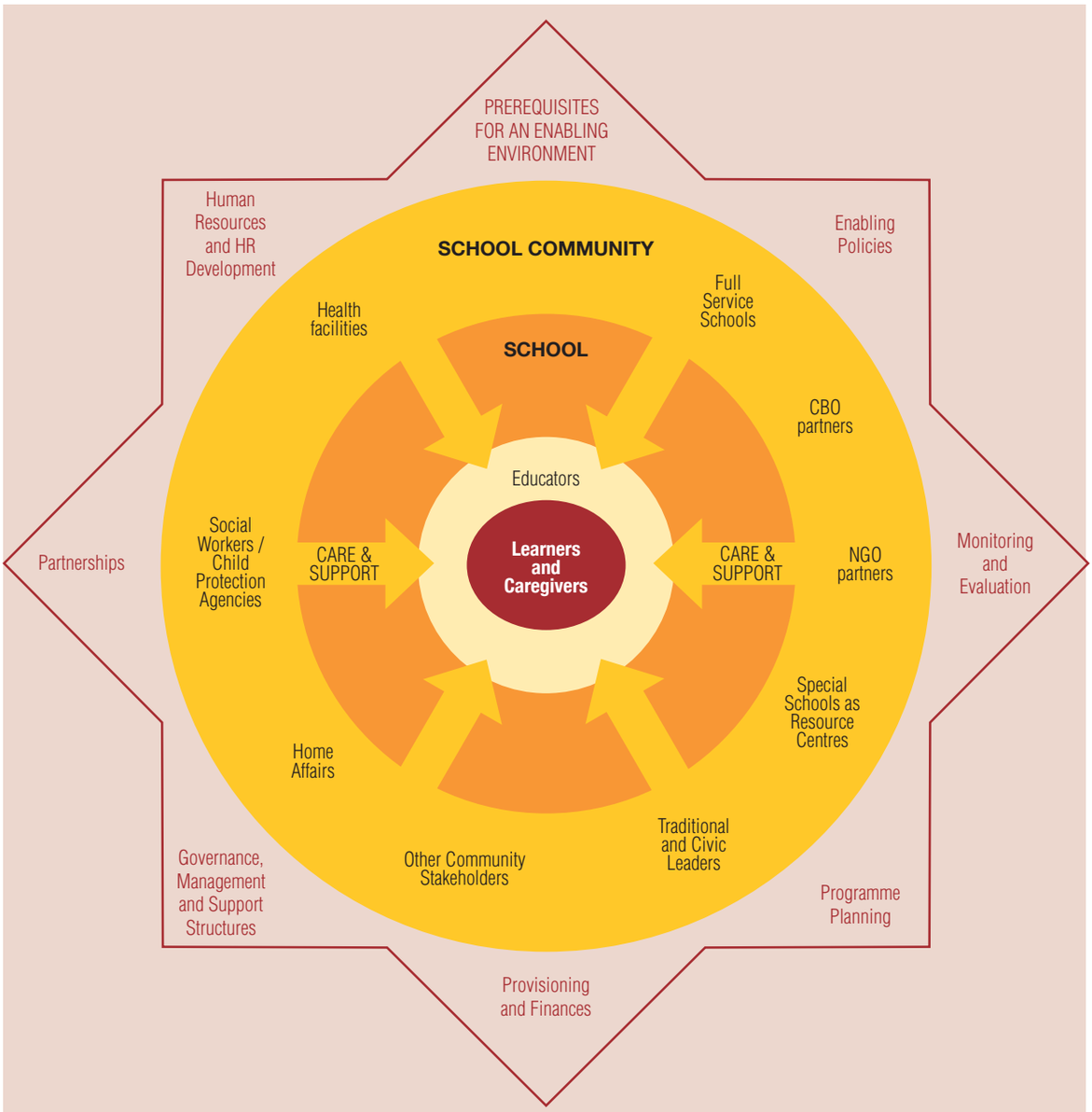
The vast majority of schools in South Africa fall into the category of mainstream public schools. The vast majority of vulnerable learners attend these schools.

At present, and for the foreseeable future, most mainstream schools do not have the in-house skills and resources to fully implement CSTL. For these ordinary schools struggling with extraordinary challenges, additional support is needed "on the ground" to realise the objectives of CSTL. The focus needs to be on putting in place processes and strategies to facilitate collaboration between mainstream public schools and formal and informal support structures within the broader school community. The role of School-based Support Teams and District-based Support Teams are critical in this respect.

All school communities, regardless of their level of poverty, functioning, size or capacity, have resources and strengths. These are the building blocks on which every school can begin the journey towards creating an environment which is conducive to Care and Support for Teaching and Learning. These building blocks may be as basic as a motivated and committed school principal, a positive relationship with the community, good infrastructure or an active NGO in the area. Every school has assets at its disposal! In moving forward, we need to shift our conversations from the "problems" of community to the "possibility" of community.[200]

The diagram on the next page attempts to encapsulate the core elements of CSTL as presented in this *Conceptual Framework*. It includes as a backdrop the prerequisites for an enabling environment for CSTL in schools. The diagram places the learner at the centre, and recognises the importance of her/his relationship with caregiver and educators. The school is positioned within a broader school community that includes numerous potential partners, including Special Schools as Resource Centres and Full Service Schools as envisaged in *White Paper 6*. The list of partners is not intended to be exhaustive but simply illustrates the range of stakeholders that can (and do) work with schools to support learners and educators. The arrows represent the delivery of care and support to learners and educators through schools. The idea of schools as conduits of care and support for learners and educators is central to CSTL.

Book4_National Model.indd 51 2011/05/17 2:22 PM



The core elements of CSTL

Where to from here? Introducing the *National Support Pack*

The attainment of basic education objectives rests heavily on the ability of the education system to eliminate barriers to education for vulnerable children. This requires a new level of innovation and collaboration across various directorates within Education, between different government departments and between government and civil society stakeholders.[201] The *National Support Pack* was designed to help guide the DBE through the process of implementing CSTL. The Pack includes information, case studies and tools for use and adaptation by National and Provincial CSTL Task Teams.

The *National Support Pack* is structured around 12 Action Steps, each of which is critical to effective mainstreaming of Care and Support for Teaching and Learning within South Africa.

Book4_National Model.indd 52 2011/05/17 2:22 PM

The 12 Action Steps described in the *National Support Pack*

Action steps	Brief description of each step
Create an enabling policy environment	Includes information on how to conduct a policy audit and highlights the importance of inter-sectoral advocacy in creating an enabling policy environment
Conduct a situation and response analysis	Describes how to conduct a situation and response analysis in order to understand the factors that render children vulnerable and to identify existing interventions
Develop a national model	Contains the Conceptual Framework which articulates the DBE's approach to address barriers to teaching and learning for vulnerable children
Formulate CSTL Programme plans	Provides guidance on planning and costing a CSTL Programme to suit each particular context
Identify and establish the necessary support and structures	Describes the various structures that need to be in place and provides guidance on the composition, scope and terms of reference of these structures
Map capacity for implementation	Identifies the capacity needed for implementation of the CSTL Programme plan (including human resources, skills and knowledge, infrastructure and equipment) and considers opportunities for mainstreaming
Develop necessary materials and tools	Describes the purpose and content of materials and tools needed to support mainstreaming of CSTL and provides guidance on where to access new resources and/or how to adapt existing resources
Establish a multi-sectoral network of services	Outlines processes and considerations for establishing effective partnerships and networks to support learners and educators
Design effective monitoring and evaluation, research and reporting mechanisms	Explains the importance of monitoring, evaluation, research and reporting and describes ways of designing and implementing these
Develop an advocacy and communication strategy	Describes steps in the development of an effective advocacy strategy to promote mainstreaming of CSTL
Conduct CSTL pilot	Explains the importance of piloting interventions before finalising the model, tools, training and processes
Plan for scale up and sustainability	Outlines requirements for taking the pilot to scale, including systems, resources, infrastructure, HR provisioning, targets and timeframes, etc

These Action Steps are purposefully not numbered. This is because there is no prescribed sequence for when the steps should be undertaken, and CSTL Task Teams may work on several steps concurrently. The

Book4_National Model.indd 53 2011/05/17 2:22 PM

Action Steps are also not equal in size or complexity – some may take months and maybe even years to achieve fully; others can be completed more rapidly.

The ***National Support Pack*** is designed for flexible use. It is a resource that individuals and teams can use at any time to inform and strengthen efforts to mainstream care and support within schools.

The primary target audience for the *National Support Pack* is the Task Team that is established at national and provincial levels to direct the CSTL Programme. However, other role-players may well find elements of the *National Support Pack* useful. These role-players include DBSTs, ILSTs, NGO partners, and donors and development agencies.

Conclusion

Care and support within the education environment is not an end in itself. Its value and impact must be measured by the extent to which it contributes to and improves teaching and learning outcomes. Because of the multiple manifestations of vulnerability, multi-stakeholder partnerships are essential for the provision of care and support. Both the former and the latter mean that the delivery of care and support in the education environment is inherently complex. This *Conceptual Framework* is an attempt to bring conceptual clarity to the approach of the Department of Basic Education, to care and support, and should be applied equally by the range of stakeholders working in and through schools to improve the lives of learners and educators.

Book4_National Model.indd 54 2011/05/17 2:22 PM

Appendix1: Policy Framework for Care and Support for Teaching and Learning

International Obligations[202]

- United Nations Convention on the Rights of the Child, 1990: South Africa ratified the United Nations Convention on the Rights of the Child in 1995, recognising the right of the child to holistic education, with a view to achieving this right progressively and on the basis of equal opportunity.

- The World Conference on Education for All, held in Jomtien, Thailand in 1990, echoed the provisions of the UNCRC that all children, young people and adults have the fundamental human right to a basic education.[203]

- The vision of Education for All was further elaborated at the World Education Forum meeting in Dakar, Senegal (April 2000), through the formulation of the *Dakar Framework for Action*. This framework calls for national plans of action for education to be integrated with wider development and poverty reduction strategies. Citing civil society as important role-players in the process, it recommends a set of time-bound goals and strategies for ensuring "Education For All" by 2015.

- The *United Nations Millennium Declaration* was adopted by 189 nations (including South Africa) and signed by 147 Heads of State and governments during the United Nations Millennium Summit in September 2000. The Declaration commits signatories to the pursuit of the Millennium Development Goals (MDGs). These are eight goals to be achieved by 2015 that respond to the world's main development challenges. The process represents renewed commitment from countries towards minimum development standards for the poorest. Millennium Development Goal number 2 is to achieve universal primary education, with the 2015 target of ensuring that all boys and girls complete a full course of primary schooling.

- The *UNICEF Framework for the Care and Protection of Vulnerable Children* emphasises that any effective response must draw on the resources and energy of public, private and civil society groups, through a shared responsibility for the protection and wellbeing of vulnerable children.[204]

Pan-African and Regional Agreements

- African Charter on the Rights and Welfare of the Child, 1990
- African Youth Charter, 2006
- SADC Declaration on HIV/AIDS, 2003
- The Strategic Framework and Programme of Action (2008–2015): Comprehensive Care and Support for Orphans and other Vulnerable Children and Youth in SADC and Business Plan, April 2009 – March 2015: Implementation of the Strategic Framework and Programme of Action (2008–2015)

In addition to the basic obligations to all children, international and regional frameworks recognise that orphans, other vulnerable children and youth (OVCY) are particularly at risk of not accessing their right to a basic, affordable education. To address this, countries are required to undertake special measures to protect these vulnerable children and youth, and to promote their inclusion and participation in education. Most of these measures are well-aligned with the ideals of care and support, and include:

- Ensuring equal access to female and disadvantaged children;
- Protecting children from discrimination and any denial of their human rights, including the right to education;
- Making education accessible to children with mental or physical disabilities;

Book4_National Model.indd 55 2011/05/17 2:22 PM

- Ensuring refugee children are accessing their rights, including the right to education;
- Protecting children from child labour;
- Supporting teen mothers to continue their education prior to, and after, the birth of their child;
- Ensuring that children affected and/or infected by HIV and AIDS are not discriminated against in their access to, enrolment in or attendance at school; and, to provide these children with protection, care and support at school;
- Protecting children from physical, mental and sexual abuse, exploitation and neglect. Measures must include prevention measures, identification, reporting, referral and follow-up;
- Providing the support necessary for parents to fulfil their obligations to provide children with an adequate standard of living;
- Protecting and ensuring access to health care services, preventing malnutrition and ensureing access to food and nutrition and social security; and
- Protecting children from the use and abuse of narcotic drugs and other illegal substances.

South African Frameworks and Policies that refer directly to the DBE's role in facilitating care and support through schools

- Tirisano – A Call to Action (1999)
- Education *White Paper 6*: Special needs education – building an inclusive education and training system, 2001
- The National Integrated Plan for Early Childhood Development in South Africa, 2005–2010
- National Policy on HIV and AIDS for Learners and Educators in Public Schools, and Students and Educators in Further Education, 1998
- Norms and Standards for Educators (2000)
- The HIV/AIDS Emergency: DBE Guidelines for Educators (2002)
- Policy Framework on Orphans and Other Children Made Vulnerable by HIV and AIDS, South Africa (2005)
- The National Action Plan for Orphans and Other Children Made Vulnerable by HIV and AIDS, South Africa 2009–2012
- The HIV and AIDS and STI National Strategic Plan (2007–2011)
- School Health Policy and Implementation Guidelines (2003)
- Children's Act, 2005 and Children's Amendment Act, 2007

Other Relevant National Policies and Laws

- The Constitution of the Republic of South Africa, 1996
- The National Integrated Plan for HIV and AIDS (2000–2004)
- Employment Equity Act, 1998 and Code of Good Practice on Key Aspects of HIV and AIDS – Regulation no 390 of 2000
- Policy Guidelines for Youth and Adolescents Mental Health, 2001
- Social Assistance Act, 2004 and the Social Assistance Amendment Act, 2008
- The Basic Conditions of Employment Act, 1997
- The Child Labour Programme of Action (2008–2013)
- Policy Guidelines for Child and Adolescent Mental Health, 2001
- School Health Policy and Implementation Guidelines, 2003

DBE Policies and Laws

- Admissions Policy for Ordinary Schools Act No 27 of 1996
- Amended National Norms and Standards for School Funding, 2006
- Conceptual and Operational Guidelines for the Implementation of Inclusive Education: District-based Support Teams (2005); Special Schools as Resource Centres (2005); Full Service Schools (2005) and Draft Guidelines for the Inclusive Learning Programmes (2005)
- Develop an HIV and AIDS plan for your school – A Guide for School Governing Bodies and Management Teams, 2003, DBE

Book4_National Model.indd 56 2011/05/17 2:22 PM

- Draft Framework Document on Health and Wellness, July 2006
- Education Laws Amendment Acts No 24 / 2005 and No 31 of 2007
- Education White Paper 5 on Early Childhood Education, 2001
- Health Promoting Schools Initiative, Department of Health
- Manage HIV and AIDS in your province: A guide for Department of Education provincial and district planners and manager, Department of Education, 2003
- Measures for the Prevention and Management of Learner Pregnancy, 2007
- National Guidelines on School Uniforms, 2006
- National Minimum Norms and Standards for School Infrastructure, 2008
- National Norms and Standards for Grade R Funding, January 2008
- National Policy for an Equitable Provision of an Enabling School Physical Teaching and Learning Environment, 2008
- National School Nutrition Programme – A guide for Secondary Schools, 2009
- Norms and Standards for Educators
- Policy for the Registration of Learners for Home Education
- Policy Framework for the Management of Drug Abuse by Learners in Schools and in Public Further Education and Training Institutions, 2002, DoE
- Regulations for Safety Measures at Schools
- Revised National Curriculum Statement (RNCS) for Grades R-9 and the National Curriculum Statement for Grade 10–12, 2005
- Signposts for Safe Schools, DoE and the Department of Safety and Security
- Social Assistance Act No 13/2004 and the Social Assistance Amendment Act 6/2008
- The Basic Conditions of Employment Act, 75/1997
- The Department of Education Strategic Plan 2009–2013 and Operational Plans 2009–2010
- The Employment of Educators Act, 1998
- The Exemption of Parents from the Payment of School Fees Regulations, 1998 and Revised Exemption of Parents from the Payment of School Fees Regulations, 2006
- Learner Attendance Policy and Procedures, 2009: For Public Comment (Draft)[205]
- National Education Policy Act, 1996
- The South African Schools Act, 1996
- National Norms and Standards for Public School Funding, 1998
- National Policy Framework for Teacher Education and Development in South Africa, 2007
- National Strategy on Screening, Identification, Assessment and Support – Operational Manual, 2008
- Department of Education Workplace Policy for HIV and AIDS
- Language in Education Policy, 1997 and the Norms and Standards regarding Language Policy, 1996

Book4_National Model.indd 57 2011/05/17 2:22 PM

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Book4_National Model.indd 64 2011/05/17 2:22 PM

Notes

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Book4_National Model.indd 66 2011/05/17 2:22 PM

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Contents

Action Step: CSTL Programme Plans

- Action Step Card 2
- Formulating a CSTL Programme Plan and Budget 3
- Planning at Different Levels 14
- Mobilising Resources and Managing Finances 20

Icons

The following icons are used:

start of a new section

a tool for use by a CSTL Task Team

a reference to another section of the *National Support Pack*

Action Step Card

CSTL Programme Plans

Background

To begin implementing the CSTL Programme, your national model must be transformed into costed plans. CSTL Programme plans need to be developed for every level of implementation. They also need to be developed for the different phases of implementation – for the pilot project phase and for scale-up.

Importantly, all these planning processes should be mainstreamed into routine Department of Basic Education planning. And, equally importantly, the plans should detail how care and support will be mainstreamed into existing Department of Basic Education policies, procedures, processes and programmes.

Activities

This Action Step requires you to:

- formulate the plans that are required for a CSTL Programme;
- plan for mainstreaming care and support into existing functions of the Department of Basic Education;
- consider costing, budgeting and resource mobilisation issues in order for CSTL Programme plans to be implemented.

For additional information, refer to the following sections in the ***Background***:

- ***Summary of Policy Review of Care and Support for Teaching and Learning in South Africa***, which provides the parameters within which all planning must take place;
- ***Committing to a Developmental, Disability, Gender Sensitive and Rights-based Approach***, which details important principles which must be kept in mind during planning;
- ***Mainstreaming Care and Support for Teaching and Learning***, as all CSTL Programme plans must give effect to this commitment;
- ***Changing the Way We Work*** because your planning should be done within an appreciative paradigm.

Book5_programme plans_4.indd 2 2010/11/08 3:15 PM

Formulating a CSTL Programme Plan and Budget

This section provides guidelines on planning and costing in a non-prescriptive way, so as to avoid contradicting the established planning processes. At all stages, adapt the guidelines to suit your context.

What are the guidelines for drawing up a CSTL Programme plan?

Who should be involved in planning?

What principles, goals and objectives should guide planning?

How do you select strategies and activities for your CSTL Programme?

What costing issues must be considered?

How can CSTL Programme plans be aligned to government planning and budgeting processes and timeframes?

What are the guidelines for drawing up a CSTL Programme plan?

Planning involves making your strategic thinking explicit in a document containing sequenced actions to achieve agreed-on objectives within a given context.

A plan needs to answer the following questions:

- **Who** will do **what** by **when**?
- **How** will they do it?
- **What** resources do they need?
- **How much** will it cost?
- How will you know if the plan is **successful**?

In other words, your plan should give you:

- a set of clearly defined steps to help you to reach your goal;
- a timetable to achieve each step;
- a list of resources you need;
- details of the budget that is required;
- a way of evaluating whether you have met your goals.

Book5_programme plans_4.indd 3 2010/11/08 3:15 PM

Use the information gathered in the three Action Steps: *Enabling Policy Environment, Situation and Response Analysis* and *National Model* to guide the development of your programme plans.

Tool: Basic Steps in Planning[1]

Instructions

This tool is to be used by a CSTL Task Team as a guide when developing a national CSTL Programme plan.

The purpose of the tool is to provide a simple way of conducting a systematic planning process based on sound information.

Follow the steps in sequence, recording relevant information at every step.

Step 1: Analyse the current situation

This answers the question: Where are we now? Use information that has been generated from the situation analysis to create a picture of the current situation.

Step 2: Assess current responses

This answers the question: What have we been doing to make a difference? Use information from the response analysis (both within and outside the Department of Basic Education).

Remember to always build on what is there already and what is working well, as opposed to just looking for gaps and problem areas.

Step 3: Describe the future scenario

This answers the question: Where will we be in five or ten years if we continue doing only what we are doing now?

Step 4: Set a goal and objectives

This answers the question: Where do we want to be in five or ten years? A goal is a broad statement of intent. It should be phrased as an **impact statement** in the present tense. Objectives are statements of **what needs to be done** to achieve a goal.

Use your completed vision and national model as a basis for framing your goal and objectives.

Step 5: Define strategies and activities

This answers the question: How do we get to where we want to be? Strategies are the **means** to

Book5_programme plans_4.indd 4 2010/11/08 3:15 PM

reach the objective (advocacy, capacity building, care, etc.). Activities are specific actions or sets of actions that need to be taken to reach an objective. The resulting actions must be examined to ensure that they are within the mandate and capabilities of your CSTL Programme.

At all times, focus on ways to mainstream care and support into routine functions and budgets of the Department of Basic Education.

Step 6: Select priorities, define target groups and sequence activities

This answers the question: Which are the most important activities that will make the greatest impact for whom? Use criteria against which to test each activity and discard or amend those that fail this test.

From the situation and response analysis, and the internal audit, the target groups should be clear, and these can be confirmed in light of the prioritised activities.

Finally, for the activities that remain in the plan after this process, agree on the optimal sequence and attach timeframes to each.

Step 7: Allocate roles and responsibilities

This answers the question: Who will lead and who will partner? For each activity identify the lead branch, directorate or unit, as well as partners who can assist with the activity.

Step 8: Set targets and indicators of progress and success

This answers the question: How will we know we are making progress? The targets and indicators should be realistic and linked to specific activities or objectives. Make sure that for each indicator there are ways to obtain the necessary information with a reasonable level of effort and cost.

Your indicators should be aligned with those in the *CSTL Programme Logframe* and in your national model.

Step 9: Find the resources

This answers the question: What inputs are needed to make the activity happen? The inputs may be human, financial, material or technical. Each input needs to be identified and finances sourced, for example, from the Department of Basic Education budget, a donor or partner.

To create a budget for the plan, each element of every activity must be listed and then costed. Sometimes a resource mobilisation process is necessary to raise the funds required to implement the plan.

Step 10: Put it all together

Usually a plan is preceded by a short narrative that introduces it. The narrative is followed by the detailed plan, which should use a template that is consistent with those used in all other Department of Basic Education planning processes.

Book5_programme plans_4.indd 5 2010/11/08 3:15 PM

Who should be involved in planning?

It is crucial that your CSTL Programme plan be developed in consultation with all stakeholders (at national, provincial, district and school levels) who will have a role to play in implementation or whose functions will be affected when the plan is implemented.

It is a good idea to involve officials from many different directorates. This is because, for care and support to be effectively mainstreamed across all parts and functions in the Department of Basic Education, inputs and buy-in from all directorates is critical. This participatory and consultative planning process will also mobilise support for your CSTL Programme, create a better understanding of issues, ensure agreement on priorities and foster locally relevant solutions that are built around broad-based consensus.

Effective mainstreaming of care and support requires participatory planning with officials from different directorates within the Department of Basic Education

Directorates that Could be Involved in Planning

Many different directorates might need to be involved. Examples are:

- Teacher development (pre-service and in-service training)
- Curriculum development
- School monitoring and support / quality assurance
- Inclusive education / special needs education
- Infrastructure development
- School nutrition and health
- EMIS
- Finance
- Gender
- School safety
- School management and governance
- Rural education.

Book5_programme plans_4.indd 6 2010/11/08 3:15 PM

The Road Map and Action Step Cards have been developed as tools for initiating a consultative planning process.

Tool: Getting Started with Mainstreaming

Instructions

This tool is to be used by officials with CSTL Programme planning responsibilities to engage with colleagues on the issue.

The purpose of the tool is to suggest questions for colleagues about their work and their experiences of care and support. The questions are framed to be appreciative. You can revise and add to them as you see fit.

1. Tell me about your work and what is exciting for you at the moment.
2. What do you feel really proud of? What was your role in this and what contributed to you feeling good about it?
3. What are we doing well in our department programmes and commitments that our care and support activities can build on?
4. Of what value would it be to our department to offer care and support?
5. What do we want to achieve by taking on care and support activities?
6. Are we already offering care and support in the programmes of the department? If so, what kind of care and support is being offered?
7. If not, are there areas where we can introduce care and support activities?
8. What do you think about the additional skills or resources we will need to do this?
9. What are your thoughts about how we will take on care and support within our existing work?
10. In which areas do we need to work collaboratively with other sections/branches because of an overlap in our work?

Write up the main outcomes of your discussions or ask a colleague to take notes during the discussions. This will be important information to reflect on when planning.

Book5_programme plans_4.indd 7 2010/11/08 3:15 PM

What principles, goals and objectives should guide planning?

Refer to the *Action Step: National Model* for examples of principles that underpin care and support programmes for vulnerable learners, and information about developing your vision and goals. The *CSTL SA Programme Logframe* in the *Background* contains important information about outcomes.

Extract from CSTL SA Programme Logframe

Goal

Schools provide care and support for teaching and learning.

National Outcomes

1. Strengthened and harmonised prevention, care and support policies and programmes to support improved education outcomes in provinces.
2. Increased knowledge and learning on effective prevention, care and support strategies across South Africa.

Provincial Outcomes

1. Enrolment, retention and achievement of vulnerable learners improved through strengthened responsiveness of education systems at all levels to their care and support needs.
2. Enrolment, retention and achievement improved through mobilisation of school communities to provide care and support to vulnerable learners.
3. Enrolment, retention and achievement of vulnerable learners improved through the provision of integrated services.

The *Action Step: National Model* defines guiding principles for your CSTL Programme. In addition, UNESCO has suggested the following five broad principles:[2]

1. Develop a caring school environment.
2. Strengthen schools as centres for integrated service delivery.
3. Develop child-centred programming.
4. Build on existing services.
5. Involve communities, including guardians and caregivers.

Book5_programme plans_4.indd 8 2010/11/08 3:15 PM

Ensure that all of your planning, at every level, respects the principles that underpin your CSTL Programme model.

The vision and objectives that are part of your national model should be used when developing your CSTL Programme plans, and there should be consistency between your vision and objectives and those of the broader CSTL Programme.

Community involvement is a critical principle underpinning successful care and support programmes

Book5_programme plans_4.indd 9 2010/11/08 3:15 PM

How do you select strategies and activities for your CSTL Programme?

As your CSTL Programme plans are developed, consider strategies and activities that will:

- raise awareness of, and generate support for, the CSTL Programme;
- create an enabling learning environment that responds, in particular, to the needs of vulnerable learners;
- identify and align policies and procedures that cater for the needs of vulnerable learners;
- establish structures – at all levels – to facilitate implementation of the CSTL Programme;
- strengthen access for vulnerable learners to essential services, and improve coordination and communication between the directorates and sectors involved in providing these services;
- build community, family and learner capacity for care and support for teaching and learning;
- alleviate the economic burden of education on poor families;
- support communities to participate in school-based care and support initiatives;
- strengthen data collection and utilisation.

There will be many things that you would like to do and that need to be done. Remember that it is never possible to do everything at once so you will have to prioritise. Selecting activities to include in a plan requires careful reflection. Use criteria, such as those in the following list, to identify short-, medium- and long-term priorities:

- the activity is in an area of great need;
- the activity addresses an urgent challenge;
- the activity reaches large numbers of the target group;
- the activity will make the maximum impact on a specific aspect of the problem;
- the activity has a multiplier effect;
- the activity has the potential for maximum leverage, making the biggest impact for the smallest effort;
- the activity promises quick and visible positive results;
- the activity encompasses something that nobody else is addressing;
- the activity can be more effectively addressed through collaboration;
- implementation is straightforward because the activity will use available resources, existing processes and infrastructure;
- the activity is independent and can be executed without conditions;
- the activity is a pre-requisite to other important interventions, but these cannot be launched until this activity has been executed;
- the activity is not controversial, and will get the necessary commitment.

Examples of Programme Activities

The following examples are taken from the Schools as Centres of Care and Support (SCCS) provincial pilot project plans:

- Align the programme with the introduction of the policy on inclusive education.
- Set up systems and align structures such as Institutional-level Support Teams (ILST) and District-based Support Teams (DBST).
- Outline role functions of various role-players within the system.
- Train role-players on care and support functions as part and parcel of addressing barriers to learning.
- Train role-players at provincial, district and school levels who would drive the process.

Book5_programme plans_4.indd 10 2010/11/08 3:15 PM

What costing issues must be considered?

Creating a budget for a CSTL Programme plan is another important planning activity. The following points are relevant when undertaking this process:

- Use the budget cycle of National Treasury.
- Budget according to Treasury's MTEF multi-year planning and budgeting cycles.
- Consider areas where there must be inter-sectoral budgeting and accountability, e.g. infrastructure, HR development, resource provisioning.
- Identify areas where the programme can be linked to existing programmes.

Existing budgets can be expanded by identifying the CSTL Programme as a national priority for which earmarked funding will be set aside by Treasury through the annual bidding system.

Once implementation commences, monitor how close the actual expenditure is to the budget in the plan – any differences or variances need to be examined. Where necessary, take corrective action.

Further information on budgeting and resource mobilisation can be found at the end of this Action Step.

How can CSTL Programme plans be aligned to government planning and budgeting processes and timeframes?

Planning and budgeting are processes used by all levels of government, all sectors and all institutions. Among the plans developed by the Department of Basic Education are its annual operational work plans and multi-year structural or strategic plans. At school level there are School Development Plans.

CSTL Programme planning should, as far as possible, be mainstreamed into these formal planning processes. This is one of the optimal ways to ensure sustainability of care and support for teaching and learning.

Your CSTL Programme planning should also be aligned with macro national development plans outside of the Department of Basic Education that address issues like poverty reduction, job creation and decentralisation.

For example, the then North West Education Department's Implementation Plan (LAIP) for 2010 has clearly defined and detailed objectives, goals, strategic activities, performance indicators, responsibilities, timeframes and budgets. This eliminates confusion about roles and financial concerns and therefore ensures greater chances of success. Reaching a single goal might entail multiple activities, with each being the responsibility of a different person or section and each funded from a different budget. Although developing such a plan might not be quick and easy, the resulting clarity about tasks makes the initial effort worthwhile.

Book5_programme plans_4.indd 11 2010/11/08 3:15 PM

Learner Attainment Implementation Plan

The following is an extract from the then North West Department of Education's LAIP:

Without the necessary physical and human resources schools cannot be fully functional and effective. The following resources are needed to see to the effective running of the school:

- Premises, classrooms, laboratories, furniture and equipment;
- Finances;
- LTSM;
- Competent support staff;
- Suitably qualified staff.

	Strategic Activity	Performance Indicator	Roles	Time Frames	Budget
1.	Deliver stationery to all schools	Stationery delivered to all schools in the North West	Directorate: Supply Chain Management, District LTSM units	Dec 08	Line budgets
2.	Audit textbook shortfalls and develop a plan for the provision of one textbook per learner for each subject in Grades 10 -12. Priority will be given to trapped schools and 1st time matric schools	Provision of books to schools	Supply Chain Management, District LTSM units	End Feb 10	SCM budget
3.	Ensure that schools receive their Section 21 money on time to enable them to carry out their day-to-day activities	Transfers made to schools	CFO	April - September 10	CFO budget
4.	Conduct a resource needs analysis to determine the state of human and physical resources through survey using a standardised template	Providing schools with the necessary resources based on their individual needs (National Imperative). This should inform the purchasing of resources as identified by the project, FET schools, Auxillary, HR, LTSM and MSTS	Auxiliary services, HRM, Supply Chain Management	Jan - May 10	Line budgets

Book5_programme plans_4.indd 12 2010/11/08 3:15 PM

5.	Meet with communities and business people to solicit support and sponsorships to assist with schools' resource needs	Meetings held and minutes forwarded to the CES in the office of the district Director	APO Managers and ISC, Principals and SGB	Jan - Aug 10	Line budget
6.	Supply reading books to Foundation Phase classes to encourage reading from an early age	Books delivered to primary schools	Supply Chain Management, MEDIA and GET Curriculum	June 10	Line budgets
7.	Supply teaching resources: • models • language laboratories to 5 more schools • science equipment • dictionaries • atlases in relevant subjects	Each school to receive all relevant LTSM	Project FET Curriculum, GET Curriculum, MSTS, Supply Chain Management	June 10	Line budgets
8.	Provide teachers with question papers and memoranda for all subjects	Question papers and memoranda available in all schools	Assessment	Jan 10	Assessment budget
9.	Provide mobile classrooms to schools where classes are needed	Classes made available to schools in need	Auxiliary Services	Apr–June	Auxiliary service budget
10.	Resource APOs with photocopying machines, faxes, telephones, water and electricity and transport to fully support schools	Facilities available in APOs to meet needs	District Managers	June 10	Line budgets
11.	Maintain a retrieval system for all textbooks in schools	Textbook retrieval system in place and maintained in all schools. Monitored by Circuit Managers and District	Principals APO managers, ISC, Districts LTSM unit	March 10	Districts line budgets
12.	Ensure transport supply for all learners traveling long distances between school and home	Transport available	Auxiliary Services Learner Transport	June 10	Auxiliary service budget
13.	Coordinate a partnership between SASSA and the Department for provisioning of grants to all children qualifying	Qualifying learners accessing grants	Inclusive Education	June 10	Line budget

Book5_programme plans_4.indd 13 2010/11/08 3:15 PM

Planning at Different Levels

This section provides a CSTL Task Team with guidance at national, provincial and local levels for creating CSTL Programme plans.

Which levels of the Department of Basic Education need to conduct planning for a CSTL Programme?

What issues are important for a CSTL Pilot Project plan?

What is the process for drawing up a school-level plan?

Is it desirable to define an essential package of services to be provided at every school?

Which levels of the Department of Basic Education need to conduct planning for a CSTL Programme?

CSTL Programme plans need to be developed, costed and implemented at every level – national, provincial, district, circuit, ward and school. These plans must reflect activities that will be carried out at that level and must clearly identify who will be involved.

Apart from plans at all levels, there must be plans at different stages of a CSTL Programme, for example a plan for a CSTL Pilot Project and a plan for scale-up.

Plans must be realistic. Many schools struggle to implement their plans because:

- they are often too ambitious and try to do too much at once; you need to prioritise the most important tasks and deal with them first;
- they often focus only on the goals without taking the current situation and resources into account.

Extract from *Swaziland SCCS Handbook*[3]

Book5_programme plans_4.indd 14 2010/11/08 3:15 PM

What issues are important for a CSTL Pilot Project plan?

Some cautions related to planning for a CSTL Pilot Project are:

- the CSTL Pilot Project plan must be based on the national model;
- the plan should be fully costed;
- the activities must be accurately sequenced, taking into consideration when materials, training and other tools, such as monitoring forms, will be ready;
- at local level, during holidays and exam times, many schools are unable to participate in other activities, and it is therefore important to schedule activities when educators, learners and community members are available;
- schools can get involved in local-level planning by holding workshops or other consultative processes;
- briefing educators, parents and community members about the model and getting their inputs as to how it can be implemented at the local level is critical for ownership and successful implementation.

The following is a list of strategies and activities for possible inclusion in the CSTL Pilot Project plan, once schools have been selected for the pilot project:

- Conduct advocacy with different groups: school management and governance structures, educators, parents/caregivers, learners, community members and district officials.
- Based on the national model, define care and support (in a contextually relevant way) and discuss the pilot project schools' roles in providing care and support.
- Support schools as they review current practices and create visions of themselves as centres of learning, care and support.
- Support schools and district offices as they establish structures for their CSTL Programmes.
- Conduct capacity development workshops with different groups: SMT, SGB, educators, members of school and district support teams, parents/caregivers and learners.
- Support schools as they conduct audits of local service providers.
- Support schools as they network with service providers.
- Support schools as they implement outreach activities.
- Assist schools to set up processes to identify and monitor vulnerable learners.
- Conduct school support visits.
- Conduct monitoring and evaluation.

Refer to the *Action Step: Scale-up and Sustainability* for more information on how to scale-up from a CSTL Pilot Project and how to sustain your CSTL Programme over time.

What is the process for drawing up a school-level plan?

Broad-based consultation is necessary for planning at school level. This means conducting a planning exercise with representatives from across the school community. Innovative and participatory techniques should be used in order to foster involvement and to ensure that everyone has an equal opportunity to contribute. Decisions that are incorporated into the plan should at all times be based on available evidence.

If possible, align this with existing processes for drawing up School Development Plans.

Book5_programme plans_4.indd 15 2010/11/08 3:15 PM

Tool: Planning Process at a School

Instructions

The purpose of the tool is to help in setting out a simple step-by-step approach to planning. It is to be used by a school support team when drafting a CSTL Pilot Project plan. Constitute a representative multi-sectoral team that is given the mandate to plan. Complete each of the following steps:[4]

Step 1: Consult widely

Consult with a wide cross-section of people to understand the needs and values of the school community and to get their support. Include learners, parents, educators, administration and support staff, members of the local community and major role-players in the wider community, like health, religious and traditional leaders and healers.

Step 2: Form a planning committee

Form a planning committee that includes people with particular interest or expertise in the area of care and support for teaching and learning. For example, you could choose a representative team from your school, people from other relevant committees, local officials from relevant government departments, health experts, people living with HIV, local non-governmental organisation (NGO) and community-based organisation (CBO) representatives including representatives from disabled persons organisations (DPO), parents' groups, someone who knows about national laws and policies and someone with budgeting experience. Committee members must have integrity and be accountable, committed and reliable.

If necessary, ask someone to facilitate your sessions, allowing all the group members to focus on the task.

Step 3: Brief committee members

Familiarise committee members with all the critical information for planning, such as any findings from assessments that will assist in answering questions about the current and future situations. Discuss the national vision and model before proceeding to agree on a vision and goal of your school's CSTL Programme.

Step 4: Set objectives

Based on the vision and goal, set the objectives to reach the goal and identify what priorities are to be implemented – specific actions for specific target groups.

Book5_programme plans_4.indd 16 2010/11/08 3:15 PM

Objectives

The objectives of your plan must describe:

- Where do we want to go?
- What will success look like?
- What end result are we seeking?

Examples of objectives in a plan may be to increase the percentage of vulnerable learners who:

- live in a nurturing family environment;
- have access to primary and secondary education;
- have equal access to basic health and sanitation services;
- are not discriminated against by institutions or society.

Step 5: Check the plan

Make sure the plan is built around solid implementation and institutional arrangements. Identify all the partners who will be involved, together with the roles to be played by each.

Step 6: Clarify resource needs

Clarify the resources (financial, material, technical and human) needed and who will provide them.

Step 7: Present the draft

Present the draft plan to the representatives who were consulted at the start of the process and get their comments and recommendations.

Step 8: Finalise the plan

Finalise the plan, including identifying how progress will be measured and monitored, how success will be evaluated, what kinds of records will need to be kept and what reporting will be required.

Step 9: Distribute the plan

Make copies of the plan and distribute to all relevant people.

Step 10: Implement the plan

Implement your plan. Keep checking on changing circumstances and local conditions and, if necessary, update the plan so that it remains relevant.

Book5_programme plans_4.indd 17 2010/11/08 3:15 PM

Is it desirable to define a standardised essential package of services to be provided at every school?

It is often easier to win support for an intervention when the expectations about service levels are clearly stated. A standardised essential package captures the essential services and support you would like to make available to vulnerable children within the school environment. However, this package should still be context-appropriate and responsive to the specific demands of particular situations.

For example, in an area that has high levels of teenage pregnancy, the essential package should be flexible enough to include youth-friendly reproductive health services, especially for girls. It is equally important to be flexible in circumstances where some components of the essential package are simply not possible or relevant.

Consider the following, and decide if they should be part of an essential package:

- access for vulnerable learners to services such as nutrition programmes, social grants, basic health care, assistive devices and psychosocial support;
- human resources in schools and communities to support vulnerable learners, for example, a counsellor, community rehabilitation workers and trained volunteers who conduct home visits;
- structures, such as the Institution-level Support Team (ILST);
- mechanisms to screen, identify, assess, support and monitor vulnerable learners;
- training related to care and support that is available at schools.

There are several advantages of specifying a standardised essential package:

- Schools and provincial structures can focus on ensuring that essential care and support activities are happening. This is important as there are always competing needs and challenges facing schools.
- A standard package could help when defining relationships with partners and other sectors. For example, a nutrition programme standardised across all schools becomes an accepted responsibility of relevant partners and sectors.
- The monitoring and measurement of CSTL Programme activities is easier when linked to a standard activity.
- It may be easier to advocate for and communicate about the different components of your CSTL Programme when there is a standard package.
- Defining a standard package will help during initial planning as well as when planning scale-up.

Finally, when identifying a standardised essential package, consider how well the existing policy environment will support its implementation.

The evaluation of the SCCS pilot project in South African schools provides useful insights about what might also be included.

Case Study

Lessons from SCCS Pilot Project Schools[5]

- Food provision is needed over weekends and school holidays and not only on school days.
- Infrastructure and resources, such as first aid boxes, gloves, youth and health centres are needed.
- Basic counselling skills constitute an essential competency for all teachers not only lifeskills teachers.
- Commitment and buy-in from school leadership is essential.

Book5_programme plans_4.indd 18 2010/11/08 3:15 PM

The SCCS programme in Swaziland also developed a framework for a standard package which is relevant for South Africa in all respects.

Case Study

The SCCS Programme in Swaziland[6]

This programme focuses mainly on:

- increasing enrolment, attendance and performance at school;
- reducing cases of child abuse;
- reducing the number of children unable to attend school due to child labour;
- improving access to food;
- increasing the number of child-headed households that receive support.

The key pillars of the programme in schools and communities are:

- psychosocial support;
- food security;
- partnership between school and community;
- information/education about HIV and AIDS and gender issues;
- safety and protection;
- health (water and sanitation) and nutrition.

Access to fresh, clean water is one of the key pillars of the Swaziland SCCS Programme

Book5_programme plans_4.indd 19 2010/11/08 3:15 PM

Mobilising Resources and Managing Finances

This section tackles the important area of resourcing a CSTL Programme.

What resources are required for a CSTL Programme?

How should a resource mobilisation strategy be developed at national, provincial, district and school level?

What is costing and budgeting?

What is fundraising and how can it expand existing resources at all levels?

What is the difference between financial and economic costing?

What resources are required for a CSTL Programme?

It must be recognised by decision-makers at all levels that a CSTL Programme is a new, Department of Basic Education-initiated, inter-sectoral programme, similar to the School Nutrition Programme or the implementation plan for the Children's Act, which relies on inter-departmental collaboration.

South Africa needs to find ways of resourcing its CSTL Programme. There are already programmes in place in some provinces that have objectives aligned with those of the CSTL Programme, for example, the KwaZulu-Natal and the North West SCCS programmes. There are programmes to alleviate the impact of HIV and AIDS on communities, e.g. food baskets given to households caring for orphans, initiatives to ensure access to social grants like the Child Support Grant to alleviate child poverty, and initiatives to motivate policy on inclusion for children with disabilities.

So, while your CSTL Programme will need dedicated resources, you can also work in conjunction with other programmes that are already resourced.

Investigate the potential availability of a range of resources and capacity rather than focusing narrowly upon funding.[7] In-kind support, for example, borrowed equipment or donated supplies, might be an alternative way to meet resource requirements.

Book5_programme plans_4.indd 20 2010/11/08 3:15 PM

The resources that will be required to design, implement and monitor a CSTL Programme can be categorised as financial, material, human and technical resources. Each of these categories can, in turn, be sub-divided to reflect resources such as:

- equipment, e.g. photocopiers and computers;
- infrastructure, such as ramps and rooms for storage, meeting, offices and counselling services;
- training to meet the needs of communities and organisations;
- skills from different partners, such as facilitation, communication, secretarial, proposal writing, counselling, learning support and financial management;
- commodities and products, such as food parcels and inputs for income-generating activities.

The supply of food parcels is an example of one of the many programmes already in place to support schools in providing food for children

Book5_programme plans_4.indd 21 2010/11/08 3:15 PM

Refer to the *Action Step: Support and Structures* for additional information on the forms of support required for a CSTL Programme.

Many of the first steps that will need to be taken when introducing a CSTL Programme, such as collecting documentation, organising internal teams and meetings, working with existing partners, can cost little or nothing as they are already integrated into existing activities.

Another way of looking at required resources is to detail:

- the start-up costs of a CSTL Programme;
- the capital costs;
- the recurrent costs, which include staff costs.

How should a resource mobilisation strategy be developed at national, provincial, district and school level?

Each CSTL Task Team is encouraged to develop a resource mobilisation strategy based on the strengths and weaknesses of its different partner organisations and a recognition of where and how resources could be shared, if not permanently, then at least for the purposes of specific interventions.

Before the search for external resources begins, a CSTL Task Team should agree on which projects/services/activities will require external funding. Lead partners for each project/service/activity could meet, including those with expertise in proposal writing, to prepare proposals in respect of each or several of these. Included in the proposal should be the local contributions of funding or in-kind support for the CSTL Programme.

In-kind support could take the form of:

- donating services or goods rather than money;
- lending tools or equipment;
- giving access to certain facilities;
- sharing skills or providing training.

What is costing and budgeting?[8]

Costing involves determining the expenditure required for purchasing the resources needed to effect an activity or strategy. Budgeting, on the other hand, can be defined as the allocation of resources to match requirements. Once the cost of an activity is determined, the total number of desired activities will then determine the desired funding. The number of activities will be adjusted to fit the amount of funds allocated, which will become the budget.

Together, costing and budgeting helps the planning process by ensuring that the goals are financially affordable. All CSTL Programme plans need to be costed and matched to the available budget.

Costing and budgeting for a CSTL programme should not be seen as an extraordinary process. Most cost centres are already defined and the usual sector-budgeting process should be used. Use in-house capacity for costing, and form partnerships with other departments and donors for areas that require more elaborate costing.

Book5_programme plans_4.indd 22 2010/11/08 3:15 PM

What is fundraising and how can it expand existing resources at all levels?

Fundraising is the legitimate process of collecting money by requesting donations from individuals, businesses, donors, etc. Fundraising is particularly relevant at a local level, where individual schools will seek funding for one or more CSTL Programme activities.

Important guidelines for fundraising for a school's CSTL Programme are listed below:[9]

1. Focus each fundraising activity on a specific activity or intervention. People need to know where their money and services are going each time you raise funds.

2. Plan all fundraising in a systematic way. Ask questions like:
   – How much money do we need to raise?
   – What resources do we have (time, money, people, venue, etc.)?
   – What will we do? When and where?
   – How will we tell people about it?
   – What tasks need to be done and by whom?

3. Keep fundraising to a manageable level and balance larger, less-frequent fundraisers with smaller ongoing activities.

4. Be accountable and make sure the following controls are in place:
   – Allocate responsibilities to different individuals and groups.
   – Take decisions about how to spend money in a democratic manner.
   – Ensure that more than one person controls and checks money.
   – Keep good written records of income and expenditure.
   – Keep the community informed on why you are raising money and report back to them on the progress you are making.

5. Keep records of those who provide services and donations. Make notes of phone calls or conversations you have with stakeholders such as local business people, NGO staff and counsellors.

6. Say thank you! This tells supporters that you are responsible and caring and encourages their continued support.

Fundraising Activities

Examples include:

- recycling paper, cans, glass and plastic bags;
- raffles;
- endurance activities, like sponsored walks or dance marathons;
- dance and choir events, sports meetings, drum majorette competitions and concerts;
- "Civvies Days" or "Dress-up Days";
- flea markets and jumble sales;
- fun days and bazaars.

Book5_programme plans_4.indd 23 2010/11/08 3:15 PM

What is the difference between financial and economic costing?

Financial costing covers actual expenditure on goods and services purchased and can therefore be used to determine the affordability of any programme. **Economic costs**, on the other hand, reflect the true cost of goods and services. Economic costing takes into account donated goods and services (which have a value but no price), inputs with incorrect or distorted prices, the work of volunteers and the re-valuation of capital items (depreciation). Economic costing is therefore important when undertaking a cost-effectiveness analysis.

This distinction becomes important when assessing the cost of a CSTL Pilot Project and when deciding on scale-up.

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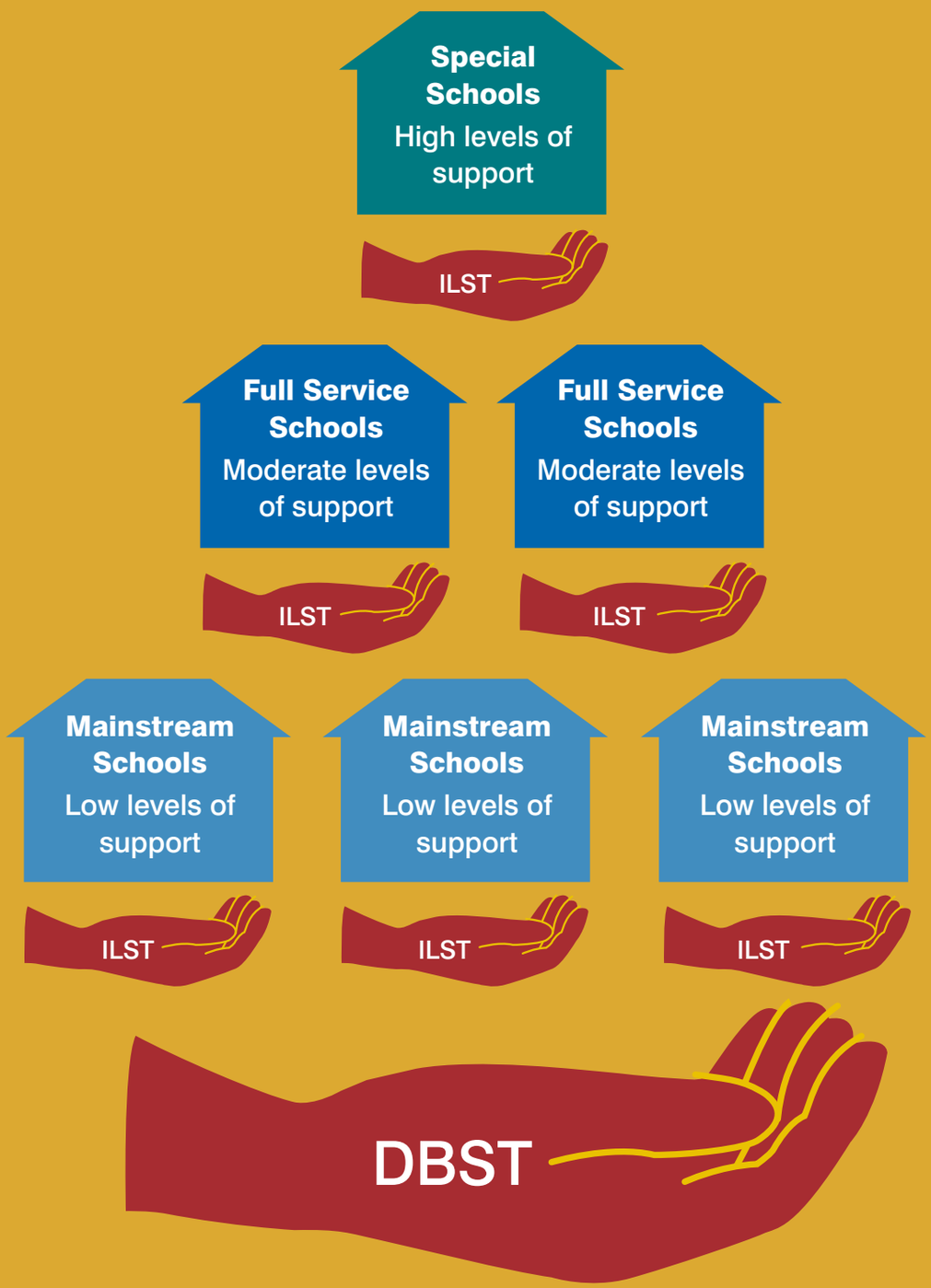
Notes

Book5_programme plans_4.indd 26 2010/11/08 3:15 PM



Action Step: Support and Structures

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CSTL
CARE AND SUPPORT FOR TEACHING AND LEARNING
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Book 6_support&structures_4.indd 1 2010/11/08 3:13 PM

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Contents

Action Step: Support and Structures

- Action Step Card 2
- Deciding on the Support and Structures Needed for a CSTL Programme 3
- Defining the Scope and Modus Operandi of Support Structures 8

Icons

The following icons are used:

start of a new section

a tool for use by a CSTL Task Team

a reference to another section of the *National Support Pack*

Book 6_support&structures_4.indd 1 2010/11/08 3:13 PM

Action Step Card

Support and Structures

Background

The national model will guide decisions regarding the support and structures required to implement your CSTL Programme.

This Action Step assists a CSTL Task Team to identity the institutional and other support that is needed to implement the CSTL Programme. It also suggests how to set up and mandate structures at all levels – national, provincial, district and school – to support and direct its CSTL Programme.

Importantly, these structures must be multi-sectoral because, on its own, the Department of Basic Education cannot provide all forms of support required by vulnerable learners.

As far as possible, CSTL Programme mandates must be aligned to existing structures so that new structures do not need to be developed.

Activities

This Action Step requires you to:

- consider the forms of support required for your CSTL Programme;
- ensure that national, provincial, district and school level CSTL Programme structures are fully functional;
- define the scope and terms of reference for these structures;
- find ways to motivate and sustain members of these structures.

For additional information, refer to the following sections in the ***Background***:

- ***Committing to a Developmental, Disability, Gender Sensitive and Rights-based Approach***. It is important to embrace these approaches when defining and mobilising support for your CSTL Programme and when setting up and working with all CSTL Programme structures.
- ***Mainstreaming Care and Support for Teaching and Learning***. The different forms of support and the mandated roles of structures are significant areas where mainstreaming care and support needs attention.
- ***Changing the Way We Work***. This type of change is critical for the structures of a CSTL Programme to operate effectively.

Book 6_support&structures_4.indd 2 2010/11/08 3:13 PM

Deciding on the Support and Structures Needed for a CSTL Programme

This section examines the types and levels of support needed for an effective CSTL Programme.

What support is required for a CSTL Programme?

What structures are needed for a CSTL Programme?

***Action Step: National Model* and *Action Step: CSTL Pilot Project* both provide information on the support and structures required for a CSTL Programme, particularly at district and circuit level.**

What support is required for a CSTL Programme?

The following extract from the Communiqué issued by the SADC Ministers of Education in 2005 confirms that additional support is required for effective mainstreaming of care and support for vulnerable learners.

The traditional support systems provided by families, communities and governments are being compromised by the impact of HIV and AIDS, deepening poverty, recurrent drought and food insecurity.

> "These problems have given rise to a rapid increase in the number of orphans and other vulnerable children, which has further intensified the strain on conventional care and support systems. As a result, we have turned increasingly to delivering services for children through schools and alternative learning centres where they spend a high proportion of their time.
>
> "Despite some success with this, we now recognise that schools in their current form and mandate are being stretched beyond their original purpose and current capacities in efforts to bridge the gap in service delivery for children."[1]

The support required for a CSTL Programme may be in the form of human, material, infrastructural or financial resources, or training and capacity building. While some elements could be common to a number of provinces, others will be specific to individual provinces and contexts.

The support needed may be once-off, such as purchasing certain items, or periodic, such as providing technical assistance during the annual planning exercise, or it may be ongoing, such as maintaining support systems for vulnerable learners to access a specific social service.

Book 6_support&structures_4.indd 3 2010/11/08 3:13 PM

Support needs may also differ during the design, start-up and implementation phases of a CSTL Programme.

Finally, specific support will be required at each level of the Department of Basic Education –provincial, district, circuit, school clusters and schools.

To clearly define your CSTL Programme support requirements, you should conduct a needs assessment.

Questions you can ask in this assessment are:

- What resources (human, material, infrastructural and financial) do we currently have for our CSTL Programme?
- What additional or different resources do we require at each level of the education system and at each stage of implementing our CSTL Programme?
- How can the resources be secured to bridge the gap between what we have and what we need – who can assist and in what way(s)?
- What risks and assumptions should be noted and monitored?

Your needs assessment should be conducted at regular intervals as an important planning and management exercise.

Some types of support need to be ongoing, for example, nutrition programmes

Book 6_support&structures_4.indd 4 2010/11/08 3:13 PM

Use the tool in the *Action Step: Capacity for Implementation* to assess human resource gaps. There is also an internal Department of Basic Education audit tool in the *Action Step: Situation and Response Analysis*, and an example of the Terms of Reference for commissioning such an analysis. The *Action Step: Multi-sectoral Network of Services* offers tools for conducting a partner analysis and for developing a directory of service providers.

What structures are needed for a CSTL Programme?

Wherever possible, CSTL Programme structures should align with existing structures – even those that operate outside of the education sector, but that have mandates relating to children and/or education-linked care and support.

It is usually possible to identify these structures through the unit that deals with children's rights. For example, in KwaZulu-Natal, the Office of the Rights of the Child, located in the Premier's Office, is a legislative structure that plays a vital role in the promotion and coordination of services to children.

Once these structures have been identified, ask for copies of their policies, plans and other relevant documents. Examine these for the education-related care and support activities that they may be leading, implementing, coordinating or monitoring, to understand how these may influence or complement what your CSTL Programme intends doing. Finally discuss and formalise ways in which your CSTL structures can support or work together with these other structures to achieve common goals.

Another group of structures that should play a role in a CSTL Programme are those that exist for other related programmes, such as health-promoting schools and safe schools. And, in provinces that have piloted care and support in some form or other, the structures that were established for the pilot project could well serve your CSTL Programme.

Provincial Education Departments need to decide on the structures to be established or mandated at all levels, from districts to schools, to perform certain key roles.

Because care and support for teaching and learning requires a multi-sectoral approach, CSTL Programme structures need to be multi-sectoral if they are to provide the wide range of services required. At school level, the CSTL Programme structures could include SMT members, teachers, social workers, policemen and women, nurses, agricultural extension officers, district officials, community and business members, NGO staff, donor funders and learner representatives. At national, provincial and district levels, representatives from these other sectors and government departments, as well as a range of Department of Basic Education personnel from different directorates should form part of the CSTL Programme structures.

Your national model will be an important reference point when deciding on structures from national through to school level. Refer to the *Action Step: National Model*.

Book 6_support&structures_4.indd 5 2010/11/08 3:13 PM

CSTL Programme structures need to be multi-sectoral in order to plan for and institutionalise integrated service delivery days where the school community accesses services ranging from health screening to ID applications

Because of the emphasis on mainstreaming care and support for teaching and learning, one of the best options is to identify a structure that already exists that can be mandated to serve as a CSTL Programme structure. Ask questions such as:

- What structures exist that have mandates related to:
  - parent and community participation?
  - learner representation and participation?
  - working in partnership with schools and learners?
  - creating an enabling environment for care and support for teaching and learning?
  - care and support for learners?
- At what levels in the education system do these structures exist?
- What capacity do they have to assume CSTL Programme functions?
- What is the best way to approach them regarding a possible role in the CSTL Programme?

The South African Schools Act compels every school to establish a School Governing Body (SGB), so that parents and communities can be involved in school activities and in the education of their children.

In some pilot projects, the local support structure (Institution-level Support Team) was aligned with the School Management Team (SMT) after an examination of the functions of both structures showed similar roles and responsibilities.

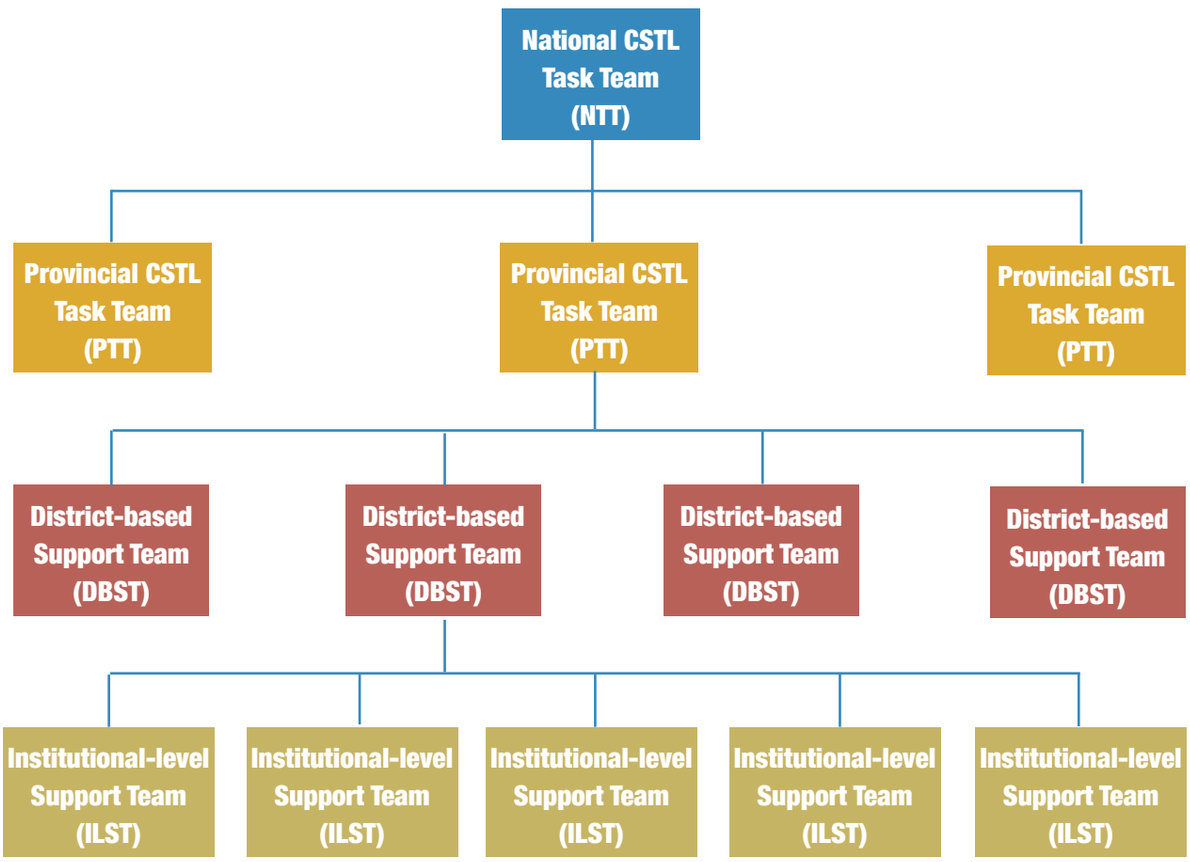
Book 6_support&structures_4.indd 6 2010/11/08 3:13 PM

The experiences of the pilot projects for Schools as Centres of Care and Support (SCCS) showed that the following are important structures to be considered for a CSTL Programme:

- at national level, a National Task Team (NTT);
- at provincial level, a Provincial Task Team (PTT);
- at district level, a District-based Support Team (DBST);
- at school level, an Institution-level Support Team (ILST).

The model is depicted below:

CSTL Programme structures



If provinces can integrate their care and support programmes within the CSTL Framework, this could streamline operations. But, while it may be optimal to use an existing structure as a CSTL Programme structure, it is important to recognise the possible implications of adding new roles and responsibilities to existing mandates. Will this overstretch their capacity, overload their systems and overburden the people serving on these structures?

Recognising the potential for this to happen allows for timely intervention or adaptation, otherwise the structure may fail to fulfil one or more of its functions, with possible negative implications for the CSTL Programme.

Book 6_support&structures_4.indd 7 2010/11/08 3:13 PM

Defining the Scope and Modus Operandi of Support Structures

This section provides examples of the composition of CSTL Programme structures at different levels and guidance on recruiting and motivating members. This is followed by examples of how similar structures have operated, as a basis for deciding on how your structure will function.

A point for consideration is the sequence in which CSTL Programme structures are established.

Ideally the national, provincial and district structures should be established and their members trained before school-level structures are set up, so that schools have a system and support structure in place in which to work.

What should the composition of the CSTL Programme structures be?

How should the structures operate, to whom are they accountable and what are their key tasks?

How should members be recruited and motivated?

What should the composition of the CSTL Programme structures be?

The Department of Basic Education already has functional management structures at all levels, from national to school level. In all cases, try to align CSTL Programme structures with existing management structures, rather than create new ones.

In all CSTL Programme structures, efforts should be made to reflect an appropriate gender and age balance in the membership.

1. National Task Team (NTT)

The National Task Team should comprise specialists with expertise and skills that are necessary for the CSTL Programme.

It should consist of:

- representatives from relevant directorates of the national Department of Basic Education;
- representatives from the provincial Department of Basic Education.

The following key partners should be co-opted on an ad hoc basis as required:

- national NGOs that work with the Department of Basic Education;

Book 6_support&structures_4.indd 8 2010/11/08 3:13 PM

- other government departments with child-related mandates (e.g. Departments of Health, Social Development, Justice, Correctional Services, Safety and Security, Transport, Sport and Recreation, Labour, Public Works, and Agriculture);
- development partners such as UNICEF, UNESCO and the World Food Programme (WFP);
- other significant regional initiatives that have a national presence, such as Regional Psychosocial Support Initiative (REPSSI);
- academic institutions and research organisations, such as the Children's Institute.

2. Provincial Task Team (PTT)

The Provincial Task Team should comprise specialists with expertise and skills that are necessary for the CSTL Programme.

It should consist of Department of Basic Education personnel such as:

- specialist learner and teacher support personnel, e.g. curriculum specialists, psychologists, therapists, remedial / learning support teachers and special-needs specialists;
- governance and management development specialists;
- administrative experts, e.g. finance, human resources (HR), policy and planning, monitoring and evaluation;
- representatives from the district.

The following key partners should be co-opted on an ad hoc basis as required:

- government officials from the Departments of Health, Social Development, Justice, Correctional Services, Safety and Security, Transport, Sport and Recreation, Labour, Public Works and Agriculture, as well as from local government structures;
- community members, members of NGOs and CBOs, faith-based organisations (FBOs), traditional leaders, traditional/indigenous healers, etc;
- academic institutions and research organisations, such as the Children's Institute.

3. District-based Support Team (DBST)

A similar support structure to that of the Provincial Task Team must exist at district level. This District-based Support Team (DBST) could be aligned to the District Management Committee (MANCO).

4. Institution-level Support Team (ILST)

In accordance with *Education White Paper 6*, all schools are expected to have functional ILSTs. The ILST should be made up of school management, educators, parents/caregivers, community members and learners (where applicable).

Schools could align the ILST structure with the roles and responsibilities of the SMT, whose core responsibility is to ensure an enabling environment for teaching and learning. This structure must ensure that care and support programmes address learner support, educator support and whole school development. The ILST must be chaired by the principal and the SMT members should chair the various task teams. The principal has the mandate to ensure that the ILST draws on community resources and expertise to strengthen the implementation of the CSTL Programme.

How should the structures operate, to whom are they accountable and what are their key tasks?

1. National Task Team (NTT)

The main function of the National Task Team is to provide strategic direction and guidance to the CSTL Programme.

Book 6_support&structures_4.indd 9 2010/11/08 3:13 PM

The National Task Team may have responsibilities to:[2]

- oversee a situation and response analysis;
- develop a national model and implementation plan;
- secure resources for implementation;
- oversee and monitor implementation;
- identify key partners to work with;
- facilitate communication and reporting;
- serve as a forum for problem solving;
- manage, monitor and report on funding;
- meet with and liaise with other structures to share lessons learnt.

The National Task Team should be chaired by a senior Department of Basic Education official. The chair should also represent the department and the CSTL Programme at regional (SADC) events, as well as in other relevant national forums.

The National Task Team should be accountable to the Director General of the Department of Basic Education.

The NTT's terms of reference should specify how often the National Task Team will meet, how often team members will report and the format of the reports.

2. Provincial Task Team (PTT)

The main function of the Provincial Support Team is to coordinate and guide the implementation of the CSTL Programme across the province. This includes a range of responsibilities to the District-based and Institution-level Support Teams.

The Provincial Task Team may be mandated to:

- train (or organise and supervise training for) their members;
- establish partnerships at the provincial level;
- develop provincial strategies and implementation plans;
- ensure that plans are being implemented;
- monitor the implementation of the CSTL Programme;
- provide specialist support to the District-based and Institutional-level Support Teams and learners when necessary;
- ensure that strategies are in place (and operational) to identify vulnerable learners, assess their needs and facilitate the necessary support.

The Provincial Task Team should be chaired by a senior provincial official, who should also represent the CSTL Programme in other relevant forums.[3] The Provincial Task Team should be accountable to the National Task Team and to the Provincial Head of Department.

As with the National Task Team, the Provincial Task Team's terms of reference should specify how often it meets, how often team members will report and the format of the reports.

3. District-based Support Team (DBST)

The DBST will report to the Provincial Task Team. The functions are similar to that of the Provincial Task Team except that the DBST will work within the district.

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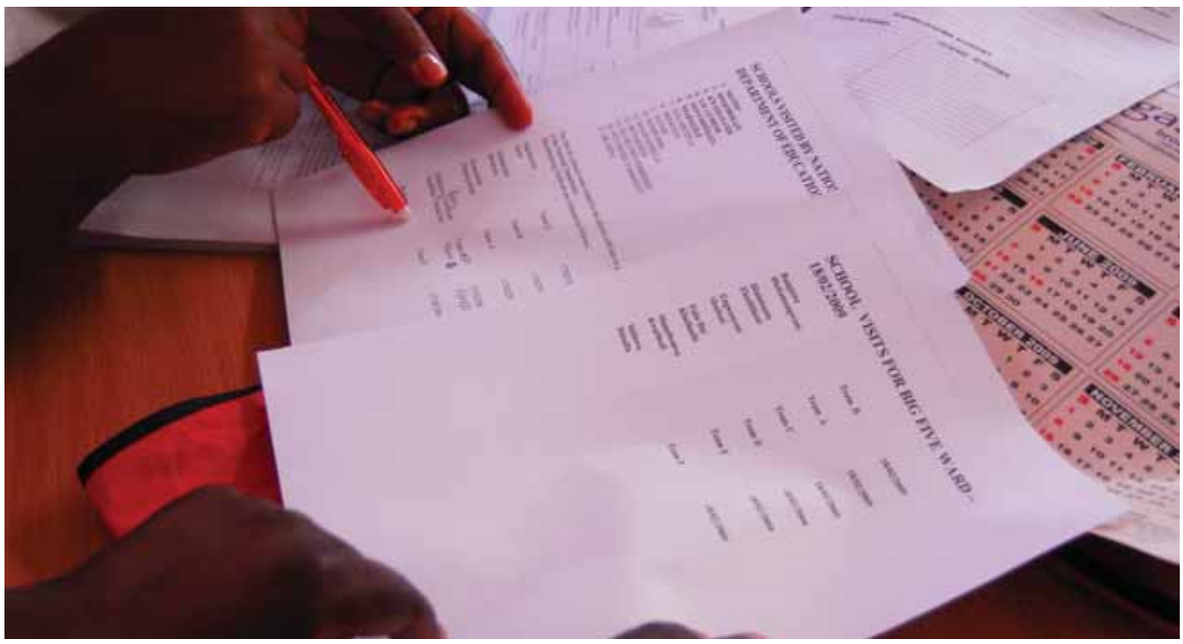

The DBST plans school visits to support ILSTs with programme implementation

4. Institution-level Support Team (ILST)

The function of the ILST is to identify, support (or access support for) and monitor vulnerable learners to enable them to achieve their educational rights, and to plan and implement strategies in this regard.

The ILST may have responsibilities to:[4]

- run (plan, implement and monitor) the CSTL Programme in the school, with the principal providing overall leadership and the appointed coordinators managing the activities;
- ensure that the whole school community, including representatives from the broader community (governing body, parents, other role-players such as clinic staff, police, etc.), are involved;
- identify vulnerable learners, assess their needs and facilitate support from relevant service providers via the Screening, Identification, Assessment and Support (SIAS) process;
- monitor support provision;
- ensure the welfare of the staff and volunteers participating in the CSTL Programme;
- liaise with other committees of the school – such as those working with school safety, beautification, best-performing school, health promotion, HIV and AIDS, sport and recreation, school nutrition, etc. – to ensure that different programmes are aligned with or integrated into the CSTL Programme;
- advocate for the CSTL Programme;
- network with service providers and other relevant structures and stakeholders;
- develop a directory of service providers and relevant sources of information;
- facilitate training for school communities and stakeholders;
- liaise with learners to ensure that children's rights are respected and that effective child participation is achieved;
- ensure that resources are allocated to support the CSTL Programme and that all the components are integrated within the overall School Development Plan;
- consult with the SGB, learners, staff, parents and other stakeholders, regarding the CSTL Programme;
- resolve conflicts and promote collaboration.

The ILST should be chaired by the principal and is accountable to the school management and SGB, as well as to the DBST.

Its terms of reference should specify how often the ILST will meet, how often team members will report and the format of the reports.

Book 6_support&structures_4.indd 11 2010/11/08 3:13 PM

How should members be recruited and motivated?

Identifying possible members of the various CSTL Programme structures is the first step, but motivating them to join and to assume specific roles is equally important. Too often members drop out of committees for reasons such as not having a role to play, not feeling committed to the goals of the programme, not being adequately consulted or not being kept informed. Other reasons may be so-called volunteer fatigue and the stress of dealing with children in crisis.

Deciding how best to approach a potential member of a CSTL Programme structure can set the stage for a valuable, long-term relationship that is beneficial to all concerned, as well as to your CSTL Programme.

Then, finding ways to constantly involve and motivate the members requires careful consideration. Open communication and mutual respect are important requirements. Similarly, the ability to appreciate different points of view and to negotiate to reach consensus between members are skills that will be needed over and over again if your CSTL Programme structure is to remain strong and functional.

From as early as possible, the members need to see themselves as allies in a coalition working towards a common vision. For this to happen, advocacy and lobbying skills will serve you well.

Refer to the *Action Step: Advocacy and Communication* for more information on the role of advocacy in a CSTL Programme.

Another strategy is to assign each team member a particular role. One member in the National Task Team should be mandated to oversee the application of the *National Support Pack*, including gathering feedback on its use. There should be a member responsible for monitoring and evaluation and another for identifying capacity development needs and facilitating relevant training. There should also be a member who takes the lead on partnerships and yet another responsible for financial matters. At school level, different SMT members could be responsible for learner support programmes, for educator support programmes and for whole school development programmes.

Finally, for the members fulfilling these sorts of roles, it is important to have plans in place to help them handle the stress and trauma associated with this work, especially for those who are in daily contact with vulnerable children. Setting up de-briefing sessions and providing access to counselling, are some of the strategies that have been used in similar programmes.

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Book 6_support&structures_4.indd 12 2010/11/08 3:13 PM

Notes

Book 6_support&structures_4.indd 14 2010/11/08 3:13 PM

Action Step:
Capacity for Implementation

basic education
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Book7 Capacity for Implementation.indd 1 11/8/10 3:53:06 PM

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Contents

Action Step: Capacity for Implementation

- Action Step Card 2
- Conducting an Audit and Analysis of Human Resources, Knowledge and Skills; and Formulating and Implementing a Human Resource Development Plan 3
- Addressing Issues of Physical Infrastructure and Equipment 13
- Mainstreaming Functions into Existing Key Performance Areas, Job Descriptions, and Quality Control and Performance Management Systems 16
- Integrating CSTL Programme Training into Pre-service and In-service Training 17

Icons

The following icons are used:

start of a new section

a tool for use by a CSTL Task Team

a reference to another section of the *National Support Pack*

Book7 Capacity for Implementation.indd 1 11/8/10 3:53:07 PM

Action Step Card

Capacity for Implementation

Background

This Action Step assists a CSTL Task Team in identifying the capacity needs for the implementation of the CSTL Programme. An audit of existing human resources, skills and knowledge is a pre-requisite for identifying what is available and the gaps that must be filled.

The national model and your CSTL Programme plans will detail the key categories of personnel required for your CSTL Programme, as well as their capacity needs. They will also assist when considering other pre-requisites for successful implementation of the programme, such as infrastructure and equipment.

Human resource capacity is mainly built through training and experiential learning. While a CSTL Programme training model has already been developed, its application at provincial level will depend on a number of factors that must be discussed and decided on.

Activities

This Action Step requires you to:

- conduct an audit and analysis of existing and required human resources;
- conduct an audit and analysis of existing and required skills and knowledge;
- decide on the training needs of different groups, such as educators, district officials and community stakeholders;
- examine infrastructure and equipment needs that are required in order to deliver a CSTL Programme;
- identify ways to mainstream functions into existing key performance areas, job descriptions, and quality control and performance management systems;
- consider a range of issues related to implementing the CSTL Programme training and capacity building model.

For additional information, refer to the following sections in the ***Background:***

- ***Mainstreaming Care and Support for Teaching and Learning*** as capacity building is a critical requirement for effective mainstreaming;
- ***Changing the Way We Work*** as this implies extended roles and responsibilities, which should be accompanied, where necessary, by training and capacity building.

Book7 Capacity for Implementation.indd 2 11/8/10 3:53:07 PM

Conducting an Audit and Analysis of Human Resources, Knowledge and Skills; and Formulating and Implementing a Human Resource Development Plan

This section focuses on the human resources needed for a CSTL Programme and the knowledge and skills that will be required for its effective implementation.

What is an audit and analysis of human resources, knowledge and skills?

Why is the audit and analysis relevant to a CSTL Programme?

When should the audit and analysis be conducted?

How should a human resource development plan be formulated and implemented?

What training issues should be considered?

What start-up training is envisaged?

Human resources is also addressed in the *Action Step: Support and Structures*.

What is an audit and analysis of human resources, knowledge and skills?

An audit is a process to assess and document existing human resources, knowledge and skills and to compare these with the needs of the CSTL Programme. The results can be used to identify key positions that must be filled and the knowledge and skills that must be acquired. This will form the basis of a human resource provisioning (HRP) and human resource development (HRD) plan for the CSTL Programme.

Book7 Capacity for Implementation.indd 3 11/8/10 3:53:07 PM

Case Study

SCCS Project Coordinator

The provincial Department of Basic Education recognised the need for a coordinator for the Schools as Centres of Care and Support (SCCS) Project, once the donor funding ended. An existing vacant position was identified and a teacher who was involved in care and support work at her school was appointed to this position.

Her duties included helping schools to set up school-based support teams responsible for identifying and supporting learners with barriers to learning. Another duty was to work with other directorates to:

- define care and support within an educational context;
- advocate for care and support being the responsibility of each of these directorates and sub-directorates;
- conduct a policy audit to identify how school-based care and support relates to the core function of each of these directorates and sub-directorates;
- review each directorate/sub-directorate's programmes and identify how existing programmes should be adapted or augmented to ensure that school-based care and support is mainstreamed into the work of that directorate/sub-directorate;
- review and, if necessary, adapt training material that is used in these programmes such that it reflects school-based care and support;
- review and, if necessary, adapt existing monitoring and evaluation tools such that they reflect school-based care and support;
- draw up implementation plans and budgets for the 2009/10 financial year, in preparation for implementing the adapted programmes.

Why is the audit and analysis relevant to the CSTL Programme?

The CSTL Programme requires that all levels of the Department of Basic Education, partners and school communities take on the responsibility to facilitate care and support for teaching and learning, focusing on vulnerable learners. This responsibility will not be effectively fulfilled unless existing capacity is reviewed to establish whether additional human resources and new knowledge and skills are required. This needs to be done in ways that do not compromise teaching and learning, which remain the core function and mandate of the Department of Basic Education.

> This initiative will continue to take into account cost effectiveness, capacity of the education system and the need to avoid overburdening teachers with additional responsibilities.
>
> Record of the meeting of SADC Ministers responsible for education and training
> July 2008, Lusaka, Zambia

Book7 Capacity for Implementation.indd 4 11/8/10 3:53:08 PM

When should the audit and analysis be conducted?

The audit and analysis is a process that should be conducted at the start of the CSTL Programme and then periodically thereafter; as the situation changes so will the capacity needs change.

Tool: Guide for an Audit and Analysis of Human Resources, Knowledge and Skills

Instructions

This tool is to be used as a guide when undertaking the audit and analysis.

The purpose of the tool is to systematically identify critical HRP and HRD needs – positions, functions and training.

If there are CSTL Programme plans for national, provincial and district levels, the audit and analysis should be carried out for each of these plans.

Constitute the team that developed the CSTL Programme plan, and ensure that there is also good representation from the HRP and training units, as well as from different levels in the education system.

1. Examine each activity in the CSTL Programme plan and identify those that require human resources not currently available, such as:
   - a vacant existing position;
   - a new position (permanent or temporary);
   - a new partner (who has a comparative advantage to fulfil a specific role or provide a necessary service);
   - technical assistance (short- or long-term).

   Remember it is very difficult to create new permanent posts in an education system, so proposals for additional posts should be restricted to those that are critical to the CSTL Programme, or those that could be a fully (donor) funded placement or secondment.

2. Use the CSTL Programme plan to identify the HR implications of mainstreaming care and support for teaching and learning for all levels of the system. For example, educators may have to spend more time identifying vulnerable children and facilitating their access to support services, whilst principals may have additional duties, such as managing multi-sectoral networking. Identify what this means for their existing functions and training needs.

3. Prepare a short description, scope of work and job description for every HR gap that has been identified, linking each one to the relevant activities and timeframes in the CSTL Programme plan. Include recommendations for recruitment and retention. Also check for any HR-related financial implications that are not catered for in the budget for the CSTL Programme plan.

4. Describe the significant HR implications that have been identified for existing positions, with recommendations related to how these can best be accommodated. For example, certain job gradings may need to be changed in accordance with the Management Advisory Services (MAS) requirements.

Book7 Capacity for Implementation.indd 5 11/8/10 3:53:08 PM

Tool continued

5. Repeat the exercise to identify critical knowledge and skills gaps for your CSTL Programme. For each activity in the CSTL Programme plan, ask these questions:
   - What knowledge and skills are required by the people in these positions to undertake this activity?
   - What knowledge or skills do they have?
   - What is the gap – what knowledge or skills do they still need?

   For example, you may decide that an understanding of children's rights and knowing where and how to refer vulnerable learners for services and support are needed. Expertise in counselling and providing psychosocial support may be skills that are lacking, but are required for your CSTL Programme. What may also be necessary are specific technical skills related to:
   - project management and monitoring and evaluation;
   - communication and conflict resolution;
   - resource mobilisation;
   - advocacy and social mobilisation;
   - operations research, including data gathering and dissemination.

There are three parts to a job function:

- **skills** – what a person can do;
- **attributes** – what a person is like (the personality);
- **knowledge** – what a person knows and understands.

6. Based on all these analyses, develop an HRP and HRD plan that will fill the gaps, cover all levels in the education system (from national to school level) and provide for staff as well as others (like partners, community members and so on) who will have important roles to play in your CSTL Programme.

Remember to include the technical, administrative and management skills that are needed to implement your CSTL Programme, with suggestions for how these skills can be developed, upgraded and maintained.

Book7 Capacity for Implementation.indd 6 11/8/10 3:53:08 PM

A human resource development plan should provide for training at all levels in the education system

How should a human resource development plan be formulated and implemented?

You need the right number of people, and the right composition with the right competencies in the right places to deliver on the CSTL Programme's mandate and to achieve its strategic goals and objectives.

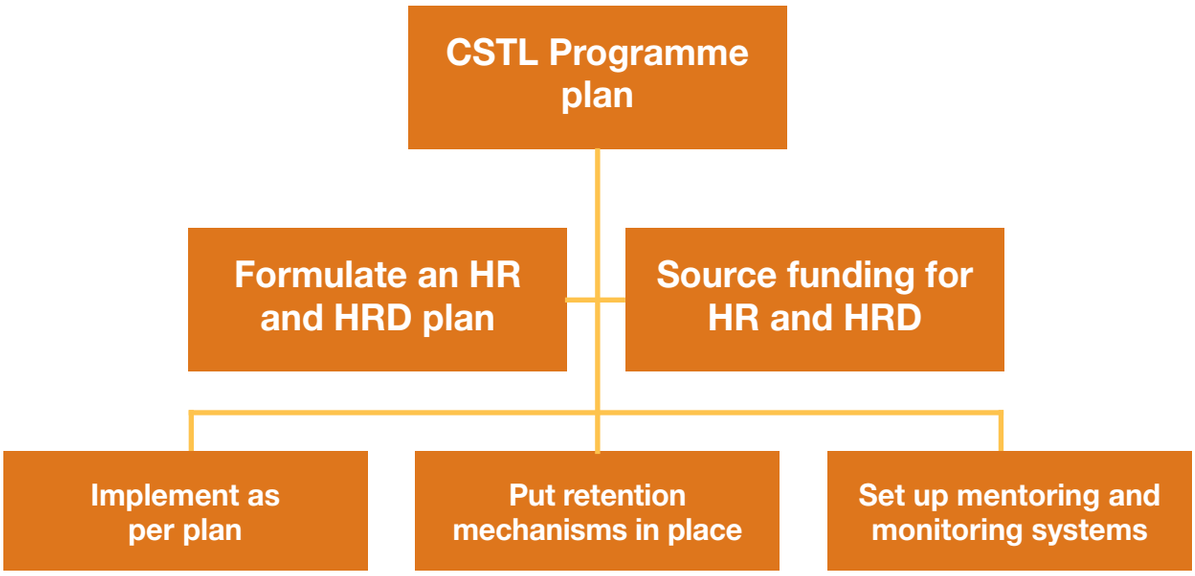
Capacity development involves strategies in which human resources and the operational capabilities of institutions are improved to perform priority functions better.

The purpose of formulating and implementing a capacity building or HRD plan is to systematically prepare for the HR needs (adequate personnel with relevant knowledge and skills) to support activities and services in a CSTL Programme.

The diagram on the following page summarises the processes that need to be undertaken.

Book7 Capacity for Implementation.indd 7 11/8/10 3:53:08 PM

CSTL Programme plan from NSP



The plan should therefore outline the CSTL Programme's HR requirements, define how to assess existing competencies, articulate the identified HR development gaps, specify where technical assistance will be beneficial, and present strategies for capacity development, retention and mentoring.

Key challenges in capacity development include:

- addressing the short- and long-term skills development of implementers and service providers;
- developing systems for improving performance and ensuring quality;
- securing resource pools of trainers and facilitators.

Retention of human resources means keeping valuable human resources in a programme or organisation and keeping them functioning well. This is an important management imperative, not only for a CSTL Programme. Retention is closely linked to motivation; it is about engagement in the programme in ways that result in benefits and success for both the programme and the person concerned.

Retention of staff, partners and volunteers in your CSTL Programme will require constant attention.

This is particularly true when investments (time, money and effort) have been made in developing the capacity of individuals, in order to protect that investment.

Mentoring refers to a relationship in which there is transmission of relevant knowledge, social capital and psychosocial support to recipients. Mentoring should complement all training and capacity development. It is a way of ensuring the quality of skills and of enhancing training.

The responsibility for HRP planning and HRD falls within the mandates of the HR and training units in the Department of Basic Education. The CSTL Programme HR and HRD plan should be formulated and implemented in accordance with the policies and processes of the Department of Basic Education, i.e. it should be mainstreamed into the HRP and HRD systems of the Department of Basic Education.

Book7 Capacity for Implementation.indd 8 11/8/10 3:53:08 PM

There is further guidance on mainstreaming later in this Action Step.

What training issues should be considered?

Guiding principle

The ultimate objective of all training and capacity building will be to strengthen education systems through mainstreaming care and support to promote teaching and learning in schools.

Accepting that all CSTL Programmes will require capacity building for success, the guiding principles that have been agreed on are that:

- training and capacity building should build on local expertise and existing initiatives;
- training must be developmentally sound, rights-based, gender sensitive, disability sensitive, inclusive, and culturally, ethically and contextually appropriate;
- training must be aligned with national policies and plans, and contribute to the attainment of national, SADC regional and international goals, e.g. Education for All (EFA), Millennium Development Goals (MDG), Convention on Rights of Persons with Disabilities of 2006 (ratified by South Africa in 2007);
- capacity development should encompass training, mentoring and technical support;
- training should recognise the career advancement of participants;
- training should include site visits and other experiential opportunities.

Training will have to be tailored for different categories of staff and other stakeholders. Similarly, training needs to be relevant for different levels of implementation – national, provincial, district and school.

Case Study

Training Food Handlers for the National School Nutrition Programme (NSNP)

School meals should be palatable, interesting and nutritious, and are aimed at supporting, amongst other goals, the attainment and improvement in learner punctuality, attendance and achievement.

Monitoring reports from PEDs and observations by Department of Basic Education officials, however, testify that some learners do not fully participate in the programme's meals due to "menu fatigue". Continuous quality training of food handlers is critical in improving meal quality and is an ongoing priority.

Due to high and increasing demand, the National School Nutrition Programme (NSNP) Directorate proposed a partnership which included utilising the FET colleges, FET schools and Universities of Technology who offer Consumer Studies or Hospitality Studies to give quality training to the food handlers. There are clearly defined roles and responsibilities for each of these implementing partners.

Book7 Capacity for Implementation.indd 9 11/8/10 3:53:08 PM

Case Study continued

Training is primarily targeted at food handlers; however, other implementers like NSNP educators, SGB and SMT members are also encouraged to attend in order to better support the implementation of the programme.

Training focuses on:

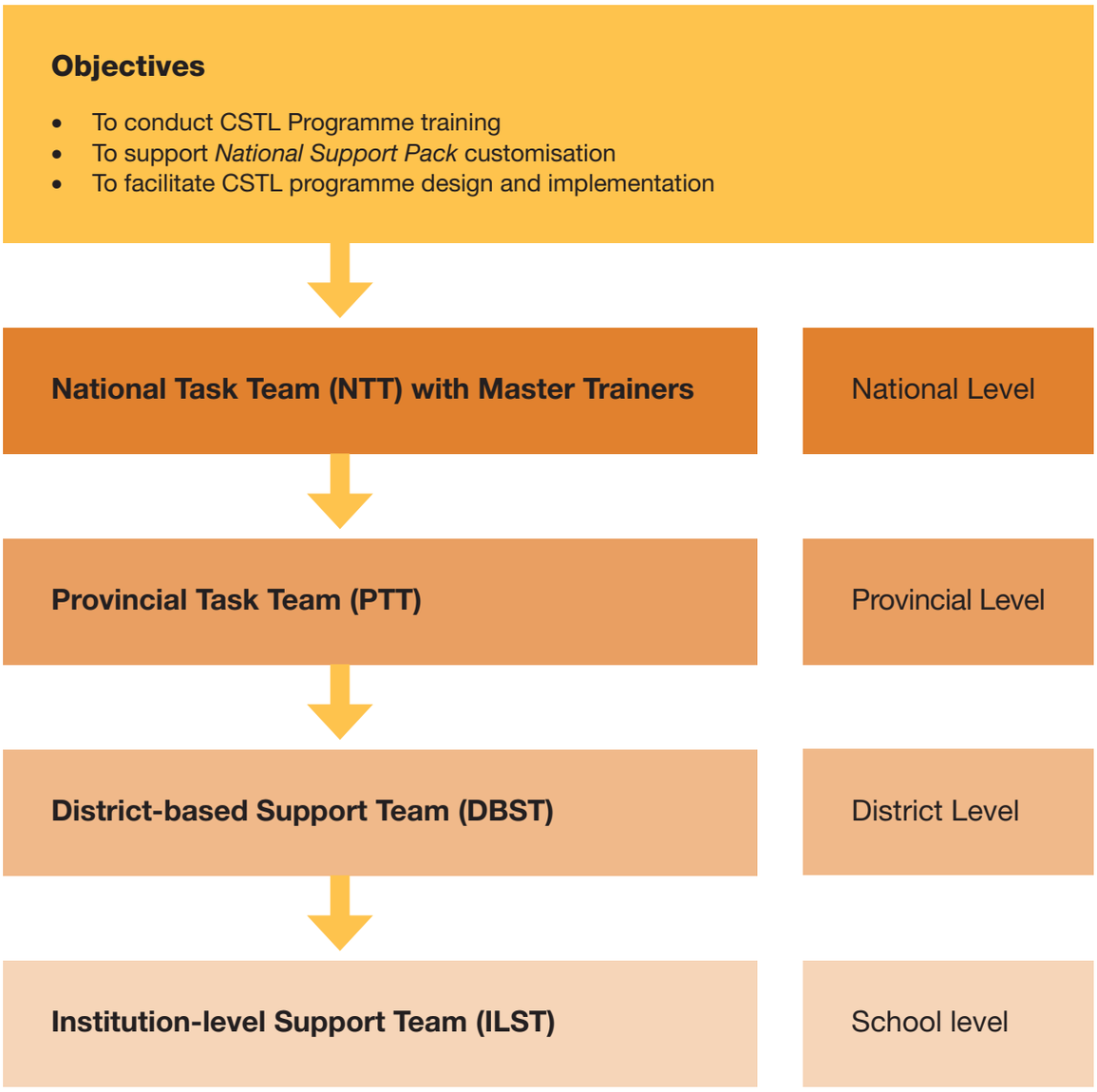
- understanding the nutritional needs of learners in line with educational outcomes;
- understanding provincial menus and committing to adhering to menu options;
- time management in meal preparation;
- preparing palatable, interesting and nutritious meals as per provincial menus;
- personal and kitchen hygiene;
- food safety;
- gas safety.

Food handler workshops include training on the preparation of meals under safe and hygienic conditions in designated cooking areas

Book7 Capacity for Implementation.indd 10 11/8/10 3:53:10 PM

Initially, training may be outsourced in order for CSTL Programmes to build their own internal capacity, and implementing partners could also conduct training. A possible CSTL Programme training and capacity building model could be:

Training and Capacity Building Model



Questions that need to be discussed at all levels in the Department of Basic Education include:

- What is the policy on training and how will CSTL Programme training be incorporated?
- What strategies currently address the short- and long-term skills development of implementers and service providers?
- What forms of training are used at present; residential, cluster-based, on-site, etc.?
- What resource pools of local trainers/facilitators exist?
- Who will be trained at each level?
- How will the training be cascaded?
- What systems are in place for improving performance and ensuring quality?
- Are supervision systems set up in ways that can readily integrate newly acquired skills and knowledge?
- Which venues will be used for training?

Book7 Capacity for Implementation.indd 11 11/8/10 3:53:10 PM

- What site-based support will be given post-training and who will give this support? How will they be prepared to offer this support?
- Will training be accredited, or recognised for registration, professional development and/or salary purposes?
- What role will higher education institutions (universities, teacher training colleges, etc.) play in the training?
- How will the impact of training on programme delivery be monitored?

Case Study

National School Nutrition Programme (NSNP)

One of the outcomes of the partnership with FET colleges, FET schools and universities of technology in training food handlers in the NSNP is to get participants accredited for the modules they have covered for prospective further studies or permanent employment.

What start-up training is envisaged for provinces?

To support new CSTL Programmes, certain provisions have been made to strengthen capacity. These include:

- inter-provincial learning and sharing events;
- study tours and short-term attachments;
- technical support, allocated according to each province's prioritised needs.

Initial training will focus on:

- orientation to the CSTL Programme;
- understanding the national model;
- *National Support Pack* training;
- monitoring and evaluation.

Book7 Capacity for Implementation.indd 12 11/8/10 3:53:10 PM

Addressing Issues of Physical Infrastructure and Equipment

It is probable that every CSTL Programme will have an objective along the lines of the following: "To meet certain material and basic survival needs which otherwise constitute barriers learning and development."

This section looks at the physical infrastructure and equipment requirements to achieve such an objective.

In what ways can the lack of certain physical and material items constitute barriers to education?

What are the possible physical infrastructure and equipment needs for a CSTL Programme?

How should infrastructure and equipment needs be addressed?

A CSTL Programme may need support in the area of infrastructure. This is addressed in the *Action Step: Support and Structures*.

In what ways can the lack of certain physical and material items constitute barriers to education?

Research shows that sometimes the absence of an item or facility can constitute a barrier to education for vulnerable learners. For example, the lack of adequate toilet facilities can be a barrier, especially for adolescent girls. The absence or inadequate supply of assistive devices, like wheelchairs, can prevent learners with disabilities from attending school.

Rural and poor schools need special attention as they tend to have the biggest problems with infrastructure and equipment.

What are the possible physical infrastructure and equipment needs of a CSTL Programme?

Once CSTL Programme plans have been developed, the infrastructure and equipment needs will become clearer. They may relate to:

- the learners themselves;
- the teachers and others providing care and support;
- services provided to meet the needs of vulnerable learners;
- a specific barrier that prevents learners from accessing their right to education.

Book7 Capacity for Implementation.indd 13 11/8/10 3:53:10 PM

For example, a school may need some or all of the following:

- a counselling room;
- a sick bay;
- a group play-therapy area;
- a facility for preparing and serving meals;
- an area to store second-hand uniforms and books;
- assistive devices;
- gardening equipment (and somewhere to store them), water pipes and fencing for a vegetable garden.

Infrastructure and equipment needs must be met in order for the CSTL Programme to work effectively.

How should infrastructure and equipment needs be addressed?

Like the HRP and HRD audit and analysis, infrastructure and equipment needs can also be audited and analysed. This should be done at the start of a CSTL Programme and then periodically thereafter, during each new planning cycle. The results will obviously be different during the start-up and piloting phase and then as the CSTL Programme rolls out.

Because the supply of safe, clean water is critical, an infrastructure audit should include an examination of the status of water and sanitation

Book7 Capacity for Implementation.indd 14 11/8/10 3:53:11 PM

A lot of information about existing infrastructure will have been established in the *Action Step: Situation and Response Analysis*. This analysis can supplement that information by establishing which equipment can be used, with or without adaptation, as well as what new things are required.

Tool: Guide for an Infrastructure and Equipment Audit and Analysis

Instructions

This tool is to be used when undertaking an infrastructure and equipment audit and analysis.

Its purpose is to systematically identify what infrastructure and equipment are needed for a CSTL Programme.

If there are CSTL Programme plans for national, provincial and district levels, then this audit and analysis should be carried out with each of these plans.

Constitute the team that developed the CSTL Programme plan, but ensure that there is also good representation from other relevant divisions in the Department of Basic Education.

1. Examine each activity in the CSTL Programme plan and mark every one that requires infrastructure or equipment not currently available, such as:
   - buildings – either new or that need to be adapted for a specific function;
   - water and sanitation;
   - furniture.

2. Prepare a list of the infrastructure and equipment needs, linking each to the relevant activities and timeframes in the plan, with possible sources where the need can be accessed and how it can be funded.

3. Check that all financial implications are catered for in the CSTL Programme plan budget.

Book7 Capacity for Implementation.indd 15 11/8/10 3:53:11 PM

Mainstreaming Functions into Existing Key Performance Areas, Job Descriptions, and Quality Control and Performance Management Systems

This section focuses on mainstreaming and its application in the area of human resources for a CSTL Programme.

Which HR processes and events need to be reviewed and amended to include CSTL Programme-related functions?

Which HR processes and events need to be reviewed and amended to include CSTL Programme-related functions?

For care and support for teaching and learning to be mainstreamed into education systems, a systematic review is required of all HR processes and events, like performance assessments, the development or revision of job descriptions, recruitment, induction and so on. Based on the review, changes can be made to accommodate care and support.

A small team of HR specialists could undertake the following tasks.

1. List every directorate within the national Department of Basic Education where there could be a CSTL Programme-related responsibility, e.g. curriculum, planning, provisioning, finance, EMIS, school education, inclusive education, special needs programmes, educator development, management and governance, etc.
2. Identify the relevant position(s) within in each of these directorates and specify its/their roles.
3. Repeat the process for all levels from national to school level.
4. Prepare a report that details changes that need to be made to current job descriptions as well as to existing HR practices. For example, introducing flexible recruitment practices that allow for the appointment of contract workers, part-time employees, or the outsourcing of support services to provide for care and support for vulnerable learners.
5. Submit the report for approval in accordance with HR processes and for implementation throughout the Department of Basic Education.
6. Ensure that HR monitoring systems accommodate the changes.

Book7 Capacity for Implementation.indd 16 11/8/10 3:53:11 PM

Integrating CSTL Programme Training into Pre-service and In-service Training

This section highlights the importance of mainstreaming CSTL Programme matters into both pre-service and in-service training.

How can care and support for teaching and learning become institutionalised as part of pre-service and in-service training?

How can care and support for teaching and learning become institutionalised as part of pre-service and in-service training?

Human capital is the development of human skills capacity and the effective use of managerial, professional and technical staff and volunteers. This involves identifying the appropriate people to be trained, providing an effective learning environment for training and education, in-service and field supervision for continued skills transfer, and long-term mentoring.

One of the best ways of ensuring sustainability of a programme is to mainstream it into all forms of training. This implies ensuring that learning outcomes related to the CSTL Programme are included in relevant pre-service and in-service training programmes.

These outcomes could be general or related to specific competencies.

Examples of outcomes are that participants are able to:

- explain the rationale for and elements of a CSTL Programme;
- design a school-level CSTL Programme;
- demonstrate skills in psychosocial counselling of vulnerable learners;
- cost an annual CSTL Programme implementation plan;
- develop a referral directory of services for vulnerable learners.

A review of existing training programmes will highlight areas where CSTL Programme modules and learning outcomes can be added. The revised outcomes will need to be approved, the modules and materials developed and tested, and trainers equipped to conduct this training.

CSTL Programme components will need to be integrated into prior-learning assessments, and, for evaluation purposes, into post-training assessments.

Similarly, mentoring and quality control standards for CSTL Programme competencies will need to be established and aligned to existing ones.

Refer to the *Action Step: Materials and Tools* for additional relevant information.

Book7 Capacity for Implementation.indd 17 11/8/10 3:53:11 PM

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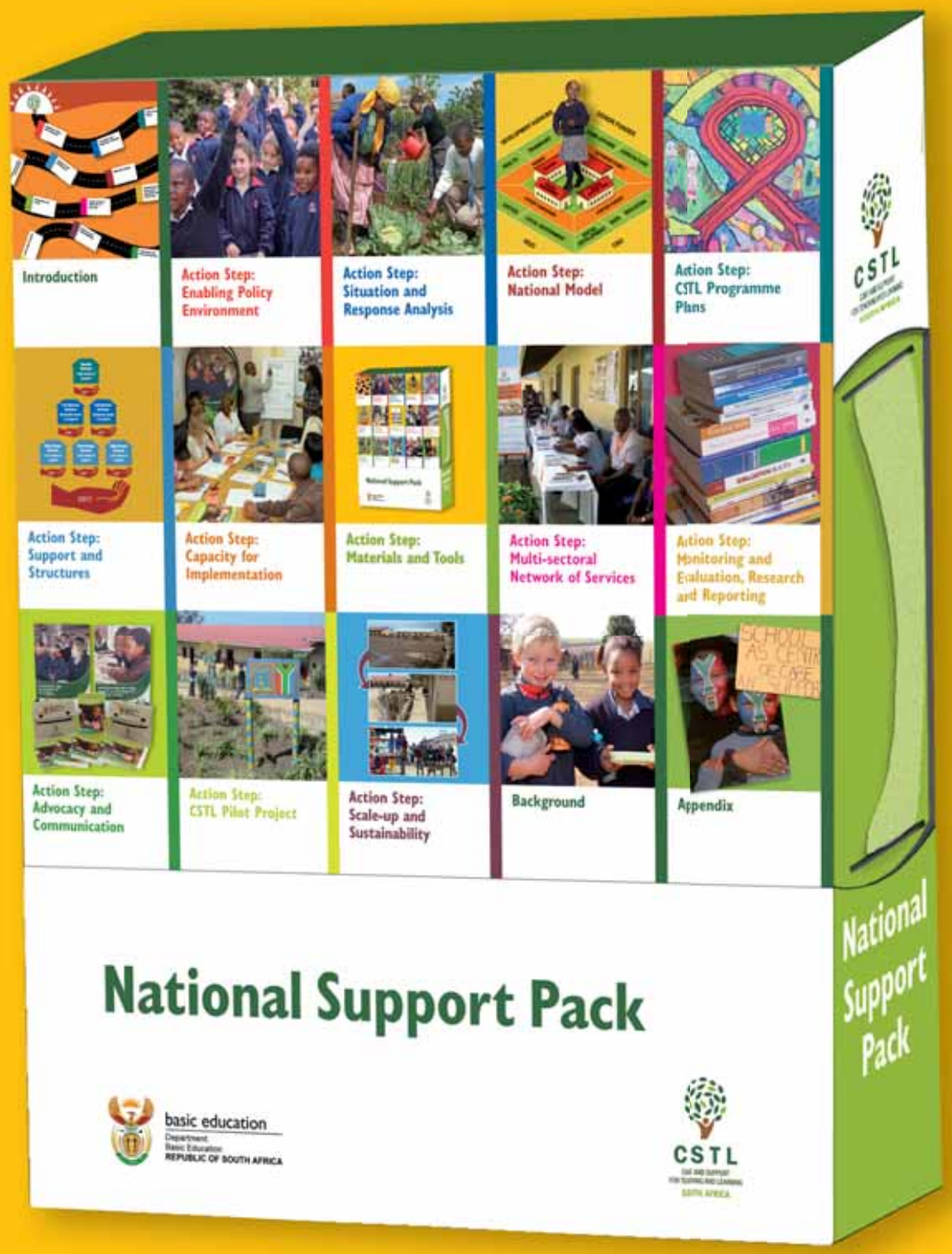

Action Step: Materials and Tools

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Contents

Action Step: Materials and Tools

- Action Step Card 2
- Developing a Package of Materials and Tools 3
- Revising Materials and Tools for Use in a CSTL Programme 7

Icons

The following icons are used:

start of a new section

a tool for use by a CSTL Task Team

a reference to another section of the *National Support Pack*

Book8_materials&tools.indd 1 11/10/10 7:04:02 PM

Action Step Card

Materials and Tools

Background

Before you start a CSTL Programme you should develop a package of materials and tools to support the mainstreaming of care and support for vulnerable learners.

The package should contain training, advocacy and awareness materials. It should also include planning, monitoring and reporting tools, as well as guidelines for accessing support from services within and outside of the education sector.

This Action Step assists CSTL SA Task Teams in deciding on the materials and tools that will constitute this package. It also focuses on identifying and adapting existing materials and tools.

Some examples of materials and tools that can be adapted and used are listed in this Action Step; other examples from existing care and support programmes are included in the *Appendix of Tools, Templates and Examples*.

Activities

This Action Step requires you to:

- review existing materials and agree on those that will become part of your CSTL Programme package;
- consider adapting/revising/customising issues and processes, including translation (if relevant);
- consider two specific issues: the review of existing materials and tools, and the design of training courses for your CSTL Programme.

For additional information, refer to the following sections in the ***Background***:

- ***Committing to a Developmental, Disability, Gender Sensitive and Rights-based Approach***. This approach needs to be reflected in the materials and tools.
- ***Mainstreaming Care and Support for Teaching and Learning***. Materials and tools for a CSTL Programme should become mainstreamed and part-and-parcel of documents used by the Department of Basic Education for everyday purposes.

Book8_materials&tools.indd 2 11/10/10 7:04:02 PM

Developing a Package of Materials and Tools

This section explains what a package of materials and tools may consist of, how the contents should be decided and where existing materials can be found.

What should be contained in a package of materials and tools?

How should the content of the package be decided?

Where can existing care and support materials and tools be found?

This Action Step and *Action Step: Capacity for Implementation* both relate to training issues.

What should be contained in a package of materials and tools?

Once your provincial model and training model are agreed on, a package of materials and tools must be developed to support implementation of the CSTL Programme – at all levels.

The purposes of the package include:

- standardising procedures for care and support and for teaching and learning;
- introducing and advocating for schools as centres of care and support for teaching and learning to partners, community members and other stakeholders;
- providing schools and school community structures with ways to design and monitor the set-up of schools as centres of care and support;
- documenting referrals of vulnerable learners to support services;
- gathering data on a range of issues, including the number and profiles of vulnerable learners being supported through the CSTL Programme.

Your package may therefore contain:

- advocacy and awareness materials including posters, pamphlets and briefing papers;
- training manuals and materials;
- reporting templates and monitoring tools;
- assessment tools to use at school level, such as tools to assess vulnerable learners;
- forms for accessing support services in other sectors or within the education sector.

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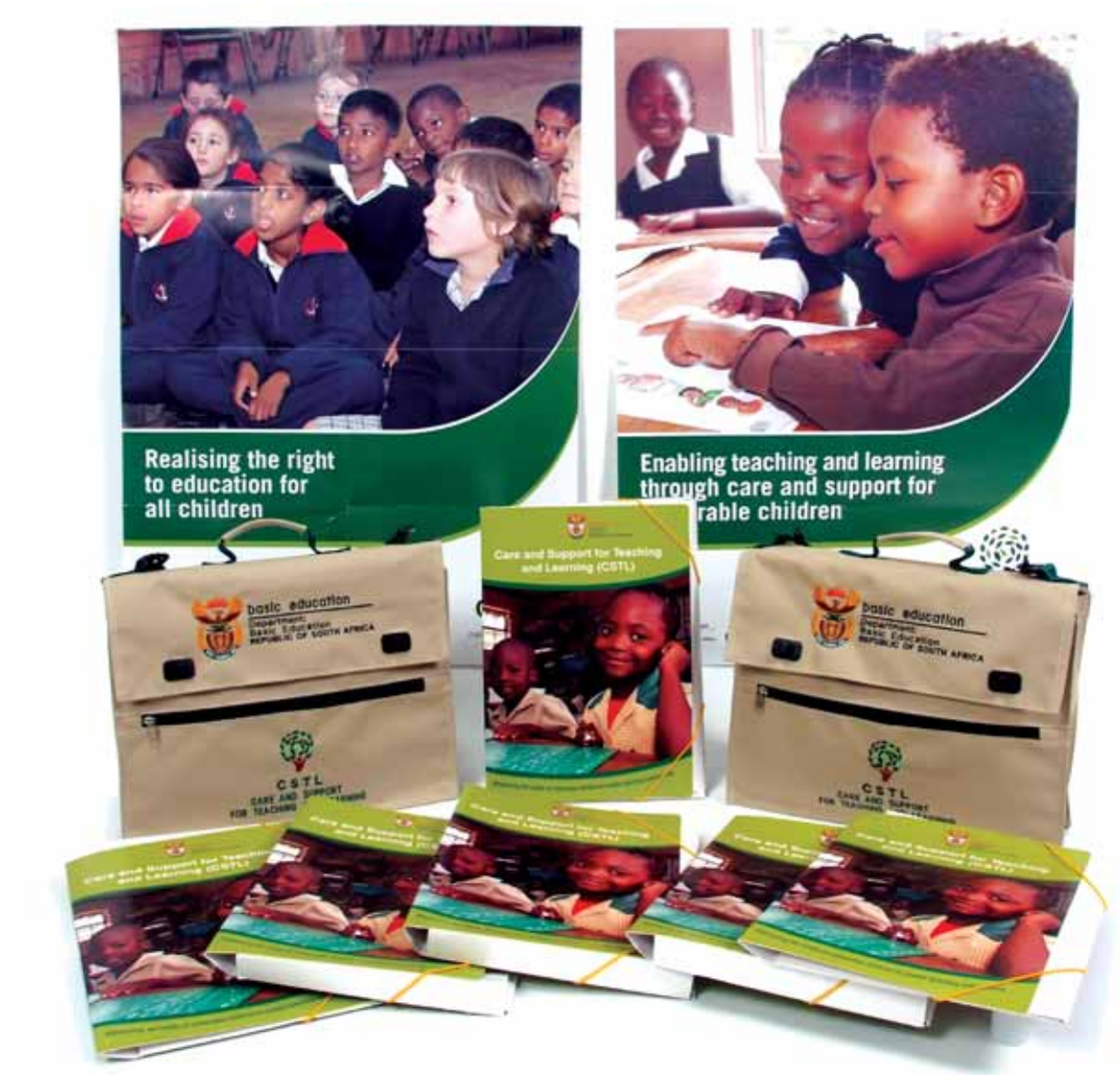

Your package of materials and tools may include various advocacy items like conference bags and folders

How should the content of the package be decided?

Use CSTL Programme plans to identify the materials and tools that will be needed in an essential package:

- Examine each activity in the plan to identify where a tool or some other material is needed.
- Match existing tools to those needed. (You may find existing tools or materials in the *National Support Pack*, within the Department of Basic Education, in NGOs, or in other sectors.)
- Obtain permission to use the materials and tools if copyright exists.
- Adapt the materials and tools such that they are relevant and context-appropriate for your CSTL Programme. If you have the capacity, this can be done within the provincial education department (PED); alternatively, a service provider could be appointed to undertake this task.
- Brand the materials and tools with the name, logo and other features of your CSTL Programme. Remember to include acknowledgements, if materials have been sourced from elsewhere.
- If necessary, make sure that all training materials comply with SAQA Unit Standards and other accreditation requirements.
- Secure the necessary resources to reproduce the materials in appropriate formats, languages and quantities.
- Distribute the materials as required, in conjunction with instructions for their use. This is important if the resources and the effort expended are to be optimally effective.

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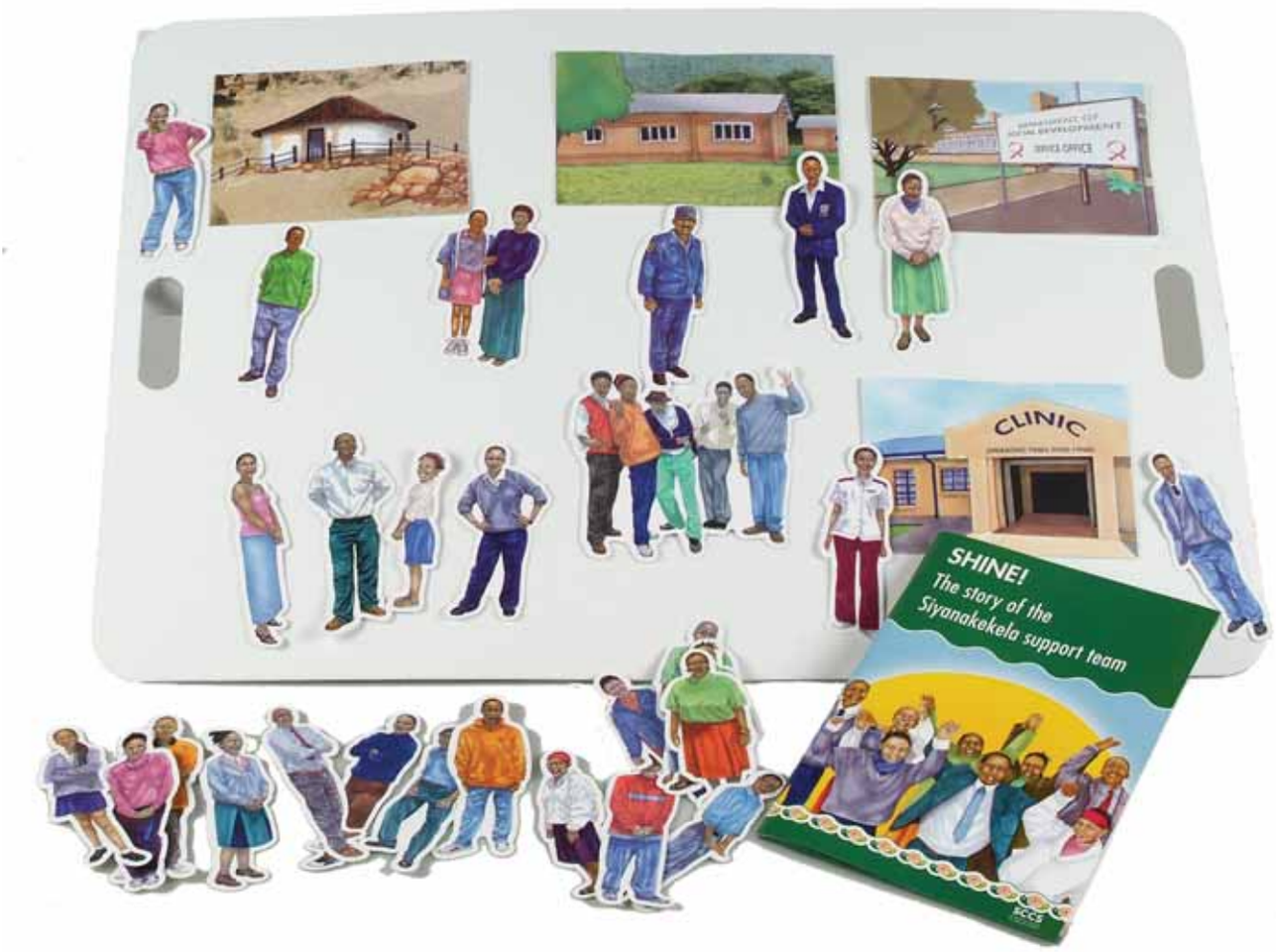
Where can existing care and support materials and tools be found?

There are many useful materials and tools that have been developed for care and support projects in South Africa and elsewhere. Some of the websites are:

Website	Project Name	Publication
www.actionaid.org.uk	ActionAid International	• Various
www.aidsalliance.org	International HIV/AIDS Alliance	• Various
www.ci.org.za	Children's Institute Caring Schools	• Champions for children handbook: How to build a caring school community • The role of schools in addressing the needs of children made vulnerable in the context of HIV/AIDS
www.civicus.org	World Alliance for Citizen Participation	• The MDG (Millennium Development Goals) Campaign Toolkit
www.dpsa.gov.za	Department of Public Service and Administration	• Framework • Examples of best practice and case studies
www.education.gov.za	Department of Basic Education	• Policies
www.hda.co.za	Health and Development Africa Circles of Support (COS)	• COS facilitator's guide • COS research study Children's Voices • Policy review for COS pilot schools • Capacity audit report for COS pilot schools • COS posters and pamphlet
www.miet.co.za	MIET Africa Schools as Centres of Care and Support (SCCS)	• SCCS toolkit • SCCS: Changing the lives of rural children
www.nelsonmandela.org	Nelson Mandela Foundation Caring Schools	• Caring schools dialogue • Community conversations booklet
www.savethechildren.org.uk	Save the Children UK	• Various
www.soulcity.org.za	Soul City Schools as Nodes of Care and Support	• Supporting vulnerable Children in Schools and Communities: A Guideline for Schools as Nodes of Care and Support • Facilitator's Guide
www.thutong.doe.gov.za	Department of Basic Education	• Guidelines
www.unaids.org	Joint United Nations Programme on HIV/AIDS	• Various
www.undp.org	United Nations Development Programme	• Various
www.unesco.org	United Nations Educational Scientific and Cultural Organisation	• Various
www.unicef.org	United Nations Children's Fund	• Various
www.worldbank.org	World Bank	• The OVC toolkit for SSA (sub-Saharan Africa)

Book8_materials&tools.indd 5 11/10/10 7:04:04 PM

The section *Examining Key Facts and Relevant Research Findings* in the *Background* contains a number of important references. Use these for more detailed information on the status of children, on education challenges and on care and support projects, as well as other related initiatives in South Africa and across the SADC region.



The Toolkit for Schools as Centres of Care and Support includes visual and interactive training materials for teachers, SMTs, SGBs and community members

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Revising Materials and Tools for Use in a CSTL Programme

This section looks at identifying the materials and tools that already exist and how they can be adapted or revised for use in your CSTL Programme.

What materials and tools exist that can be adapted for use in a CSTL Programme?

What revisions can be made to the materials and tools?

What are the possible challenges?

Which *National Support Pack* tools can be used?

What materials and tools exist that can be adapted for use in a CSTL Programme?

In addition to the development of new materials and tools, it is necessary to review existing materials and tools to identify which can be used as they are, and which need revision. As care and support is mainstreamed across all functions in the Department of Basic Education, you will need to review a host of other existing materials and tools.

Existing materials may include:

- teacher training materials;
- documents defining the roles and responsibilities of governance structures at all levels of the Department of Basic Education;
- partnership agreements and memoranda of understanding;
- policies and codes of conduct;
- EMIS tools and guidelines.

Existing material needs to be identified, reviewed and adapted for use in the CSTL Programme

Book8_materials&tools.indd 7 11/10/10 7:04:05 PM

What revisions can be made to the materials and tools?

Revision involves a process of customising a product to make it more relevant and more useful.

Amended documents are usually circulated to stakeholder groups for comment before changes are finalised. It is especially important to get feedback from those who, because of their roles, can assess whether the changes are practical or not.

Case Study

Directorates Working Together in the Schools as Centres of Care and Support (SCCS) Project

The Governance and Management Directorate formed part of the project team that developed material on creating an enabling inclusive environment through school policies and practices.

Because this Directorate provides training on how to develop School Development Plans as well as on the functions of a School Management Team, its input was invaluable to ensure that material conformed to Departmental planning and reporting formats and procedures. In addition, as a result of their involvement, they decided to change the criteria used for evaluating school effectiveness so that it reflected the principles of inclusive education, and care and support.

Had this Directorate not given input and taken ownership of the project material, the material would not have accurately reflected Departmental requirements and Governance and Management's own material would not have reflected the principles and practices that the project was trying to promote.

Materials and Tools Review Checklist

Check the following:

- Do the materials and tools support the objectives and plans of your CSTL Programme?
- Do the materials and tools conform to Department of Basic Education procedures and requirements?
- Are the various materials and tools linked and synchronised with one another?
- Is the content up-to-date, relevant and accurate?
- Do the materials and tools recognise prior learning and build on existing competencies?

What are the possible challenges?

The pilot projects in care and support for teaching and learning have identified challenges that may impact on the creation of your package of materials and tools. Some of these challenges include:

- Provincial steps to revise materials must be done within the framework of the national model. Failure to do so may result in additional processes later to re-align provincial packages with the national model.
- Materials development and revision are lengthy processes and so realistic timelines need to be agreed on.
- Changes made to the training model can impact negatively on the materials that form an important component of the training.

Book8_materials&tools.indd 8 11/10/10 7:04:05 PM

- Approval and sign-off on materials often takes time, and delays the production and use of materials. Ideally the approval and sign-off processes should be agreed on at the start, to minimise delays.
- Distribution needs careful management to ensure that the correct materials are dispatched timeously in order to arrive at their destination when required.

Distribution needs to be carefully managed to ensure that the correct materials are dispatched timeously

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Which *National Support Pack* tools can be used?

The following is a list of tools and examples from the various *National Support Pack* Action Steps. Some may be useful as they are; others will require adaptation for optimal use.

Action Steps	Tools and Examples
Enabling Policy Environment	An Outline of the Terms of reference for a Researcher to Conduct a Policy Audit for a CSTL Programme
Situation and Response Analysis	How to Conduct an Internal Audit of Department of Education Directorates An Outline of the Terms Of Reference for a Researcher to Conduct a Situation and Response Analysis for a CSTL Programme
National Model	Checklist of Terms and Concepts Compliance Checklist
Support and Structures	Composition of CSTL Programme Structures (national, provincial, district/circuit and school levels)
Capacity for Implementation	Guide for an Audit and Analysis of Human Resources, Knowledge and Skills Guide for an Infrastructure and Equipment Audit and Analysis
Multi-sectoral Network of Services	Partner Analysis Directory of Service Providers
CSTL Programme Plans	Road Map and Action Step Cards Getting Started with Mainstreaming Basic Steps in Planning Planning Process at a School
Advocacy and Communication	Planning an Advocacy Strategy
CSTL Pilot Project	Develop a Vision for Your School as an Inclusive Centre of Learning, Care and Support Child Participation Checklist
Scale-up and Sustainability	Key Actions for Effective Scale-up

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Tool: Template for CSTL Programme Training Courses

Instructions

This tool can be used by the Department of Basic Education training division when designing and describing CSTL Programme training courses.

The purpose of the tool is to ensure that training courses are described in a comprehensive, standardised manner that is aligned with the specifications for other training courses. These parameters should be available from the South African Qualifications Authority (SAQA).

Convene the training team in the Department of Basic Education that usually designs training courses. Provide team members with a thorough orientation to your CSTL Programme before they start.

Use the following headings to describe the CSTL Programme training courses that will be conducted:

- Name of the course
- Purpose of the training
- Rationale for the course
- Learning outcomes
- Course duration
- Participant profile or target group
- Admission and prior-learning requirements
- Articulation with other programmes
- Teaching/facilitation and learning strategies
- Course content / outline of modules
- Resources required
- Venue specifications
- Criteria for assessing performance

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Action Step: Multi-sectoral Network of Services

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CARE AND SUPPORT FOR TEACHING AND LEARNING
SOUTH AFRICA

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Contents

Action Step: Multi-sectoral Network of Services

- Action Step Card 2
- Establishing Partnerships and Networks 3
- Setting Up Support Systems and a Service Provider Directory 11

Icons

The following icons are used:

start of a new section

a tool for use by a CSTL Task Team

a reference to another section of the *National Support Pack*

BOOK 9_multisectoral network_4.indd 1 2010/11/08 3:34 PM

Action Step Card

Multi-sectoral Network of Services

Background

Care and support for vulnerable learners is not the sole responsibility of the education sector. There are many other important government and civil-society stakeholders. For example, the Department of Social Development may support vulnerable families with the provision of food parcels or social grants. NGOs and traditional leadership have a role to play in ensuring safety nets for vulnerable households. To establish effective responses for vulnerable learners it will be necessary for the Department of Basic Education to partner and network with other sectors and stakeholders.

This Action Step assists CSTL SA Task Teams to identify important government and civil-society stakeholders with roles and responsibilities related to the care and support of vulnerable children. It suggests ways in which to form and participate in partnerships and networks. It also discusses how these can become the basis for setting up an identification and support system that can serve to link vulnerable learners with the service providers and support services they need.

Activities

This Action Step requires you to:

- examine how partnerships and networks can be established for a CSTL Programme;
- identify the sectors with mandates related to children in general and vulnerable children in particular;
- explore the factors that result in partnerships succeeding or failing;
- consider important issues when setting up a support system for vulnerable learners;
- develop a directory of support services and service providers for vulnerable learners.

For additional information, refer to the following sections in the ***Background***:

- ***Committing to a Developmental, Disability, Gender Sensitive and Rights-based Approach***, as it is important that CSTL Programme networks and partnerships adopt these approaches;
- ***Mainstreaming Care and Support for Teaching and Learning***, as networking and delivering services in partnership are important for mainstreaming;
- ***Changing the Way We Work*** as working in partnership and networking with non-traditional structures and groups requires an understanding of change, and willingness to change. In this section there is also useful information about finding and growing champions for a CSTL Programme. finding and growing champions for a CSTL Programme.

BOOK 9_multisectoral network_4.indd 2 2010/11/08 3:34 PM

Establishing Partnerships and Networks

This section examines partnerships and networks and identifies the sectors in society that have child-related roles and responsibilities. Because the education sector cannot meet all the care and support needs of vulnerable learners, it is critical for the success of a CSTL Programme to partner with other sectors and organisations. Partnerships need to be developed at all levels, from national to school level.

What are partnerships and networks?

What are the benefits of partnerships and networks?

Why are partnerships and networks important for a CSTL Programme?

What factors make a partnership succeed or fail?

Which sectors have roles and responsibilities related to children?

What are partnerships and networks?

Partnerships are voluntary collaborations of people and organisations that build on the respective strengths of each partner, optimise the allocation of resources and achieve mutually beneficial results over a sustained period. They imply innovative interaction and linkages that increase resources, scale and impact. They also imply a preparedness to share benefits and losses.

> Strategic partnerships, based on comparative advantage, cost effectiveness and collaboration, must be developed for effective implementation.[1]

There are different kinds of partnerships:

- public/private/non-governmental-organisation (NGO) partnership combinations, partnerships between government departments, and tripartite partnerships between government, business and labour;
- operational partnerships, around a specific programme;
- policy and strategy partnerships, which typically deal with new challenges that cut across different sectors;
- advocacy partnerships to promote action on key issues.

Partnerships are about communication, consultation, coordination and collaboration. Most involve:

- a clear statement of intent;
- a memorandum of understanding that sets out the purpose and duration of the partnership, the formal governance structure, roles and responsibilities of the various participants, as well as exit arrangements;

BOOK 9_multisectoral network_4.indd 3 2010/11/08 3:34 PM

- principles that describe how partners will communicate and collaborate;
- a lead authority that coordinates all stakeholders;
- a forum for regular consultation.

A **network** – which is generally less formal than a partnership – consists of individuals and/or organisations willing to assist one another or collaborate to achieve common goals. Networks are created out of a sense of shared mission, shared vision, shared commitment and shared action. Networks are created by people who want to be connected and who want to communicate, plan and act in concert. A network allows for the rapid dissemination of information – lessons, innovations, techniques, ideas, news, requests and/or questions. A network gives its participants a strong sense of solidarity.

Most networks have some or all of the following characteristics:

- ownership by members;
- commitment to shared objectives and means of action;
- a jointly developed structure;
- shared responsibility;
- shared action;
- reduced duplication and resource wastage;
- communication, exchange and mutual learning;
- synergy (the effect of activities done together is greater than the sum of individual activities).

The Sifisokuhle Primary School signboard reflects multi-sectoral partnerships around the Health Promoting School Programme

BOOK 9_multisectoral network_4.indd 4 2010/11/08 3:34 PM

What are the benefits of partnerships and networks?

Partnerships between the Department of Basic Education, other departments and civil society can help to build commitment among programme implementers, establish initiatives to address common challenges, and help to enhance the impact of the programme by promoting collaboration and sharing of experience.

There are multiple benefits to the Department of Basic Education forming partnerships and networks with others, such as:[2]

- advocating more effectively, including for changes in policy and practice;
- securing the commitment of Department of Basic Education staff and other stakeholders, and building their capacity for effective responses;
- supporting comprehensive responses, ensuring that action by all stakeholders, service providers and communities is coordinated and harmonised;
- mobilising resources, such as for care and support, and promoting more effective and efficient use of available resources;
- ensuring comprehensive coverage and consistent messages, thus avoiding piecemeal approaches and uneven provision of information and services;
- promoting a pooling of knowledge and expertise, learning from experience and sharing of lessons.

Refer to the *Action Step: Advocacy and Communication* to learn how competency in these areas can enhance partnerships and networking.

Why are partnerships and networks important for a CSTL Programme?

Schools have a long history of working on their own, of competing against one another and not sharing resources and skills.[3]

The Important Role of Partnerships in a CSTL Programme

Because aspects of care and support for teaching and learning involve activities that fall outside the traditional scope of the education sector, department officials often lack the required expertise, but it is necessary to work with others. This is the best way to achieve success and to sustain activities over time, while benefiting from the unique contributions of various partners.

BOOK 9_multisectoral network_4.indd 5 2010/11/08 3:34 PM

The following are examples of partnerships for care and support involving the education sector:[4]

South Africa

A study in two provinces identified a range of partnerships between schools and service providers. For example, teachers in a number of schools had established links with social services and were facilitating support for needy children from these services. This was supplemented with support from SGBs in the form of fee exemption, fundraising and donations of uniforms, clothes and books.

Zambia

The Zambian Ministry of Education encouraged district education authorities to establish links with the Ministries of Community Development and Social Services and with NGOs to improve identification of orphans and vulnerable children. The intention was to build on existing school-community links with, for example, the Programme for Advancement of Girls' Education (PAGE) and programmes to educate parents and mobilise communities.

Lesotho

The World Food Programme (WFP) works in partnership with education offices in all districts to implement school feeding programmes, and is also a partner in the government's nationwide bursary scheme for children in Grades 5 and higher (education from Grades 1 to 4 is free). Local committees comprising head teachers, local chiefs and representatives of parents and the church identify students to receive bursaries.

Namibia

The National Policy on HIV/AIDS for the Education Sector, published in 2003, was developed as a collaborative effort involving a wide range of actors. The education sector, through the Policy Working Group of the Joint HIV/AIDS Committee for Education and under the leadership of the Legal Assistance Centre, conducted focus group discussions at all levels of the education system as well as regional consultations and a national conference. The policy formalises the roles of educators, parents, administrators and planners.

At the outset of the planning process, it is crucial to conduct an analysis of current and potential partners. This provides guidance on where to look for expertise or assistance in areas where your CSTL Programme needs it.

In some schools, existing partnerships with the Department of Home Affairs facilitate school-based learner access to essential services like birth certificate and ID book applications

BOOK 9_multisectoral network_4.indd 6 2010/11/08 3:34 PM

Tool: Identifying Partners

Instructions

This tool can be used to identify who is "out there", and what services they provide. Ensure that the group conducting the partner analysis has a good understanding of existing and potential partners.

The tool entails conducting an analysis of persons and organisations in order to identify potential partners for a CSTL Programme.

Step 1

Based on your national model, situation and response analysis, and your programme plan, identify the activities that the Department of Basic Education cannot conduct without assistance e.g. eye screening.

Step 2

List current partners and describe their present and possible future roles. Examples of partners could be:

- government – different departments and at different levels, e..g. national, provincial or district;
- parastatals;
- agencies (including donors);
- the private sector;
- training institutions;
- research institutions;
- NGOs, CBOs, FBOs and other civil society structures;
- individuals – educators, caregivers, learners, etc.

Partners could assume roles in the following areas:

- policy making and planning;
- advocacy;
- coordination;
- service delivery;
- implementation;
- resources (e.g. finance, equipment, skills);
- technical input.

Step 3

Describe who these partners work with, where and at what level (coverage) as well as how effectively they work together.

Step 4

Repeat Step 2 for potential new partners.

BOOK 9_multisectoral network_4.indd 7 2010/11/08 3:34 PM

Tool continued

Step 5

Check that your lists cover all the identified activities of your CSTL Programme. For example, ask if there are partners that can assist in the identification and re-integration of out-of-school youth into the schooling system.

Step 6

Develop a strategy to recruit (where necessary) and mobilise partners to fulfil the identified roles.

Step 7

Formalise the partnerships, for example in the form of a memorandum of understanding (MoU).

What factors make a partnership succeed or fail?

For a CSTL Programme to succeed, everyone who is involved needs to work with new stakeholders and partners, with communities and with children themselves. They may also need to work differently, in non-traditional ways.

For your CSTL Programme partnerships to be effective, you need to:

- agree on the objectives of the partnership, and ensure that all stakeholders have a shared understanding of these objectives;
- focus on opportunities for collaboration on practical activities rather than on collaboration in theory;
- agree on the structure of partnership, and the roles and responsibilities of each partner;
- ensure that all partners understand the respective comparative advantage and contribution of others in the partnership;
- allow adequate time for building trust and relationships and for dialogue to address concerns;
- establish clear communication mechanisms and transparent decision-making and mutual accountability processes;
- decide how the partnership will manage situations where partners cannot reach consensus;
- monitor the way the partnership is working and progress towards objectives on a regular basis, using agreed indicators, and conduct shared analysis of monitoring findings;
- review the role of and need for the partnership on a regular basis, adjust objectives and roles, and add partners as necessary;
- involve key stakeholders from the start, in particular partners whose decisions can determine the success or otherwise of proposed activities, as this helps to generate ownership and commitment;
- ensure that all partners participate in planning, implementation and monitoring and evaluation;
- find the right mix of partners, based on competencies and contributions; importantly you need individuals who will champion the issues and who have the authority to influence their organisations;
- identify the knowledge and skills required for meaningful participation in partnerships and allocate adequate time and resources to build the capacity of partners.

BOOK 9_multisectoral network_4.indd 8 2010/11/08 3:34 PM

Education ministries have generally had limited success in engaging systematically with civil society. Partnerships between governments and NGOs are often informal and one-sided, with education ministries sometimes reluctant to consult civil society or involve civil society organisations in policymaking.[5]

Challenges to Effective, Sustainable Partnerships

Establishing effective and sustainable partnerships face several challenges. These include, among others:[6]

- education departments have limited experience of working with other departments;
- bringing together the coordination mechanisms of education and other sectors can be difficult;
- lack of information about civil society organisations and the work they do can be a barrier;
- establishing partnerships and managing a wide range of stakeholders with different objectives, interests and approaches can be time-consuming;
- reaching consensus among all stakeholders, for example, government officials, religious leaders and teachers, about priorities and how to tackle problems is not always easy;
- partnerships often involve unequal power relations, and these need to be acknowledged and managed;
- partnerships create an additional workload, including the time required for meetings and communication;
- differences in understanding and expectations of partners and lack of clarity about their respective roles and responsibilities can create difficulties;
- balancing priorities and managing potential competition is sometimes difficult;
- there is little evaluation of partnerships and their impact, and tools and indicators to measure the effectiveness and outcomes of partnerships need to be developed.

Which sectors have roles and responsibilities related to children?

The following list of examples should be reviewed and adapted as required:

- The **education sector** is responsible for teaching and learning.
- The **health sector** is responsible for health-care services. This includes free services for children under six years and for children with severe and profound disabilities. The health sector also provides free reproductive health services.
- The **welfare / social development sector** has a mandate that covers children with disabilities, social assistance grants and other forms of social protection, such as emergency aid and food parcels. It is also the sector that is very important in cases of abuse and neglect.
- The **agriculture sector** is responsible for supporting household food security and assisting rural communities and families.
- The **justice sector**, including the police, prisons and the courts, is involved in all cases where a law is broken, either by a child or affecting a child. The sector also plays a role in placing a child in need of care and determining custody and guardianship. Another important role relates to inheritance, such as when a parent dies.
- The **labour sector** is responsible for protecting children from child labour and from all forms of exploitative and dangerous labour.
- The **home affairs sector** issues birth certificates and identity documents. It is also the sector involved in refugee matters.
- In **civil society** the roles of traditional leaders, FBOs, NGOs, DPOs and even sporting organisations can be significant in caring for and supporting vulnerable children.

BOOK 9_multisectoral network_4.indd 9 2010/11/08 3:34 PM

A group of learners and multi-sectoral partners give the thumbs up after a successful integrated service delivery day

BOOK 9_multisectoral network_4.indd 10 2010/11/08 3:34 PM

Setting Up Support Systems and a Service Provider Directory

This section provides guidance on the support systems that need to be established to meet the care and support needs of vulnerable learners.

Why are support systems important for a CSTL Programme?

What are the considerations when setting up support systems?

What are the questions to ask before developing a service provider directory?

Why are support systems important for a CSTL Programme?

The primary role of the education sector is teaching and learning. South Africa faces many development challenges, and schools need to assume roles of care and support to vulnerable learners. As schools themselves are not able to provide the wide range of services that are required to ensure that vulnerable learners enter school, remain at school and achieve, it is critical to set up and maintain effective identification and support systems in order for these learners to access the services they require.

To promote inclusion, remember that support does not mean referral to another education site but that, as far as practicably possible, support is brought to the learner in his or her local community.

What are the considerations when setting up support systems?

Some important considerations to be discussed when setting up support systems are:

- the location of the organisations to which application for support can be made;
- the services they provide, when and to what groups of people;
- whether these organisations have the capacity to deal with additional support requirements;
- ensuring that the proposed interventions aim at supporting and including, rather than excluding or segregating learners;
- the procedures to follow when accessing support from these organisations;
- how to ensure that the support is effective and in the best interests of the particular learner;
- whether the proposed support services are at a site which is accessible to the learner;
- the best monitoring and feedback system to put in place.

Many of these points are considered in the *Action Step: Situation and Response Analysis*, so it is important to use these two Action Steps together.

BOOK 9_multisectoral network_4.indd 11 2010/11/08 3:34 PM

The Road to Health Card, Learner Profile, and SIAS SNA documents are examples of identification and support tracking forms. The latest versions of the Learner Profile and SIAS SNA documents are available on the Department of Basic Education website. There are also example forms in the *Tools, Templates and Examples* section of the *Appendix*.

Schools support learners and their families by facilitating school-based access to essential services like grant applications

What are the questions to ask before developing a service provider directory?

An important first step when establishing a network of support services is to create a directory of service providers to whom applications for support can be made. Answer the following questions before embarking on developing a directory:[7]

- Does a directory already exist?
- What parameters should be set – covering what area, what services?
- Who will use the directory and how?
- How will you present the information in the directory?
- How will you disseminate the directory?
- How will you maintain the directory?

Having answered these questions, the process on the next page can be followed to create a directory of service providers.

BOOK 9_multisectoral network_4.indd 12 2010/11/08 3:34 PM

Tool: Directory of Service Providers

Instructions

This tool can be used to create a directory of service providers for the CSTL Programme.

The purpose of the tool is to gather and present key information in a uniform manner, so that it can be used to identify where to access support for vulnerable learners who require one or more services.

Establish a team that understands the needs of vulnerable learners and has knowledge of, or can access information on, a wide range of service providers.[8]

1. Define the areas of information to be collected. There are many model questionnaires available that can be used or adapted for this purpose. Information to be collected should cover:

- the type of organisation (i.e. NGO, DPO, government organisation, etc.);
- the name of the organisation;
- a short organisational profile and statement of purpose;
- organisation contact information (complete address, telephone, fax, e-mail);
- the target group (e.g. orphans and other vulnerable children, adolescents, women, etc.);
- services provided;
- operating hours;
- what is needed when visiting the organisation;
- directions to travel to the organisation.

2. Identify mechanisms to collect the information and to distribute the directory questionnaire.

3. Check and then collate all the information. It is preferable to use a suitable computer package for this purpose. How it is done will also be decided by the final form it will take – hard copy or electronic, or both.

4. Print the final product (if hard copy) or develop the web page (if electronic), or both. Include the means to submit additional entries or amendments to existing entries. The date of the version of the directory should always be included.

5. Disseminate copies to all the organisations listed in the directory, and to all other stakeholders and potential users.

6. Agree on a process to maintain and update the directory periodically.

BOOK 9_multisectoral network_4.indd 13 2010/11/08 3:34 PM

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BOOK 9_multisectoral network_4.indd 14 2010/11/08 3:34 PM

Notes

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Book11 Advocacy and communication.indd 1 11/8/10 4:48:09 PM

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Contents

Action Step: Advocacy and Communication

- Action Step Card 2
- The Role of Advocacy in the CSTL Programme 3
- Designing an Advocacy and Communication Strategy 7
- Launching the CSTL Programme 13
- Documenting and Disseminating Lessons Learnt for Advocacy 15

Icons

The following icons are used:

start of a new section

a tool for use by a CSTL Task Team

a reference to another section of the *National Support Pack*

Book11 Advocacy and communication.indd 1 11/8/10 4:48:11 PM

Action Step Card

Advocacy and Communication

Background

Successful mainstreaming of care and support for teaching and learning requires an advocacy and communication strategy.

This is because every step of mainstreaming involves convincing decision-makers and other stakeholders of the value of care and support. As you roll out care and support into schools, your advocacy and communication strategy may become even more sophisticated because of the greater demands you may make on budget and other resources.

An important component of your advocacy and communication strategy at the start of your care and support for teaching and learning work is to have an effective launch of the CSTL Programme. As your mainstreaming efforts gather momentum, documenting and disseminating lessons learnt is also an important component of advocacy.

Activities

This Action Step requires you to:

- identify advocacy priorities for your CSTL Programme;
- develop an advocacy and communication strategy for each advocacy priority;
- launch the CSTL Programme;
- document and disseminate the lessons learnt.

For additional information, refer to the following section in the ***Background***:

- ***Examining Key Facts and Relevant Research Findings***, which provides an overview of the key facts and research findings that underpin care and support for teaching and learning, and can be useful for your advocacy and communication strategy.

Book11 Advocacy and communication.indd 2 11/8/10 4:48:11 PM

The Role of Advocacy in the CSTL Programme

This section describes advocacy and its role in the CSTL Programme. It also explains how to identify advocacy priorities and strengthen the approach by using information gathering and research skills.

What is advocacy?

Why is advocacy an important component of the CSTL Programme?

How do you identify your advocacy priorities?

How do you use information gathering and research to strengthen your advocacy work?

What is advocacy?

There are two aspects to advocacy. Firstly, advocacy involves a set of targeted actions directed at decision-makers in support of an important issue.[1] Examples of important advocacy issues are ensuring that there is an enabling policy environment, and securing sufficient human and financial resources for the CSTL Programme.

Advocacy

"Advocacy is putting a problem on the agenda, providing a solution to that problem, and building support for acting on both the problem and the solution."[2]

Information gathering, research and effective communication underpin advocacy. This is because decision-makers need to be persuaded by good information that is well communicated. Decision-makers are best reached through well-presented PowerPoint presentations, written case studies of good practice, and print media articles.

Secondly, advocacy is used to describe the process of getting buy-in and support which needs to happen at all levels of CSTL Programme implementation, from national to school level. It is particularly dependent on effective communication and often relies on face-to-face meetings and simple awareness-raising materials such as posters and pamphlets.

A useful definition that joins the two parts of advocacy is: speaking up, drawing a community's attention to an important issue, and directing decision-makers towards a solution.[3]

Book11 Advocacy and communication.indd 3 11/8/10 4:48:11 PM

Why is advocacy an important component of the CSTL Programme?

The quote in the box below highlights the reason advocacy and communication play such significant roles in the mainstreaming of care and support. It is that many people need persuading about the value of care and support for teaching and learning. Some influential people in the Department of Basic Education may believe that care and support is not the core business of the education system. Clear linkages need to be drawn between care and support programmes and education outcomes, such as enrolment, retention and achievement.

> "Care and support has always been perceived as a soft issue in the Department of Education and the focus traditionally has been on school-leaving (matriculation) results. Learners in school are faced with varied challenges and it is important to understand and take into consideration where they are coming from when assessing their performance. Matriculation results are one indicator of children's performance, but a true picture of their ability can only be understood if their backgrounds and difficulties are taken into consideration. Achieving this mind-set across the board poses a challenge. Advocacy for holistic education might assist in promoting a mind-set change, but the newness of the concept means that not everybody is enthusiastic about such a change."[4]

The CSTL SA Inter-Provincial Forum meeting held in August 2009 included a site visit to Mbeleni, a full service school. This was an effective programme advocacy tool as it gave delegates an opportunity to see important elements of an inclusive, caring and supportive school

Book11 Advocacy and communication.indd 4 11/8/10 4:48:11 PM

The following case study highlights four examples of how advocacy work was used in the Schools as Centres of Care and Support (SCCS) pilot project to address specific challenges. The four examples illustrate the use of advocacy to:

- create ownership for the SCCS programme at the district level;
- create awareness of the SCCS programme in non-participating schools;
- ensure that the role of school-based carers is understood;
- create sustainable partnerships to respond to the needs of vulnerable children.

Case Study

The Value of Advocacy in the SCCS Project[5]

Example 1
In the first year of the SCCS Project, although there was ownership and support of the initiative at the provincial level in all three provinces (Eastern Cape, KwaZulu-Natal and North West), at district level the operation was still very much a "MIET Africa thing". In the second year of the initiative, MIET Africa held district advocacy workshops that resulted in a higher level of ownership and commitment at district level.

Example 2
Although advocacy meetings and workshops were run, these were initially held only with members of the school communities of schools that were participating in the SCCS programme. As a result, the project was not well known beyond the eight participating schools in each cluster. Advocacy meetings were then conducted with non-participating schools to ensure greater awareness of the programme beyond the participating schools.

Example 3
In schools that were short staffed, some principals used the school-based carers for non-SCCS tasks and activities, such as administrative work. In some cases they were even used as stand-in teachers. Clearly greater advocacy was required to ensure that the value of the school-based carer in providing support for vulnerable children and their families was recognised by the school.

Example 4
Advocacy is needed for sustainability. While benefiting from official support from the national and three provincial governments, ongoing advocacy was shown to be essential at local level to sustain the multi-sectoral partnerships needed to respond to the needs of vulnerable children.

Book11 Advocacy and communication.indd 5 11/8/10 4:48:11 PM

How do you identify your advocacy priorities?

Advocacy priorities change throughout programme implementation. The start-up phase of the programme requires significant investment in securing buy-in. The implementation phase requires advocacy work that supports mainstreaming activities. Sustainability planning requires work to secure resources for the long term. In fact, as you move towards rolling out care and support into more schools, your advocacy strategy may have to become more sophisticated as you make greater demands on budget and other resources.

Your situation analysis and policy audit will reveal areas needing attention and these might need to be included in your advocacy priorities.

The policy agenda discussed in the *Action Step: Enabling Policy Environment* identifies specific advocacy activities.

The CSTL Pilot Project will also provide valuable insight into the type of advocacy work needed at the local level to ensure success.

Your CSTL Programme should plan for ongoing advocacy activities. These could range from informal local-level advocacy workshops to a more sustained campaign that secures policy change for inter-sectoral cooperation and improved resources for vulnerable learners.

How do you use information gathering and research to strengthen your advocacy work?

It is unlikely that you will have all the information you need at the beginning of an advocacy campaign. For example, you may not have all the facts about HIV and AIDS, or the main reasons for child vulnerability, or the number of child abuse cases in a specific district. It is essential that any advocacy action be preceded by a period of **information gathering**. You may decide that some research should be conducted to strengthen your case. Good information is essential so that you can clearly define your issue and the policy change or other outcomes you desire as a result of your advocacy work. This is also sometimes referred to as **evidence-based advocacy**.

Advocacy work benefits from **evaluation**. It is useful to evaluate whether you were successful in achieving policy change or other outcomes, as well as to evaluate the strategy you adopted. For example: Did you use the media effectively or were you most effective as a lobbyist? Alternately, what was the response to local workshops, and how effective was a Department of Basic Education bulletin or newsletter in disseminating information about the CSTL Programme? To find out more about the role of a lobbyist, read the information in the following section under the heading *What is lobbying?*

You will find useful information about conducing research in the *Action Step: Monitoring and Evaluation, Research and Reporting*.

Book11 Advocacy and communication.indd 6 11/8/10 4:48:12 PM

Designing an Advocacy and Communication Strategy

This section outlines the steps involved in the development of an advocacy strategy. It then discusses in more detail some of the steps, including the development of an advocacy message, how to lobby and the selection of a communication strategy.

How do you design an advocacy strategy?

How do you develop an advocacy message?

What is lobbying?

What is a communication strategy?

What communication methods are used in the CSTL Programme?

How do you design an advocacy strategy?

There are 12 steps for developing an advocacy strategy. These steps are listed under the *Tool: Designing an advocacy strategy,* and they guide a CSTL Task Team on the process. The steps are fairly self-explanatory but a CSTL Task Team may find it valuable to use an outside facilitator who is experienced in advocacy to guide this process.

Alternatively, there are toolkits, such as the *Millennium Development Goals (MDG) Campaign Toolkit,* which give a more detailed insight into the tools and skills associated with advocacy work. Although this particular toolkit is not targeted at government officials, the skills and strategies can be adapted for advocacy work for care and support for teaching and learning.

You can find the MDG Campaign Toolkit at http://www.civicus.org/mdg/title.htm

Tool: Designing an Advocacy Strategy

Instructions

This tool should be used to develop an advocacy strategy for the CSTL Programme. Discuss and decide which steps need to be conducted in a workshop or meeting of your Task Team and those that can be delegated to others. Plan to have regular feedback meetings to discuss progress towards the completion of each step. A CSTL Task Team may decide to use an external facilitator who is knowledgeable about advocacy to support this work.

Book11 Advocacy and communication.indd 7 11/8/10 4:48:12 PM

Tool continued

Tool: Designing an Advocacy Strategy (continued)

These are the 12 steps for designing an advocacy strategy:[6]

Step 1: Identify the issue or challenge to be addressed.
Step 2: Develop the objective of the advocacy work.
Step 3: Identify who will do what, when and how in relation to the issue you want to address.
Step 4: Identify the audience or target for the advocacy work.
Step 5: Develop an advocacy message; find out what information or research you may need to get across your key message; if necessary, commission action research to inform your advocacy strategy.
Step 6: Identify communication methods to put across your advocacy message.
Step 7: Identify other activities that will support your advocacy work, such as organising petitions, involving celebrities, writing to politicians or marking an anniversary such as World AIDS Day.
Step 8: Find out who your allies are and develop a broad-based partnership or advocacy coalition which supports your position on the advocacy issue; lobby others whose support is critical to addressing your issue.
Step 9: Make sure you identify the influential people about the issue you want to address and find out who your opponents are and what their likely issues of concern will be.
Step 10: Develop your advocacy plan and identify the necessary resources.
Step 11: Implement the advocacy actions and communication in accordance with the plan.
Step 12: Monitor the process and evaluate the outcome.

How do you develop an advocacy message?

Step 5 involves developing an **advocacy message**. This is a concise, persuasive statement about an advocacy goal that captures what you want to achieve, including why and how. The message should contain a statement about the issue, evidence to back it up and the action that is required or desired. An advocacy strategy should have a small number of advocacy messages. If you have too many messages, it will be hard to stay focused and you might lose impact. Try for a maximum of three priority messages as part of your advocacy strategy.

Read the example advocacy message in the box below.

Example Advocacy Message

> Material support forms an essential part of the care and support required for vulnerable learners to enable them to realise their right to education.

This message was developed from the following adapted extract from the *Policy Review: Care and Support for Teaching and Learning in South Africa*[7]:

Children in poor families are less likely to enrol at school and complete schooling because of the associated costs of attending school. Even if children do not have to pay school fees, the costs of uniforms, stationery, books and transport pose significant barriers to vulnerable children in South Africa.

Book11 Advocacy and communication.indd 8 11/8/10 4:48:12 PM

It is not just the financial burden related to school costs that keeps children out of school; it is also the stigma, discrimination and abuse practiced against children who are unable to pay fees or afford school uniforms and even stationery, which serves to exclude them from enjoying their right to an education. A number of children who were involved in two child participation processes designed to monitor their experience of poverty shared the following stories of discrimination, stigma and abuse:

> I don't have all the books I need. When I need to write it is a problem because I always use pieces of paper. Sometimes the teacher will not let you write a test on paper. (Boy, 11, KZN)
>
> I will be happy if I can get a full uniform because then I can look like other children at school. (Girl, 11, Limpopo province)
>
> You are reminded always to bring school fees. If the year ends and you haven't paid, your report is withheld. (Girl, 13, WC)

Also children get thrown out of school for not having appropriate shoes or not having full school uniform…At one school it seems the principal is making up the rules on his own – even telling the security guard not to admit children without the correct uniform.

The factors detailed in the above box contribute to learners dropping out of school and not achieving optimally. They provide a compelling argument for why vulnerable children should receive material support. Never doubt the power of facts and data. It is important to collect facts and data, and to use them to strengthen your case.

Examples of posters used as part of the advocacy material for the CSTL SA Programme

Book11 Advocacy and communication.indd 9 11/8/10 4:48:13 PM

What is lobbying?

Step 8 suggests that you lobby others whose support is critical to your issue. **Lobbying** is often used in conjunction with advocacy. Lobbying describes the process of winning allies and influencing decision-makers. There are many ways to lobby people. The most common is to meet with key individuals to discuss your interests and to see whether they are in support. Lobbying can also be done through information events to which many people are invited to learn more about your campaign. These events can be fun and entertaining.

To be an effective lobbyist, it is essential that you are well informed about your issue and clear about what you want to see changed. Before you meet with important decision-makers, practise giving your presentation. It is often helpful to prepare information sheets about your advocacy issue as well as to use a PowerPoint presentation where appropriate.

What is a communication strategy?

Step 6 requires that communication methods be identified to put across your advocacy message. Communication goes hand in hand with advocacy. Most advocacy work only succeeds through an effective **communication strategy**.

Communication is a process by which meaning and messages are conveyed in an attempt to create shared understanding.[8] This process requires a range of skills, including intra-personal skills and inter-personal understanding. The important skills are listening, observing, speaking, questioning, analysing and evaluating.

When you develop a communication strategy you need to decide what you want to communicate, with whom you will communicate, who is going to do the communicating and how they are going to communicate it. For example, you may decide that an educator from a school involved in the CSTL Programme is best placed to communicate the difficulties faced by vulnerable learners. The content and target group of your communication are determined by your advocacy strategy (Step 4 and Step 5 of designing an advocacy strategy). The **how** part refers to the communication methods or channels to be used. Your choice of communication methods will depend on what you need to achieve.

Communication is employed for different reasons – for awareness, for understanding and for action.

When **communicating for awareness**, the target audience does not require a detailed knowledge of the topic, but it is helpful for them to be aware of it. For example, your target group may only need to know that vulnerable children can get care and support, such as improved nutrition, referral to health services and social workers, and assistance through schools.

When **communicating for understanding**, your target group may need a deeper understanding of care and support for teaching and learning. For example, your target group may need to know the main causes of child vulnerability and the extent of the problem, and how the CSTL Programme is responding.

Communicating for action can be employed for those groups and individuals who are in a position to "influence" the department or any other organisation and "bring about change". For example, you might want a department to cooperate on a joint plan of action.

Read the case study about inter-sectoral government service delivery days on the following page.

Book11 Advocacy and communication.indd 10 11/8/10 4:48:13 PM

Case Study

Advocacy and Inter-sectoral Collaboration: Service Delivery Days in South Africa

The SCCS pilot project set out to institutionalise care and support from a holistic perspective. This required collaboration between departments such as Social Development, Home Affairs and Health. Service Delivery Days are inter-sectoral government days where a range of government departments offer services to the public from the premises of a school for one day. The service delivery days successfully demonstrate to stakeholders the value of working together.

The Department of Basic Education would like this concept to be institutionalised so that it becomes a regular feature on the calendars of the organisations involved.[9] Effecting this change requires that advocacy goes beyond just collaborating for a once-off event.

What communication methods are used in the CSTL Programme?

Communication methods include face-to-face methods, such as meetings and interviews, as well as those involving print, audio-visual and virtual channels. It is helpful to be creative about communication. Sometimes it requires you to think like a marketing specialist. For example, to raise awareness about the SCCS pilot project, the Department of Basic Education printed the pilot project logo on its departmental diaries which were distributed to all educators in the province.[10]

Communication methods should be informative and persuasive.

Your communication methods may involve one or more of the following:

- meetings with individuals or groups of the target audience;
- media campaigns;
- seminars, workshops and conferences;
- publications, fact sheets and information briefs;
- focus group discussions;
- distribution of branded, promotional or other items;
- websites;
- cellular phone SMSs and e-mails.

Case Study

Communication Methods for Advocacy

The South African SCCS Pilot Project[11]
Advocacy workshops were conducted to ensure the buy-in and ownership by school communities. These included face-to-face meetings with individuals and groups. A set of eight posters was used as an advocacy tool to help schools to become centres of care and support.

Book11 Advocacy and communication.indd 11 11/8/10 4:48:13 PM

Case Study continued

The Circles of Support (COS) Pilot Project[12]

This project developed a large poster to illustrate the many different actions that schools and communities can take to support vulnerable learners. The COS Toolkit was developed at the end of the pilot project. The Toolkit describes the process of implementing the project, to support other education departments in replicating the programme.

Inclusive Education in South Africa

As part of their advocacy and communication strategy to raise awareness and develop an inclusive education system in South Africa, the Department of Basic Education produced a variety of promotional materials ranging from DVDs to electronic newsletters.

The DBE's package of advocacy material to promote inclusion within the education system includes a DVD showcasing South African success stories

Book11 Advocacy and communication.indd 12 11/8/10 4:48:14 PM

Launching the CSTL Programme

This section describes the value of launching the CSTL Programme. It also provides ideas of how to launch the programme and who should attend.

What is the value of launching the CSTL Programme?

How is the CSTL Programme launched?

Who should attend the launch?

What is the value of launching the CSTL Programme?

Although there will be many opportunities to raise awareness and advocate for the CSTL Programme, a formal launch is very important. You could decide that there are several launch opportunities, for example you could launch the CSTL Programme at each of the national, provincial, district and school levels.

At any level, the purpose of a launch is to:

- bring together a large number of key individuals and organisations that can add value to the CSTL Programme;
- raise awareness about what you plan to achieve with the CSTL Programme;
- raise support and enthusiasm for the CSTL Programme;
- enable relationship building between key role-players in the CSTL Programme;
- provide an opportunity for senior management, and/or politicians and traditional leadership to publicly support the CSTL Programme;
- provide an opportunity for individuals and organisations to know who the key leadership figures are in the CSTL Programme.

How is the CSTL Programme launched?

There are usually only three constraints to a launch. The first is your **budget**, the second, your **imagination**, and the third, the **protocol** for launch activities that may already exist in the Department of Basic Education.

Any launch will require some type of budget. The budget will cover items such as invitations, refreshments, entertainment, administration, venue costs and information packs. If possible, provide each guest at the launch with a pack of information sheets about care and support for teaching and learning. Where resources are limited, this can be a simple information sheet describing what the CSTL Programme plans to do and who can be contacted about the programme.

The second significant constraint is your imagination! Try to make your launch interesting and novel. A launch is a great opportunity to involve children in plays, story-telling, singing and dancing. Use creative mediums to explain the importance of addressing care and support issues. For example you could ask children from schools participating in the CSTL Programme to draw a picture or perform a play about care and support taking place in their school.

Book11 Advocacy and communication.indd 13 11/8/10 4:48:14 PM

It is important that the launch pays respect to the protocol and the precedents set in the host department and that the relevant dignitaries are appropriately involved. For example, the use of logos on CSTL Programme materials usually needs to be discussed and cleared with the appropriate channels.

Think about what you would like to share about the CSTL Programme at the launch. Design the programme for the launch so as to communicate the most important information early in the programme when you have maximum attention from the audience.

At the launch, use advocacy materials like banners to share important programme information and messages

Who should attend the launch?

The CSTL Programme launch is a great opportunity to invite senior managers from the Department of Basic Education and from other departments in sectors such as Health, Social Development, Local Government, Finance, Agriculture, etc., key organisations, politicians and traditional leadership, as well as the many individuals who are working with the CSTL Programme. At a national level the Minister of Education, Head of Department, Superintendent General, Director or Deputy Director-General could be approached to launch the programme. Make sure that you choose a day and a time that suits most people.

Book11 Advocacy and communication.indd 14 11/8/10 4:48:20 PM

Documenting and Disseminating Lessons Learnt for Advocacy

This section discusses the value of documenting lessons learnt, especially for continued advocacy for the CSTL Programme. It also provides examples of how to document and disseminate lessons learnt, including ideas involving children.

Why is it important to document and disseminate lessons learnt?

How do you document and disseminate lessons learnt?

Why is it important to document and disseminate lessons learnt?

One of the most effective methods of winning support for the CSTL Programme is to ensure that the successes and lessons learnt are documented and disseminated. The successes will include the impact and outcomes of the CSTL Programme, the process of implementation and mainstreaming, and the cost and efficiency of care and support for teaching and learning. For example, decision-makers are often interested to know how many schools and vulnerable learners are supported by the CSTL Programme. They may also want to know the quality and quantity of support delivered. Some of the benefits of documenting and disseminating the lessons learnt are as follows:

- The successes of the CSTL Programme will help persuade others of the value of mainstreaming care and support. It will support further advocacy work for care and support for teaching and learning.
- Individuals and organisations contributing to the CSTL Programme will see that their contributions are noticed and taken seriously.
- Sharing lessons learnt shows that you are open to learning from your mistakes and willing to strive for better practice.
- Documenting and disseminating lessons learnt is an important component of best practice, and will convince others of the value a CSTL Task Team and Department of Basic Education places on care and support for teaching and learning.
- Donor agencies and other funding sources are more likely to give financial assistance to a programme that is well documented.

How do you document and disseminate lessons learnt?

There is no single way to document lessons learnt, but it should be done regularly and to all relevant stakeholders. Often, information is least effectively disseminated to structures at the bottom. You could commission a researcher to record lessons learnt.

The most important task is to consider who could benefit from the lessons learnt. This means identifying the information that is relevant to the different levels of the CSTL Programme (national, provincial, district and school levels) and the most effective communication channels to reach them. For example, information that is presented in the form of a drama, pictures or photos, or orally may be more effective at school level. You could also involve children in the process.

Book11 Advocacy and communication.indd 15 11/8/10 4:48:20 PM

Involving Children

There are many ways of involving children and members of the community in celebrating and documenting lessons learnt:[13]

- Ask children to contribute to a newsletter.
- Ask children to record what they have learnt about interactions between adults and children.
- Encourage children to document their own experiences of the project, for example, they could take photos using disposable cameras.

Case Study

SCCS Pilot Project[14]

"The way in which the cluster child-care coordinators work with the schools strengthens the cluster system. They often call the school-based carers from all the cluster schools together to review progress, write reports and share lessons learnt."

In the SCCS pilot, child-care coordinators met regularly with school-based carers to review progress and share lessons learnt

Book11 Advocacy and communication.indd 16 11/8/10 4:48:21 PM

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Book11 Advocacy and communication.indd 17 11/8/10 4:48:21 PM

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Book11 Advocacy and communication.indd 22 11/8/10 4:48:22 PM

Action Step:
Scale-up and Sustainability

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Contents

Action Step: Scale-up and Sustainability

- Action Step Card....2
- Learning from a CSTL Pilot Project....3
- Considering Scale-up and Sustainability Issues....5
- Reviewing Systems and Addressing Systems Change....10

Icons

The following icons are used:

start of a new section

a tool for use by a CSTL Task Team

a reference to another section of the *National Support Pack*

Book13_Scale-up.indd 1 11/8/10 5:13:03 PM

Action Step Card

Scale-up and Sustainability

Background

Following the completion of the CSTL Pilot Project, consideration must be given to scale-up and sustainability. This needs to be discussed and planned for right from the start.

A review of the lessons learnt from the CSTL Pilot Project will inform decisions on scale-up and sustainability. It is important that scale-up plans be aligned to the relevant components of all Department of Basic Education plans, with the emphasis on effectively mainstreaming care and support into every function at all levels.

Activities

This Action Step requires you to:

- review the findings of your CSTL Pilot Project, as well as other relevant programmes;
- understand the challenges of scale-up and sustainability;
- examine necessary changes in systems to accommodate scale-up;
- prepare for scale-up, including setting realistic targets and timeframes and securing the necessary resources for implementation.

For additional information, refer to the following sections in the ***Background***:

- ***Examining Key Facts and Relevant Research Findings***. These findings have implications when scale-up plans are discussed;
- ***Committing to a Developmental, Disability, Gender Sensitive and Rights-based Approach***. These commitments need to be carried forward during scale-up;
- ***Mainstreaming Care and Support for Teaching and Learning***. This is the optimal way to sustain a CSTL Programme in the long-term;
- ***Changing the Way We Work***. Change is a pre-requisite for effective scale-up and for sustainability.

Book13_Scale-up.indd 2 11/8/10 5:13:03 PM

Learning from a CSTL Pilot Project

This section examines the importance of drawing lessons from your CSTL Pilot Project for scale-up.

What lessons can be learnt from a CSTL Pilot Project?

What lessons can be learnt from a CSTL Pilot Project?

A pilot project implies a test or trial. It is experimental, and conducted on a small scale to demonstrate feasibility, before a larger programme is started. A pilot project provides a systematic way of looking at events, collecting data, analysing information and reporting the results.

Your CSTL Pilot Project is an opportunity to experiment with the Road Map and Action Steps, and it is a chance to test the materials and tools you have selected for your CSTL Programme. It will allow you to see how various structures have performed and how good the participation of various stakeholder groups has been. It will also enable you to identify the strengths and weaknesses of your multi-sectoral approach. It can provide evidence of how well you have gathered and analysed data and whether you should make any changes. Finally, it will show whether the resources were sufficient and appropriate (including how much the pilot project cost) and to what extent the capacity development done was relevant.

Critically, the lessons from your pilot project create an opportunity to revisit your vision and objectives, to see how far you have progressed towards realising your vision and reaching your objectives.

Across SADC, pilot projects like the Schools as Centres of Care and Support (SCCS) and the Circles of Support (COS) Projects have been reviewed, and these too offer useful insights for scale-up of any CSTL Pilot Project.

Useful information about the SCCS and COS Projects is detailed in the *Appendix* and the *Action Step: Materials and Tools.*

Case Study

Lessons Learnt from Pilot Project Studies

- Small interventions can make a meaningful impact on children's lives.
- Communication between schools and communities can be built by simple interventions.
- The development of gender-sensitive programming for vulnerable children is essential.
- Training can change the way in which neighbourhood agents and school convenors deal with children.
- Psychosocial interventions that emphasise talking and listening to children are critical if we want to build resilience in children.
- Collaboration with other government departments accelerates service delivery.

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When transitioning from a pilot project to a scaled-up programme, ensure that you document and review the following:[1]

- funding;
- structures;
- materials;
- infrastructure;
- HR provisioning and development;
- monitoring and evaluation documentation;
- advocacy.

Challenges to scale-up often include tensions around cost-effectiveness versus resource intensity. Whilst a CSTL Task Team might want to provide extensive resources at each school, it will need to work with available funding and prioritise essential elements

Book13_Scale-up.indd 4 11/8/10 5:13:03 PM

Considering Scale-up and Sustainability Issues

This section provides guidance on scale-up and sustainability; it examines the challenges and suggests practical actions to assist CSTL Task Teams in this important process.

What are the essential requirements for scaling up a CSTL Programme?

What are typical challenges to effective scale-up?

What sustainability issues are important?

What are the essential requirements for scaling up a CSTL Programme?

A Four-part Framework for Scaling up[2]

Lessons can be drawn for a CSTL Programme from pilot projects that have been successfully taken to scale, One such example offers a four-part framework for scaling up that consists of:

- a quality innovation;
- a system expected to adopt the innovation;
- a strategy to transfer it;
- an environment conducive to implementing the innovation.

The framework should include an explicit rationale, a multi-dimensional approach, continued participation by stakeholders, adaptations to local conditions, learning and applying as the process unfolds, designing scale-up at the planning stage, and research.

Scale-up (also called roll-out) is not a once-off event. It is a process that continues and is improved over time.

Effective scale-up requires the clear identification and defining of non-negotiables in terms of principles, programmatic characteristics and objectives, and demonstrable outcomes.

Thereafter, a process can be followed to re-conceptualise implementation and monitoring mechanisms/tools/processes/indicators for the scale-up, all in ways that will not compromise the non-negotiables.

The ideal base for scale-up is a programme or pilot project that has been successfully evaluated, that responds to identified needs, and that can be used with different and/or larger groups.

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In the case of a CSTL Programme, lessons from the CSTL Pilot Project will be critical to all decisions related to scale-up. For this reason, a formal examination of the pilot project should be held, and the results used when deciding on a scale-up plan.

Other essential requirements are to:

- start scale-up based on existing strengths, while actively learning about and experimenting with other approaches;
- embed scale-up in the routine plans of the Department of Basic Education;
- be pragmatic about necessary compromises that may need to be made;
- use all opportunities to facilitate the exchange of information about scale-up to stakeholders and partners.

What are typical challenges to effective scale-up?

Consider the following key challenges before scaling up your CSTL SA Programme. A number of these challenges imply the possibility of "trade-off" decisions:

- **Standardisation versus adaptation:** Standardising previously tested procedures and materials streamlines the implementation process but may not fit as well with local circumstances in expansion areas. Adaption improves the fit and increases ownership but adds time and expense. One option is to provide guidelines for scale-up which give direction and detail non-negotiables, but which also allow flexibility where appropriate.

- **Shared leadership versus primary leadership:** Multi-sectoral programmes often aim to forge a shared leadership rather than have one sector play the lead role. Shared leadership by various departments, NGOs, etc., spreads ownership, but also demands challenging coordination structures.

- **Quality versus quantity:** The need to maintain the quality of the intervention is important but difficult as the scale increases.

- **New data collection versus existing protocols:** Most new interventions collect new data, usually requiring additional work in the collection process and in the training of personnel. Programmes must find the best balance between gathering new data and adding demands on existing systems.

Micro-tensions / Macro-tensions

Tensions could arise when scaling up from a small-scale pilot project to full-scale project implementation. These could include:

- innovation versus standardisation;
- flexible versus rigidly structured systems;
- greater versus less control over the choice of personnel;
- self-imposed accountability versus defined/legal accountability;
- resource intensity versus cost-effectiveness.

In summary, key issues that a CSTL Task Team must address are:

- the barriers and risks to scaling up;
- essential requirements for scale-up;
- different approaches to scale-up;
- the cost of scale-up;
- risks associated with scale-up;
- developing and implementing a scale-up plan.

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Tool: Key Actions for Effective Scale-up

Instructions

The tool consists of points to be considered when planning a CSTL Programme scale-up.

The purpose of the tool is to highlight key actions that are required for effective scale-up.

Convene a meeting of the CSTL Task Team and discuss each point in turn. Document the action points that are agreed on and the process that will be followed to undertake each.[3]

Design and Planning Actions

- Review the lessons learnt – positive and negative – from the CSTL Pilot Project.
- Discuss different scale-up options (replicating a refined pilot project in another area; moving into schools that are close to existing pilot project sites; involving all the schools in one geographical area; working in all schools in the country, etc.).
- Examine the possible advantages and disadvantages of the option selected.
- Describe the intention and proposed means to scale-up.
- Conduct an assessment of stakeholder and institutional capacity for scale-up.
- Identify costs and resources needed (in particular, the complexities of moving from pilot project to roll-out).
- Set realistic, achievable targets and timeframes for roll-out.
- Locate structures and networks that are capable and that can be scaled up.
- Align scale-up plans with current Department of Basic Education strategic and operational plans.
- Incorporate activities into existing jobs, functions and institutional frameworks.

Advocacy, Policy and Partnership Needs

- Identify and review existing policy or enact new policy (if required) in support of the CSTL Programme goals.
- Foster acceptance and support of the CSTL Programme at national and all implementation levels.
- Identify and collaborate with advocates, including sectoral and community leaders.
- Involve major partners from the start.
- Mobilise the necessary funding to support key actions as scale-up takes place.

Monitoring, Training, and Technical Assistance Needs

- Establish practical monitoring systems to track progress, identify possible problems, and assure quality as expansion occurs.
- Conduct training to build capacity of CSTL Programme personnel in relevant areas and to required levels.
- Adopt standardised training, implementation and monitoring tools.
- Make technical assistance available during the initial period and as long as necessary for the institutionalisation of responsibilities.
- Establish mechanisms for sharing and providing assistance among established and new CSTL Programme sites.

Monitoring and Evaluation Systems

Monitoring and evaluation systems that address the focus, coverage, quality, sustainability and impact of an intervention should be put in place before scale-up, so that successes and failures can be assessed from the start.[4]

Book13_Scale-up.indd 7 11/8/10 5:13:04 PM

What sustainability issues are important?

Scale-up and sustainability are closely linked. **Sustainability** implies having the resources – human, money, energy, political will, partnerships, etc. – to continue implementation into the foreseeable future.

It is important to define and develop a common understanding of sustainability right from the start of a CSTL Programme.

Scale-up and sustainability are not only about numbers. They involve coverage and attention to focus, quality and impact.

Typical sustainability issues are that:

- the services and quality of services continue;
- adequate funding and appropriate skills among CSTL Programme staff and partners be maintained;
- commitment and involvement – from political to community level – be ongoing;
- monitoring and support be enhanced to sustain the CSTL Programme;
- the objectives of the CSTL Programme be attained and the impact on the lives of vulnerable learners be achieved.

Food gardens are one way to ensure sustainable food production in a community

Book13_Scale-up.indd 8 11/8/10 5:13:05 PM

Reviewing Systems and Addressing Systems Change

This section explores the need to review and adapt established systems to accommodate a CSTL Programme and to facilitate scale-up.

Why is it important to review systems when embarking on scale-up?

How can systems be adapted for a CSTL Programme?

The issue of reviewing and adapting systems to mainstream care and support is covered repeatedly in the *National Support Pack*. It is particularly important for scale-up and sustainability.

Why is it important to review systems when embarking on scale-up?

For a CSTL Programme to succeed it is necessary to challenge, probe and clarify habitual ways of thinking and doing. The Department of Basic Education has established systems for every function and it will require a review of each one to identify if it can accommodate care and support for teaching and learning and, if not, what adaptation or addition is required.

During implementation of a CSTL Pilot Project some of these adaptations may have been introduced. For example, the education management information system (EMIS) that captures data on school enrolment and retention, contact time with learners, educator attrition, mortality and even physical infrastructure at schools, may have been reviewed. Data, such as trends in school enrolment, contains valuable information for a CSTL Programme. However, routinely collected data may not contain adequate information for CSTL Programme planning, implementation, and monitoring and evaluation. Adaptations may have to be made, such as introducing a new requirement to capture information on orphans and other vulnerable children. Another example might be to generate accurate and updated lists of children with disabilities. The data-collection systems of the Department of Basic Education (e.g. Annual School Survey, LURITS, etc.) must be reviewed and revised if necessary, to ensure that required information is captured.

Having piloted these changes and additions, it is necessary to ensure that they become part of the CSTL Programme scale-up.

Book13_Scale-up.indd 9 11/8/10 5:13:05 PM

How can systems be adapted for a CSTL Programme?

The first step is to list all the traditional systems within the mandate of the Department of Basic Education. The list will include:

- how it communicates and consults with communities and stakeholders (e.g. consultative forums, coordinating committees);
- how it works with partner organisations/institutions/agencies;
- how each function in the Department of Basic Education is assessed and monitored;
- how it collects, analyses and utilises data;
- how it disaggregates data (e.g. according to gender, age, geographical area, etc.);
- how national programmes (like the School Nutrition Programmes) are set up, implemented and monitored;
- how norms and standards are developed and applied;
- how guidelines are developed and applied;
- how staff skills and capacity are built;
- how schools are resourced and equipped;
- how functions are decentralised and standardised at provincial, district and school levels.

Next, examine each system, asking: "How can care and support for teaching and learning be effectively mainstreamed into this system?" Remember to consider systems at all levels, from national to school levels.

Finally, agree on the changes and additions that need to be made to accommodate care and support for teaching and learning. Also consider any additional skills, capacity building or mentoring that may be needed to effect these changes.

These processes are integral to almost all Action Steps, so use this information in conjunction with the other Action Steps in this *National Support Pack.*

Use the following indicators to measure how successful the changing of systems has been:

- sites and services identified that will be used for the CSTL Programme;
- facilities renovated or reorganised to accommodate CSTL Programme activities and services;
- existing protocols and plans amended/adapted to incorporate the CSTL Programme;
- capacity needs of staff and others identified, and training or upgrading of their knowledge and skills conducted;
- structure established for mentoring and supervising staff and volunteers involved in the CSTL Programme;
- communication strategies and materials about the CSTL Programme developed and disseminated;
- mobilisation activities conducted with target groups and/or communities to raise awareness of the CSTL Programme;
- tools developed for the management of information related to the CSTL Programme;
- systems amended to include indicators and tools for monitoring and evaluation of the CSTL Programme.

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Notes

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Book13_Scale-up.indd 14 11/8/10 5:13:07 PM

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Book_14_background_4.indd 1 2010/11/08 3:46 PM

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Contents

Background

- Glossary of Terms 3
- Background Reading 7
- CSTL SA Programme Logframe 46

Icons

The following icons are used:

start of a new section

a tool for use by a CSTL Task Team

a reference to another section of the *National Support Pack*

Book_14_background_4.indd 1 2010/11/08 3:46 PM

Book_14_background_4.indd 2 2010/11/08 3:46 PM

Glossary of Terms

Appreciative inquiry: an approach showing that positive approaches with people have more stable effects, encourage growth and development and enable people to function well in times of change[1]

Budgeting: the allocation of resources to match requirements

Capacity development: involves strategies in which human resources and the operational capabilities of institutions and individuals are improved to perform priority functions better

Caregiver: a person who has assumed responsibility for the care of a child or other person over a prolonged period, lives within close proximity, and ensures that the child or other person meets his or her daily survival and developmental needs – can be a primary caregiver (living in the same household and providing day-to-day needs) or secondary caregiver (playing a supportive role to ensure that day-to-day needs are fulfilled)

Caring school community: a group or groups of people who share a commitment to ensure that the health, safety and well-being of all children in that school and in the neighbouring community, including all government and non-government service providers responsible for that area[2]

Caring school: a school that works toward the well-being of all children, identifies vulnerable children in the community and knows how to get help for them[3]

Child-headed household: a home where the parent or primary caregiver is ill or has died; where there is no adult family member available to provide care for the children in that household and one where a child has assumed the role of primary caregiver for a child or children in the household

Children affected by AIDS / Affected children: refers to children and adolescents under 18 years old who:

- are living with HIV;
- have lost one or both parents due to AIDS;
- are vulnerable, i.e. whose survival, well-being or development is threatened or altered by HIV and AIDS[4]

Children with disabilities: are those who have long-term physical, mental, intellectual or sensory impairments which, in interacting with various barriers, may hinder their full and effective participation in society on an equal basis with others[5]

Costing: determining the costs associated with the resources needed to carry out an activity or strategy

Discrimination: treating people differently (usually worse) because they are pre-judged to be not the same as others. An action based on a pre-existing stigma; a display of hostile or discriminatory behaviour towards members of a group, on account of their membership of that group

Diversity: differences based on, amongst others, age, gender, language, religion, ethnic background, education and levels of literacy, ability and status[6]

Duty-bearer: a person who has a duty to respect, protect, promote and fulfil a specific human right or mandate[7]

Education sector: refers to all organisations, institutions, persons, programmes, activities and role-players in the fields of education and training

Educationally marginalised children: refers to children who, for one or other reason, have difficulty in accessing basic education, or who drop out of school prematurely, or who have been pushed out of the formal education system by the system itself[8]

Book_14_background_4.indd 3 2010/11/08 3:46 PM

Family: refers to people who share a common line of kinship or relationship of a paternal, maternal or parental nature – can be biological or adoptive

Fundraising: the legitimate process of collecting money by requesting donations from, amongst others, individuals, businesses and donors

Gender: all attributes associated with women and men, boys and girls, which are socially and culturally ascribed and which vary from one society to another and over time

Gender equality: equal treatment of girls and boys, women and men, in laws and policies; ensures equal access to resources and services within families, communities and society at large[9]

Gender equity: fairness and justice in the distribution of benefits and responsibilities between girls and boys, women and men[10]

Gender discrimination: any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms which prevents a person from enjoying full human rights[11]

Household: people living together in the same house or compound, sharing basic living requirements such as food or cooking facilities

Human capital: the development of human capacity and the effective use of managerial, professional and technical staff and volunteers

Inclusion: a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education[12]

Inclusive education: the kind of education where schools accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions[13]

Learner (or pupil): a person receiving education and training from a learning institution or programme

Learning: a cognitive process of acquiring a skill or knowledge; a relatively permanent change in immediate or potential behaviour that results from experience[14]

Life skills: a group of psychosocial and interpersonal skills which assist people to make informed decisions, communicate effectively, and develop coping and self-management strategies to help them lead healthy and productive lives

Mainstreaming: describes a process of taking on new ideas and introducing change throughout a system or institution

Mainstreaming care and support: implies a process of reviewing all aspects of programming, policy development and organisational development through a care and support “lens”, and making changes that will ensure that more children within the SADC region realise their right to education

Mentoring: refers to a relationship in which there is informal transmission of knowledge, social capital and psychosocial support to recipients that is relevant to their work and development

Monitoring and evaluation: often referred to together as M&E; it involves the systematic collection, analysis and feedback of data about a programme or intervention

Orphan: a child who has lost one or both parents[15]

Book_14_background_4.indd 4 2010/11/08 3:46 PM

Orphans and vulnerable children: refers to orphans and other groups of children who are more exposed to risks than their peers. In an operational context, we can say that they are the children who are most likely to fall through the cracks of regular programmes[16]

Pedagogy: the act of teaching, and the rationale that supports teachers' actions; it is what a teacher needs to know and the range of skills that a teacher needs to use in order to make effective teaching decisions

Pilot project: a pilot project implies a test or trial; it is experimental, and done on a small scale to demonstrate feasibility, before a larger programme is started

Planning: the process of making strategic thinking explicit through dialogue with key stakeholders, resulting in a document with sequenced actions to achieve agreed-on objectives within a given context

Programme: a system of projects or services intended to meet an identified need; a portfolio of projects and other activities that are planned, initiated and managed in a coordinated way in order to achieve a set of defined objectives

Protective factors: the things that promote the well-being of children and make them less vulnerable to hardship, illness, violence and abuse[17]

Psychosocial support: physical, emotional, economic, moral or spiritual support provided to an individual under any form of stress

Resilient: means being able to cope with change, difficulties and setbacks. A child who is resilient is protected and is less at risk of harm, even in difficult circumstances

Response analysis: provides an overview of what action has already happened to address the challenge of vulnerable children outside the education sector

Retention of human resources: means keeping valuable human resources in a programme or organisation and ensuring they function well

Rights-based approach: an approach to development work that is based on human rights principles. It develops the capacity of claim-holders to realise their rights as well as the capacity of duty-bearers to respect, protect and fulfil them[18]

Risk factors: things that expose a child to physical or emotional harm[19]

Role player: someone who has a specialised role or function in a process

Scaling up: refers to extending education and services to more people in more places, usually to wider geographic areas, as well as addressing necessary advocacy and policies

School community: the school and the broader community around the school, the people and organisations (perhaps other schools) that interact or could interact with the school[20]

Situation analysis: involves gathering the existing information and data that is relevant to the vulnerability of both boys and girls

Stigma: derogatory social attitudes or cognitive beliefs, a powerful and discrediting social label that radically changes the way individuals view themselves or the way they are viewed by others

Sustainability: implies having the resources – money, energy, political will, partnerships, and so on – to continue into the foreseeable future

Teaching: a practice that involves instructing, informing and guiding; imparting knowledge or skills to help a person to learn

Book_14_background_4.indd 5 2010/11/08 3:46 PM

Vulnerable child: a child whose survival, care, protection or development may be compromised due to a particular situation or circumstance that prevents fulfillment of his or her rights[21]

Well-being: implies physical and emotional health and safety

Workplace: any occupational setting, station or place where workers spend time for employment

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Book_14_background_4.indd 6 2010/11/08 3:46 PM

Background Reading

This section aims to provide the Department of Basic Education and CSTL Task Teams with background information on rights-based programme development and on mainstreaming care and support into the education system. It offers an important foundation for many issues you will encounter in your work.

Examining Key Facts and Relevant Research Findings

- What do we know about teaching and learning?
- What are the common barriers to learning for children?
- In what ways can poverty and HIV and AIDS affect children's education?
- What protective factors can assist children to realise their educational rights?
- What do research findings show about the effects of vulnerability on access to education?

Summary of Policy Review of Care and Support for Teaching and Learning in South Africa

- What is the purpose of a Policy Review?
- What are the key international and regional commitments?
- What obligations are imposed by international commitments on the care and support of vulnerable children and youth?
- What is the South African response to these obligations?
- What obligations are imposed on the Department of Basic Education by national commitments?
- What are the strengths, challenges and gaps within the policy framework?
- What are the recommendations of the Policy Review?

Providing Working Definitions and Explaining Key Concepts

- What is meant by orphans and vulnerable children?
- When and why are some children more vulnerable than others?
- How do these concepts apply in the education context?

Committing to a Developmental, Disability, Gender Sensitive and Rights-based Approach

- What are the principles and values that underpin this approach?
- What practical action can be taken to apply this approach?
- What is child participation and why is it important?

Mainstreaming Care and Support for Teaching and Learning

- What is mainstreaming?
- How do we mainstream care and support for teaching and learning?
- What principles should guide mainstreaming?

Changing the Way We Work

- What are the levels of change?
- What is an appreciative approach to change?
- What are the four steps to change?

Book_14_background_4.indd 7 2010/11/08 3:46 PM

Finding and Growing Champions for Care and Support

- How are champions for care and support identified?
- How do we “grow change” in individuals?
- How do people respond to change?

Book_14_background_4.indd 8 2010/11/08 3:46 PM

Examining Key Facts and Relevant Research Findings

This section serves as a reminder of how children develop and learn. It expands our understanding of how barriers can affect children's ability to learn and limit their rights to education. It then examines some of the enabling and protective factors for learning. Finally, selected research findings are summarised, to assist the Department of Basic Education and the CSTL Task Team to understand the situation faced in SA and by most SADC region Member States.

What do we know about teaching and learning?

What are the common barriers to learning for children?

In what ways can poverty and HIV and AIDS affect children's education?

What protective factors can assist children to realise their educational rights?

What do research findings show about the effects of vulnerability on access to education?

What do we know about teaching and learning?

Teaching is a practice that involves instructing, informing and guiding, and imparting knowledge or skills to help an individual to learn.

Learning is one of the most important mental functions of humans. In simple terms it is the cognitive process of acquiring a skill or knowledge. In children, learning is closely associated with their age and stage of development.

Child development is a process during which children change physically, emotionally, socially and mentally. At each stage – from infancy through childhood, to adolescence and adulthood – children's ability to learn changes and develops. At each stage too, there are risks that can negatively affect their learning.

The importance of education as the foundation for "lifelong learning and human development"[1] is widely understood and accepted. Furthermore, beyond the right of each child to a quality education, all nations recognise education as essential in addressing poverty and contributing to development.

Information on the commitments we have made to international education-related goals is provided in the next section.

Book_14_background_4.indd 9 2010/11/08 3:46 PM

The following ten factors are critical for children to learn effectively:[2]

1. Learning requires the active, constructive involvement and participation of learners. To learn, they need to actively pay attention, observe, memorise, understand and role-play.
2. Learning is a complex cognitive activity that cannot be rushed. It requires considerable time and periods of practice to start building expertise in an area.
3. Children learn best when their individual and developmental differences are taken into consideration.
4. Learning is more meaningful when children can participate in activities that are perceived to be useful in real life and are culturally relevant. Learning is optimal when lessons are applied to real-life situations.
5. Children develop strategies to help themselves solve problems from an early age. Learning involves employing effective and flexible strategies that help in understanding, reasoning, memorising and solving problems.
6. Children must know how to plan and monitor their learning, how to set their own learning goals and how to correct errors.
7. New knowledge is constructed on the basis of what is already understood and believed. Sometimes prior knowledge can stand in the way of learning something new. Solving internal inconsistencies and restructuring existing conceptions may be necessary for learning to take place.
8. Learning is better when material is organised around general principles and explanations, rather than when it is based on memorising isolated facts and procedures.
9. Learning means being given the opportunity to think about what to do, talk about it with others, clarify it, and understand how it applies in many situations.
10. Learning is critically influenced by learner motivation and a belief that effort, determination and persistence are important for success.

What are the common barriers to learning for children?

With this understanding of how children learn, it is now possible to examine the common barriers that they face – the barriers to accessing education, to remaining in school, and to achieving at school. An appreciation of these is fundamental to every CSTL Programme as it allows the Department of Basic Education and the CSTL Task Team to agree on the barriers that they will focus on.

Barriers to learning can be categorised as:

- systemic barriers;
- societal and environmental barriers;
- pedagogical barriers;
- intrinsic barriers.

Systemic barriers: These relate to problems in the provision, organisation and governance of education systems, such as inadequate services and facilities, overcrowded classrooms and a lack of the basics required for teaching and learning. Other systemic barriers include problems of access to schooling, schools that are not safe, the lack of assistive devices for learners with special needs, limited sport or recreational facilities and programmes, and transport difficulties.

Societal and environmental barriers: These are primarily socio-economic factors, such as poverty, that result in inadequate nutrition, poor housing and sanitation, and overcrowding. These circumstances are often compounded by family breakdown and dysfunction. Children may leave school to become carers and domestic workers at home. Even the lack of school uniforms, stationery or school fees can cause children to drop out. Further, the value, or lack of value, attached by communities and families to education can constitute a barrier, as can language and communication difficulties, and stigma associated with factors such as HIV and AIDS.

Pedagogical barriers: These primarily concern policy, curriculum and teaching issues, such as inappropriate teaching methods and teaching and learning materials, or rigid curricula that leave little flexibility for local adaptations or for educators to experiment and try out new approaches. These factors are often associated with insufficient support for educators and fragmented human resource development.

Book_14_background_4.indd 10 2010/11/08 3:46 PM

Intrinsic barriers: These are the barriers located within individual learners, such as neurological problems, poor health or sickness, physical, sensory and cognitive disabilities, and psychosocial or behavioural disturbances.

The CSTL Programme, while acknowledging the wide range of barriers, aims to address those where mainstreaming care and support will facilitate the realisation of children's education rights. Education cannot solve all these barriers alone. Partnerships with service providers and with role-players from other sectors, supported by the sustained involvement of communities and caregivers, are essential.[3] Working in partnership with others is very important for every CSTL Programme.

In what ways can poverty and HIV and AIDS affect children's education?

As countries across southern Africa continue to confront both high levels of poverty and the impact of HIV and AIDS, it is important to highlight how these factors affect the educational rights of children. The key factors are summarised in the following analysis:[4]

- Poverty
  - drop out of school due to unaffordable schools fees;
  - ostracized because of inadequate uniform and learning materials;
  - short attention span due to hunger.

- Stigma
  - social exclusion and marginalisation;
  - negative learning environment;
  - barriers to participation.

- HIV-positive
  - low expectations of infected children;
  - fear of infection by learners and educators;
  - frequent and/or prolonged absenteeism due to illnesses;
  - difficulty in participating in certain school activities (e.g. sports).

- Gender
  - high demand for girl-labour at home;
  - household chores and responsibilities are often left to girls;
  - caring for sick family members is often left to girls.

- Bereavement
  - low motivation for learning due to depression and anxiety;
  - silence surrounding death in many countries may lead to emotional problems which in turn are likely to impact on learning.

- Lack of support
  - low educational expectations of orphans;
  - lower prioritisation of orphans' education over other children within the household;
  - lack of homework support or household encouragement of education;
  - tiredness during classes;
  - erratic school attendance;
  - lower learning achievement;
  - increased responsibilities at home that reduce the amount of time available for education;
  - education becomes less relevant;
  - problems with respect and discipline in the classroom as children become adults prematurely, and consequently expect to be treated as such.

Book_14_background_4.indd 11 2010/11/08 3:46 PM

What protective factors can assist children to realise their educational rights?

Protective factors are the things that promote the well-being of children and make them less vulnerable to hardships, illness, violence and abuse. They may prevent or reduce the risk of negative life events or may help a child and families to cope when negative life events happen. Protective factors build a child's resilience.

A child needs:

- a close, secure, supportive and caring relationship with a caregiver that builds the child's self-esteem, confidence and ability to communicate, as well as his or her sense of responsibility;
- sustained access to basic needs, for example, nutritious food, clean water and adequate shelter;
- services such as health care, education and social security;
- protection from violence and abuse.

At school, protective factors may be:[5]

- availability of nutritious food;
- no-fee schools;
- parental involvement in the lives of children;
- skills development for parents;
- regular home visits (from the school);
- recreational programmes and facilities in the community;
- aftercare (academic and recreational) at school;
- school safety for learners;
- transport for learners;
- a local network of care and support;
- parent education/awareness programmes on communication and emotional awareness, and on drugs, sexuality, and HIV and AIDS;
- community action to address unemployment and poverty.

These are some of the possible interventions that should be considered when designing a CSTL Programme.

Sound, sustained responses to HIV and AIDS are also protective. In this context, education has frequently been called the "social vaccine". The regional CSTL Programme affirms this in recognising that … the kind of education needed in a world with HIV and AIDS must go beyond incorporating HIV and AIDS in the curriculum, and move towards constructing a new system based on the four pillars of learning, namely learning to know, learning to do, learning to live together and learning to be:[6]

- **Learning to know**: communicates comprehensive and accurate information about the disease.
- **Learning to do**: fosters the acquisition of psychosocial, health, nutrition and other skills that improve a learner's ability to protect him- or herself against infection.
- **Learning to live together**: promotes a caring, compassionate, rights-based, disability-sensitive, gender-sensitive and non-judgmental approach to every person.
- **Learning to be**: supports the development of life-affirming attitudes, skills and value systems that help learners to make responsible life choices, resist negative pressures and minimise harmful behaviours.

What do research findings show about the effects of vulnerability on access to education?[7]

There are many ways in which a child can be vulnerable, and almost all of these affect a child's access to education. The policy audit conducted for this research found that, according to the international and national legal governing child rights framework, a child can be considered vulnerable if s/he falls into a large

Book_14_background_4.indd 12 2010/11/08 3:46 PM

number of different categories. Some of the vulnerabilities most likely to affect a child's enrolment, retention, progression and achievement in education are listed below. Key information is also presented about the effect of vulnerability on education.

Poverty **Poverty and education are interrelated, and poverty can both cause and be caused by a lack of access to quality education. Children who live in poverty are at high risk of not enrolling, attending, progressing and/or achieving at schools for a number of reasons.**	
Effects on Education	**Related Facts and Figures for South Africa**
1) Associated costs of attending school are prohibitive, including but not limited to user fees, transport costs, uniforms, stationery, transport and books. The South African Human Rights Commission (2006) found that, in South Africa, transport costs often pose a greater barrier to access to education than user fees.	In 2007, 68 percent of children lived in households with a per-capita income of less than R350. In the poorest provinces, Eastern Cape and Limpopo, this level of child poverty is 80 percent.[10] In 2006, 17 percent of primary school children and 29 percent of secondary school children travelled more than 30 minutes to arrive at school.[11]
2) Children who are poor experience a significant amount of stigma and discrimination due to their not being able to afford fees, proper uniforms or other learning materials. Moreover, inequality in poverty leads to higher dropout rates for those children who are relatively poorer than their peers; in other words, children who are enrolled in schools where all children are equally poor are less likely to drop out than those who are enrolled in schools with a great socio-economic mix.[8]	Children whose caregivers receive the Child Support Grant on their behalf (designed to provide a survival income for households caring for children) are more likely to attend school than the overall school-age population. Conversely, of the children who are out of school in South Africa, 65 percent do not stay in households receiving the CSG.[12]
3) Children living in poverty are more likely to be hungry, malnourished, or ill.	Illness has been found to be one of the main causes of absenteeism in schools in South Africa.[13] The 2007 General Household Survey found there to be a significant drop from 2002 in the percentage of children living in households where there was child hunger, but the figure was still high: 14.9 percent of South African children lived in households where there was child hunger in 2007.[14] This is consistent with CASE's 2007 findings that an estimated 14 percent of South African children go to school having either had nothing to eat or only a cup of tea in the morning.[15]
4) Poor children are more likely to drop out of school, or attend with less regularity, due to a need to work either within or outside of the household to support their family. This can include paid employment, or household chores such as gathering water or fuel for the cooking fire.	TECL (Towards the Elimination of the worst forms of Child Labour) project found, inter alia, that children in the rural areas spent on average, 12.5 hours per week collecting water – up to 40 hours a week for some children. The impact on educational outcomes appears to be significant as 85 percent of children who were involved in fetching water, compared to 15 percent who were not, were not in the appropriate age group for their grade.[16]
5) Children living in poverty are less likely to have accessed the key documents required to enrol in school in South Africa, such as birth certificates and identity documents.	In South Africa, 22 percent of children's births are not registered at the time of birth.[17] The provinces with the greatest proportion of poor children (living in households with a total monthly income of R1 200 or less) are also the provinces with the lowest proportion of births registered in the year of birth.[18]

Book_14_background_4.indd 13 2010/11/08 3:46 PM

6) Children who are poor are more likely to attend schools lacking educational infrastructure, including a lack of adequate numbers of reasonably-sized classrooms, well-trained educators, learning resources and libraries. Schools in poor and rural communities often suffer from large class sizes and overcrowding.	In 2006, 7.3 percent of public schools had libraries that were stocked with books and other materials and 79.3 percent had no library facilities at all; only 11.6 percent of public secondary schools had stocked laboratories, and 60.2 percent had no lab at all; and 67.9 percent of South Africa's public ordinary schools had no computers. Furthermore, many schools had an insufficient number of desks and chairs for both learners and educators.[19] A survey of schools in a selection of rural districts in Limpopo, KwaZulu-Natal and the Eastern Cape revealed that a typical foundation phase (grades 1–3) class accommodated more than 45 learners in a classroom, with an average of 62 children per classroom in the rural sites of KwaZulu-Natal.[20]
7) Children living in poverty are less likely to access quality early childhood development (ECD) education, if they access any at all. Quality early childhood education lays an invaluable foundation for the proper development of language and perception skills necessary for learning to read and write, basic numeracy, and problem-solving abilities. Without this foundation, children are more likely to experience difficulties when they enter school, and more likely to be held back and drop out.[9]	Less than half of South African learners enrol in the Reception level of primary school (Grade R), and even fewer are enrolled in pre-primary education.[21]
Children with a Disability **"Learners who are most vulnerable to barriers to learning and exclusion in South Africa are those who have historically been termed 'learners with special educational needs', i.e. learners with disabilities and impairments. Their increased vulnerability has arisen largely because of the historical nature and extent of the educational support provided."**[22]	
Effects on Education	**Related Facts and Figures for South Africa**
These children may lack access to education in several different ways, including: physical access, due to insufficient ramps or toilets for those with disabilities; epistemological access, as the majority of educators in South Africa are not sufficiently trained in curriculum differentiation for those with learning difficulties; and they may face barriers to access to education because of discrimination or stigmatisation by other learners or educators.	In 2007, 22.5 percent of disabled children were not attending an educational institution.[23]
Orphaned Children **A growing body of research has shown that being an orphan has a negative effect on educational achievement.**	
Effects on Education	**Related Facts and Figures for South Africa**
In South Africa, Case and Ardington[24] found the following negative impacts of parental death on their children's educational outcomes:	In 2007, 5.5 percent of maternal orphans and 7.2 percent of double orphans were not attending an educational institution.[25]
1) Children who are maternal or double orphans are less likely to enrol in school and, if they do enrol, tend to complete fewer years of schooling.	
2) Children are more likely to live in poverty if they are paternal orphans.	
3) Children who live with non-parental caregivers have less money, on average, spent on their educational needs than the caregiver's biological children in the same household.	Of those children living with non-related caregivers, 10.6 percent were not enrolled in school.[26]

Book_14_background_4.indd 14 2010/11/08 3:46 PM

Child-headed Households	
Effects on Education	**Related Facts and Figures for South Africa**
Other factors being equal, children who live in households headed by themselves or another child tend to have a lower rate of attendance at school than other children.	Fleisch, Shindler & Perry found that, of children who were acting heads of household, 17.2 percent were not enrolled in school, while 6.2 percent of children who lived in households headed by a brother or sister were not enrolled in an educational institution.[27]
Undocumented Children Born Outside of South Africa **The Constitution of the Republic of South Africa and the Admission Policy for Ordinary Public Schools (1998)[28] require schools to admit children who are not South African citizens, provided their caregivers show a permanent or temporary residence permit, or proof of application to Home Affairs, to legalise their residency in South Africa.**	
Effects on Education	**Related Facts and Figures for South Africa**
This requirement for proof of, or application for, residency excludes undocumented "alien" minors from schools, which is a violation of their right to education. This issue is particularly prevalent in South African border communities.[29]	Twelve percent of children living in South Africa who were born outside the country and 34 percent of children whose birthplace was unknown or unspecified were not in school in 2007.[30]
Children Who are Abused, Exposed to Violence, and/or Neglected	
Effects on Education	**Related Facts and Figures for South Africa**
Children who are abused or exposed to violence are more likely to engage in risk behaviours that affect educational achievement, such as: the use of illegal substances; unprotected, unlawful or exploitative sex, which increases the risk of HIV and other STI infection as well as early pregnancy; and highly aggressive or violent behaviour, which affects their relationships with their peers and educators. For these and other related psychological reasons, these children may be less likely to attend school regularly, and are more likely to have impaired concentration and cognitive development.	In 2007, the South African Police recorded a total of 74 000 (reported) crimes against children. After common assault, the most common crime against children is rape: 40 percent of all reported rape victims are under 18 years of age.[31]
Children in Rural Areas **In South Africa these children are made vulnerable by the fact that, "service provision and resources in rural areas lag far behind urban areas" and the "service" of education is no different to that of other government services.[32]**	
Effects on Education	**Related Facts and Figures for South Africa**
Children living in rural areas are particularly vulnerable to not accessing their right to education. This is because they often suffer multiple deprivations or vulnerabilities due to the fact that they are more likely to live in poverty.	Fifty-four percent of South African children live in rural households. This translates into almost 10 million children. Two thirds of children living poverty live in rural areas.[33] Children living in rural areas or on farms are less likely to attend school than children living in urban areas. Attendance in the commercial farming areas is 14 percent lower than attendance by children in urban areas.[34]
Teenage Mothers and their Children	
Effects on Education and Related Facts and Figures for South Africa	
There is a relationship between teenage pregnancy and school enrolment and attendance. However, a causal relationship between teenage girls becoming pregnant and then dropping out of school has not necessarily been established. In fact, a few studies have found that teenage girls who face physical, epistemological or other barriers to education are more likely to drop out, and girls who are out of school are more likely to fall pregnant and more likely to contract HIV, than girls who remain enrolled in school – meaning the causal relationship could in fact run the other way.[35] Women who are educated are more likely to ensure that their children access education and, as mentioned above, are also more likely to keep themselves and their children healthy. If teenage mothers drop out of school, it impacts not only on their educational achievement, but also on their children's educational achievement and health.[36]	

Book_14_background_4.indd 15 2010/11/08 3:46 PM

Children Living in Households Affected by HIV and AIDS

Children do not have to be infected with HIV to be affected by related illnesses. They could also be affected in a number of other ways, including: being orphaned by parents who were infected by the illness; having parents who are ill, or living in poor households that have taken in orphans of the epidemic.

Effects on Education and Related Facts and Figures for South Africa

As with living in rural areas, households affected by HIV and AIDS create a situation in which children may be faced with multiple deprivations. This includes deprivations related to living in poverty, such as increased poverty, decreased health indicators, and difficulty accessing documents. Further to this, however, living in households affected by HIV and AIDS may impact on children through: reduced parental supervision, resulting in a lack of protection, welfare and emotional health through loss of family and identity; increased risk of exposure to sexual abuse and exploitation;[37] suffering discrimination because of their HIV status or the status of family members; or experiencing high levels of grief and trauma as a result of the illness and death of family members and caregivers.[38] All of these potential consequences of living in an HIV or AIDS affected household have negative effects on a child's educational achievement.

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Book_14_background_4.indd 16 2010/11/08 3:46 PM

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Book_14_background_4.indd 17 2010/11/08 3:46 PM

Summary of Policy Review of Care and Support for Teaching and Learning in South Africa

What is the purpose of a Policy Review?

What are the key international and regional commitments?

What obligations are imposed by international commitments on the care and support of vulnerable children and youth?

What is the South African response to these obligations?

What obligations are imposed on the Department of Basic Education by national commitments?

What are the strengths, challenges and gaps within the policy framework?

What are the recommendations of the Policy Review?

What is the purpose of the Policy Review?

The purpose of this policy review was to assess the extent to which the current South African policy environment enables the provision of care and support through the education system. To achieve this goal, CSTL SA contracted a policy expert[1] to conduct a thorough review of the international, regional and national policies that impact on the provision of care and support to children (including out-of-school children) and educators. As there are many policies related to care and support in other sectors (e.g. Health, Social Development, etc.), the scope of the task was sizeable. This section summarises the findings of the policy review[2] by firstly discussing the overarching international and regional obligations agreed to by the South African government; secondly, outlining the relevant policies and the responsibilities that are imposed on the Department of Basic Education; and finally, looking at the strengths, weaknesses and gaps of the South African policy framework governing the provision of care and support.

What are the key international and regional commitments?

The key international and regional commitments pertaining to care and support in education that the South African government has signed or otherwise ratified, include:

- United Nations Convention on the Rights of the Child, 1990 (UNCRC)
- African Charter on the Rights and Welfare of the Child, 1990 (ACRWC)

Book_14_background_4.indd 18 2010/11/08 3:46 PM

- United Nations Millennium Declaration, 2000 (UN MDGs)
- Declaration of Commitment on HIV/AIDS, United Nations General Assembly Special Session on HIV/AIDS, June 2001 (UNGASS declaration)
- Education for All (EFA), 1990, UNESCO
- African Youth Charter, 2006
- SADC Declaration on HIV and AIDS, 2003
- Comprehensive Care and Support for Orphans and other Vulnerable Children and Youth (OVYC) in SADC: Strategic Framework and Programme of Action, 2008–2015, 2008
- International Labour Organisation Code of Good Practice on HIV/AIDS and the World of Work, 2001

All of these commitments oblige the South African government to ensure compulsory education is available and free for all children, and to ensure that secondary education is progressively accessible and affordable for all children (including providing financial assistance to those in need).

What obligations are imposed by international commitments on the care and support of vulnerable children and youth?

In addition to the basic obligations to all children, the frameworks as a whole recognise that orphans, other vulnerable children and youth (OVCY) are particularly at risk of not accessing their right to a basic, affordable education, due to a variety of barriers. To address this, the international and regional framework requires countries to undertake special measures to protect vulnerable children and youth, and to promote their inclusion and participation in education.

Most of these measures are well aligned with the ideals of care and support, and include:

- ensuring equal access to education for female, as well as disadvantaged children;
- protecting children from discrimination and any denial of their human rights, including the right to education;
- making education accessible to children with mental or physical disabilities;
- ensuring that refugee children are accessing their rights, including the right to education;
- protecting children from child labour;
- supporting teen mothers to continue their education prior to, and after, the birth of their child;
- ensuring that children affected and/or infected by HIV and AIDS are not discriminated against in their access to, enrolment in or attendance at school; and providing these children with protection, care and support at school;
- protecting children from physical, mental and sexual abuse, exploitation and neglect. Measures must include prevention measures, identification, reporting, referral and follow-up;
- providing the necessary support to parents to fulfil their obligations to ensure that children have an adequate standard of living;
- ensuring access to health care services, preventing malnutrition, and ensuring access to food and nutrition and social security;
- protecting children from the abuse of narcotic drugs and other illegal substances.

The obligations imposed by the international and regional framework not only require the signatory states to realise and protect these and other rights, but also to do so in a **holistic manner** through which vulnerable children receive a comprehensive and integrated package of services, care and support.

The realisation of comprehensive care and support requires the holistic development of policies, strategies and programmes that promote holistic and comprehensive services for children and youth considering a "whole child approach". This includes adopting different intervention approaches and methodologies and strengthening implementation partnerships that are necessary to coordinate and fulfil all basic needs of children and youth, and prevent, minimise or eliminate risk of deprivation.[3]

Book_14_background_4.indd 19 2010/11/08 3:46 PM

What is the South African response to these obligations?

South Africa has taken these international and regional commitments seriously, and has also established numerous national commitments and policies that uphold international commitments to ensure that children access their rights – including that of education. However, given the various and diverse types of support that are required for children to access these rights, it is clear that no one government agency or other stakeholder could, alone, address the needs of vulnerable children. Many South African national governing documents, policies and plans have highlighted the need to shift the structure of interventions from a situation where many independent stakeholders are acting unilaterally, to a situation in which collaboration and coordination between all stakeholders is promoted from the national to the local level.

Prevailing over all government action and policies is the Constitution of the Republic of South Africa and its Bill of Rights, which delineate a host of rights specifically for children, including the right to education – the guarantee of which is unhindered by any reference to "progressive realisation".[4] The Constitution itself recognises that for the government to work effectively to ensure citizens' rights, it will have to work in a highly cooperative and collaborative manner, and section 41(1) requires all government agencies and organs of the state do precisely this.

All national policies and policy frameworks must abide by the rules set out in the aforementioned international and regional commitments, as well as those in the Constitution. All of these frameworks insist that all human rights are inter-dependant and no single government department or other stakeholder could be solely responsible for realising them on its own. Rather, there is a need for multiple actors and closely coordinated action on multiple levels.

Schools as Sites of Integrated Service Delivery

In terms of the role of the Department of Basic Education in the realisation of these rights, there is a growing body of opinion that calls for schools to become the focal points from which a coordinated and comprehensive response, comprised of services, care, and support, can be provided to vulnerable children. Frameworks and policies that call for schools to become centres through which care and support is facilitated include, among others:

Education

- Tirisano – A Call to Action, 1999
- Education White Paper 6, 2001
- The National Integrated Plan for Early Childhood Development in South Africa, 2005–2010
- National Policy on HIV/AIDS for Learners and Educators in Public Schools and students and Educators in Further Education and Training Institutions, 1999
- Norms and Standards for Educators, 2000
- The HIV/AIDS Emergency: Department of Education Guidelines for Educators, 2002

Other Frameworks

- Policy Framework on Orphans and Other children Made Vulnerable by HIV and AIDS, South Africa, 2005 (DSD)
- The National Action Plan for Orphans and Other children Made Vulnerable by HIV and AIDS, South Africa, 2009–2012 (DSD)
- The HIV and AIDS and STI National Strategic Plan, 2007–2011 (DoH)
- School Health Policy and Implementation Guidelines, 2003 (DoH)

In addition to the above policies and frameworks, numerous policies across several sectors have been developed to ensure the care and support of children and educators. As the Department of Basic Education's frameworks give other government departments functions to play in the provision of care and

Book_14_background_4.indd 20 2010/11/08 3:46 PM

support that enables children to access their right to education, so the Department of Basic Education is tasked in other government departments' policy frameworks with playing a supporting role in the realisation of other rights of vulnerable children.

What obligations are imposed on the Department of Basic Education by national commitments?

The list of obligations imposed on the Department of Basic Education by its own and other government policies is extensive, and creates a comprehensive package of services and support to be facilitated through, or provided by, the Department of Basic Education. These include but go far beyond the central mandate of providing excellent instruction for all learners. However, it is believed that this comprehensive package is necessary to enable all children to:

- **access** schools;
- promote **regular attendance** by, and **retention** of learners;
- promote/guarantee **optimal achievement** by all learners, including those considered vulnerable.

The table on the next page shows the care and support obligations imposed on the Department of Basic Education, as well as the relevant policies and commitments. Care and support obligations imposed on the Department of Basic Education are grouped into eight main groups of requirements:

1. Provide excellent instruction for all learners.
2. Develop appropriate and enabling policies and structures.
3. Support educators.
4. Create positive relationships with parents/caregivers and the community.
5. Provide psychosocial support to vulnerable learners.
6. Create a safe school environment and protect learners and educators from abuse and discrimination.
7. Ensure that education is affordable.
8. Promote the health of learners, educators and officials.

These are summarised in the table on the next page:

Book_14_background_4.indd 21 2010/11/08 3:46 PM

Summary of Care and Support Obligations Imposed on the DBE	
Provide Excellent Instruction for All Learners	
Key Policies	**Obligations**
Language in Education Policy (1997); and the Norms and Standards Regarding Language Policy (1996) **Registration of Learners for Home Education Policy (1999)** **The Norms and Standards for Educators (2000)** **Education White Paper 6 – Special Needs Education: Building an inclusive education and training system (2001)** **Education White Paper 5: Early Childhood Education (2001)** **Revised National Curriculum Statement (RNCS) for Grades R-9 and the National (2002)** **Curriculum Statement for Grade 10-12 (2005)National Integrated Plan for Early Childhood Development in South Africa, 2005-2010** **The National Policy Framework for Teacher Education and Development (2007)**	• Teach and educate learners across discipline areas • Provide early childhood development education to children aged 5 and under • Develop the curriculum as a whole across all learning disciplines so as to integrate HIV and AIDS learning and general health education • Develop and implement a Life Skills curriculum that provides age appropriate education on: - Unacceptable discriminatory behaviour towards vulnerable groups of people - HIV prevention, avoidance and treatment - Children's rights - Services and benefits that are available to vulnerable children and how to access them - including essential services like grants and identity document as well as counselling and psycho-social support - Good nutrition - Mental health - Child abuse and its role in HIV infection - Sexually transmitted infections and their role in HIV infection - Gender perspectives of HIV and AIDS - First aid - Equal sharing of work between boys and girls • Develop a flexible and responsive curriculum that accommodates different learning needs and languages • Provide academic support to learners with learning barriers and those who are being home-schooled • Enrol children with different learning needs/challenges, including those who are living with a disability and those who are HIV-positive in ordinary public schools or full service schools and provide teaching that accommodates a range of learning needs in these schools
Develop Appropriate and Enabling Policies and Structures	
Key Policies	**Obligations**
National Policy on HIV/AIDS for learners and educators in Public Schools, and Students and Educators in Further Education (1998) **South African Schools Act (1996)** **Learner Attendance Policy** **Education White Paper 6 (2001)** **Children's Act (2005) and Children's Amendment Act (2007)** **Admission Policy for Ordinary Schools (1996)** **The School Health Policy and Implementation Guidelines (2003)**	• Develop Provincial Education Department (PED) and school HIV and AIDS policies to implement the National Policy on HIV and AIDS for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training Institutions • Develop admission and recruitment policies that prohibit discrimination and promote inclusion of vulnerable learners and educators • Establish District and Institution Based Support Teams • Establish school Health Advisory Committees within the SGBs or draw in experts within the health and education departments to guide the SGB on matters relevant to developing and implementing health and HIV and AIDS policies

Book_14_background_4.indd 22 2010/11/08 3:46 PM

Support Educators	
Key Policies	**Obligations**
Norms and Standards for Educators (2000) **Employment Equity Act (Dept of Labour, 1998)** **The National Policy Framework for Teacher Education and Development in South Africa (2007)** **Education White Paper 6 (2001)** **National Policy on HIV/AIDS (1999)**	• Provide pre-service and in-service training to educators which covers: - how to integrate HIV and AIDS education into the curriculum and teach it - how to identify vulnerable learners and available services for them - how to identify other barriers to education and how to address them through the provision of an inclusive education that meets a range of learning needs - how to provide counselling and psychosocial support • Provide support to educators affected by HIV and AIDS in the way of counselling, health care, appropriate sick leave, employment security and protection from discrimination
Create Positive Relationships with Parents and Communities	
Key Policies	**Obligations**
South African Schools Act (1996) **Education White Paper 6 (2001)**	• Provide HIV and AIDS education to the communities surrounding the school • Provide community outreach services to families of learners affected by HIV and AIDS • Support the Department of Social Development to identify vulnerable learners and child headed households in need of financial support, identity documents and other essential services • Facilitate parent/caregiver involvement in teaching, identifying barriers and assessments through building relationships with parents, newsletters and parent workshops
Provide Psychosocial Support to Vulnerable Learners	
Key Policies	**Obligations**
Children's Act (2005); and, Children's Amendment Act (2007) **Measures for the Prevention and Management of Learner Pregnancy (2007)** **Education White Paper 6 (2001)** **Norms and Standards for Educators (2000)** **The HIV/AIDS Emergency Department of Education Guidelines for Educators (2002)** **The Policy Framework on Orphans and Other Children made Vulnerable by HIV and AIDS (2006)**	• Develop tools to assist educators to identify the range of vulnerable children and to guide them on services available and referral processes • Identify children who are vulnerable in the following ways: - orphans or children heading households: refer them to networked service providers - frequently absent: assist them to resume regular attendance - additional domestic responsibilities/work is affecting their schooling: refer them to the Department of Social Development - suffering grief and trauma: counsel them and/or refer them to social workers - are ill: refer them to the school health services - have been abused, neglected or exploited and refer them to a social worker or police and follow up the case with the social worker or police

Book_14_background_4.indd 23 2010/11/08 3:46 PM

Prevention of Family Violence Act (1993) **The National Child Labour Programme of Action (Dept of Labour, 2003)** **The Child Labour Programme of Action (CLPA) (Dept of Labour, 2008-2013)** **The National Strategy on Screening, Identification, Assessment and Support – operational manual (2008)**	• Monitor enrolment and attendance of learners and follow up with parents and other service providers where learners are frequently absent • Develop standardised referral processes and practices for the referral of vulnerable children to network partners • Build a network drawing in the identified service providers and coordinate collective action to address the needs of vulnerable learners - Develop a directory – at district and community level for schools and educators – of services available to vulnerable children and who the service providers are - Build relationships with community service providers, including the local police, social workers, health workers and develop joint referral processes • Coordinate peer education and counselling • Counsel and support teens who become pregnant and encourage their continuation of schooling
Create a Safe School Environment and Protect Learners and Educators from Abuse and Discrimination	
Key Policies	**Obligations**
The National Policy for an Equitable Provision of an Enabling School Physical Teaching and Learning Environment **National Minimum Norms and Standards for School Infrastructure (2008)** **Education White Paper 6 (2001)** **Policy Framework for the Management of Drug Abuse by Learners in Schools and in Public Further Education and Training Institutions (2002)** **Signposts for Safe Schools - DBE and the Dept. of Safety and Security**	• Provide a healthy school environment, especially in the provision of clean, potable water, adequate sanitation, facilities for hygienic practices and road access • Ensure a safe physical school environment where universal precautions are exercised and the safety of learners and educators, especially girl children, is guaranteed • Provide education related to drug use and abuse and develop a range of restorative and other responses to drug abuse in the school community • Screen prospective educators and other employees for convictions relating to murder or child abuse
Ensure that Education is Affordable	
Key Policies	**Obligations**
The South African Schools Act (1996), as amended by: Education Laws Amendment (2005) and the Amended National Norms and Standards for School Funding (2006) **The HIV and AIDS and STI National Strategic Plan for South Africa, 2007-2011** **The Exemption of Parents From the Payment of School Fees Regulations (1998); and** **Revised Exemption of Parents from the Payment of School Fees Regulations (2006)**	• Provide no-fee schools and school fee exemptions to vulnerable children • Assist children with the cost of school uniforms • Provide child care facilities for children, especially in areas where there is a high incidence of child-headed households • Link vulnerable learners and child headed households with grants, identity documents and other essential services

Book_14_background_4.indd 24 2010/11/08 3:46 PM

Promote Health of Learners, Educators and Officials	
Key Policies	**Obligations**
The School Health Policy and Implementation Guidelines (DoH, 2003) **Health Promoting Schools Initiative (DoH)** **National Policy on HIV/AIDS for Learners and Educators in Public Schools (1999)** **National School Nutrition Programme – A guide for Secondary Schools (2009)**	• Coordinate the establishment of Health Promoting Schools and develop a health promoting school charter • PEDs must appoint an HIV and AIDS programme manager and a working group to communicate policy to staff and create a supportive environment • National and PEDs must appoint an HIV and AIDS workplace coordinator to implement the workplace HIV and AIDS programme • Assign an educator or administrator in schools to be a National School Nutrition Programme Coordinator • Establish a nutrition committee at each school

What are the strengths, challenges and gaps within the policy framework?

It is clear from this extensive list of obligations that the Department of Basic Education is mandated by its own and other government policies to provide and/or facilitate a comprehensive package of care and support services to learners. Together, these policies create a national policy framework which has many strengths, including that it:

- is essentially rights-based;
- protects and promotes the right to education;
- recognises the inter-related and co-dependant nature of all human rights. This requires government agencies to coordinate their interventions to create the comprehensive package of services needed for vulnerable children to realise all of their human rights.

The policy framework provides a solid base from which government agencies, including the Department of Basic Education and other stakeholders, can create collaborative and coordinated plans to care for and support children such that they realise their right to education. And it also supports the notion that the education system is potentially ideal for the provision of age-appropriate care and support to vulnerable children, particularly in South Africa, where the vast majority of children are enrolled in schools.

However, there are a number of challenges that may inhibit the realisation of the goals of the policy framework. The challenges fall into three categories where the framework may be insufficient in legal or implementation aspects; these are discussed below:

Difficulty in the Implementation of the Current Policies and Laws

This difficulty in implementation is ascribed in the policy review to a number of misalignments between the ideals of policies and the realities on the ground.

Overwhelming Number of Diverse Obligations

Although it is a strength of the policy framework that it requires a wide range of interventions, this can also be seen as a challenge to the implementation of the framework. The extensive list of obligations imposed on schools, educators and Department of Basic Education officials, is nearly impossible to fulfil, given the limited resources and human resource capacity, particularly at the level of implementation. As the policy framework does not make provision for additional resources to increase schools' capacity to fulfil the additional roles and responsibilities, these obligations beyond teaching and learning are likely to overwhelm officials and educators. They may even detract from their core and original role of providing excellent instruction, as many schools are already not fulfilling this fundamental responsibility due to, among others, a lack of resources, shortage of qualified educators and insufficient in-service training.

Book_14_background_4.indd 25 2010/11/08 3:46 PM

Extent of Learner Vulnerability
Another misalignment between the policy framework and reality on the ground is that the policy framework depends on educators and schools to identify vulnerable learners, then refer them to the appropriate service providers, or provide support themselves. This is probably modelled on what happens in more developed countries, but is not well tailored to the South African context, where the majority of children could be defined as vulnerable. To identify specific vulnerabilities and provide the necessary support to almost all children in their class is posing an impossible task to educators, particularly as the overcrowded classroom conditions do not allow for sufficient individual interaction between educators and learners. These educators are also not adequately trained to handle their expanded role from educator to educator/counsellor/protector, meaning that the demands put on them to perform these additional roles are often likely to overwhelm, frustrate and/or discourage educators, which could lead to lower performance in their key task of teaching.

Insufficient Number of Service Providers
In addition to the burden placed on educators, even if educators were able to identify the vulnerabilities of their learners, the referral network of care and support service providers is inadequate compared with the magnitude of need for the services. In many communities there is an insufficient number of service providers to which children can be referred. This is exacerbated by the acute shortage of social workers in South Africa. The Children's Amendment Act estimates there are 55 000 fewer social workers in the country than is needed to implement that act alone.[5] (With respect to the issue of psychosocial support, while the policy framework acknowledges the dearth of counsellors, it calls for educators, youth facilitators (through the peer education programme), or other NGOs to provide counselling services to fill the gap. This solution cannot guarantee professional services, and vulnerable children could be compromised by well-meaning, but undertrained and under-capacitated individuals.

Under-developed Referral Networks
In addition to there being an insufficient number of service providers available, the referral process and systems themselves are not sufficiently developed to ensure that children, once identified as needing support, are actually referred. This is largely due to the fact that the relationship between schools and clinics, care centres and NGOs is not firmly established. As it is meant to be the function of the ILST or DBST to establish these relationships and create the referral processes, even if a referral system is created, there is no obligation on the part of other Departments to provide such services.

Gaps or Insufficiencies in the Current Policies and Laws

Education is Still Not Free
A key weakness identified by the policy review was that primary education is still not universally free in South Africa, despite the fact that the Millennium Development Goals (MDG) and Education for All (EFA) initiatives both require primary education to be both universally accessible and free. The 'no-fee' policy established by the government was meant to address this issue, but has fallen somewhat short of its goal of making education affordable for all. This is due to a few issues.

Firstly, not all poor communities fall within the "no-fee" quintiles, partly because of the spatial targeting used to determine quintiles.[6] In addition, using quintiles composed of even numbers of learners to determine who is the "most poor" is problematic in a context of incredibly unequal income distribution. The inequality in South Africa means that the wealthiest 10 percent of the population controls approximately 50 percent of the wealth, while the remaining 90 percent shares the other half.[7] This inequality suggests that quintiles may not be the ideal way to determine funding allocations; the difference in wealth distribution between quintiles 1 to 4 is not likely to be enormous, when they share such a small portion of the total wealth of the country.

Secondly, in addition to the fee costs, the additional "hidden" costs to education, such as transport and school uniforms, still pose a barrier to many South African children attending school. The school uniform guidelines are not helpful enough here, as they do not provide true material relief from the cost of uniforms. While schools are not allowed to turn learners away for not having the correct uniform, learners without a uniform are more likely to feel isolated and/or be discriminated against at school, discouraging them from attending schools.[8]

Book_14_background_4.indd 26 2010/11/08 3:46 PM

Very Few Useful Processes Identified to Link Learners with Services or to Support Vulnerable Learners
Another gap identified by the policy review was that the policy framework is almost completely silent in terms of mechanisms, processes or strategies that should be used to link vulnerable children with documents or social grants. SASA requires schools to register children without these documents for an interim time period, but does not oblige schools to assist children in obtaining the documents like it does for assisting children to access immunisation.

Additionally, the new Learner Attendance Policy does not provide any guidance as to how schools should follow up with absentee learners. While it will supply a tool to use to identify vulnerable learners, this only assists in the monitoring of attendance, but does not give schools advice as to what the appropriate responses should be when a learner is frequently absent, aside from engaging with the caregiver.

A final gap identified by the policy review was the failure of the policy framework to provide support for children shouldering excessive domestic responsibilities. The audit identifies this as a significant gap as, while the Department of Basic Education has endorsed the Department of Labour's Child Labour Programme of Action (CLPA), the Department of Basic Education's strategic plans and policies do not mention the CLPA, nor show any provisions made for addressing this barrier.

Structural or Organisational Gaps that Create Coordination Challenges

No Overarching Framework or Structure to Coordinate Actions
The biggest challenge identified by the policy review in terms of structural gaps, is the absence of an overarching framework to bring all of the different policies and frameworks together under one conceptual "roof". To effectively implement a programme that requires the participation of, and coordination between, multiple partners, it is necessary to have a common framework and a coordinating structure that can take responsibility for the enormous task of planning, mobilising resources, coordinating implementation and monitoring and evaluating the work of the different partners. This gap is made all the more significant due to the fact that the existing policies and national frameworks are not synergised. There are, as mentioned, numerous policy frameworks that call for coordinated and collective responses to serve the needs of vulnerable children, many of which identify the Department of Basic Education and schools as a key partner in the initiative, yet these frameworks and associated policies are, at times, conflicting with one another in terms of the roles different partners should play and in the approaches they promote. This causes a significant amount of confusion about which frameworks and policies should take precedence, and thus who should really be responsible for what, or "an absence of centralised accessible information for all affected role-players about what the law requires, what different parties are already doing, how well they are doing and the challenges they are facing."[9]

Existent Structures are Not Always Functional
While some structures have been created, such as District- and Institution-based Support Teams (DBST and ILST), these are designed to be localised in nature and do not provide the broad, "big picture" support necessary with regards to planning and coordination. The structures that do currently exist are further hampered by the fact that they are generally poorly resourced and are not given sufficient power or capacity to fulfil their mandate.

What are the recommendations of the Policy Review?

The policy review offers a number of recommendations to overcome the challenges and gaps discussed in the previous section. These include the following:

1. Establish a representative, credible coordinating structure that is authorised to hold all role-players to account.

2. With the participation of all members of the structure and other stakeholders, develop a common programme framework that is synergised with the existing national frameworks, and that is designed to coordinate with other structures such as NACCA.

Book_14_background_4.indd 27 2010/11/08 3:46 PM

3. Review the current situation in terms of the vast number of extra-curricular obligations placed on schools and educators without supplementary resources or human resource capacity to tackle them. There is a strong argument for the Department of Basic Education to only play a facilitative or coordinating role in terms of ensuring vulnerable children receive the care and support they need. If this is the case, additional human resources and funds will need to be allocated as coordination takes time and money. However, if it is to continue to play a provisioning role, then additional resources would also need to be found to support that mandate.

4. The Department of Basic Education can strengthen some of its own policies and guidelines by:

- ensuring that the school fee policy is expanded to guarantee free primary education, and strengthening it in the interim to close the loopholes which discriminate against some poor learners and communities;
- increasing the legal effectiveness of the school uniform guidelines;
- addressing the gap in terms of child labour;
- making sure all learners attend school in a safe and healthy physical environment that is accessible to all;
- providing information and tools to schools, educators, communities and learners about the rights and services available to vulnerable children and the processes through which they can access them.

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Book_14_background_4.indd 28 2010/11/08 3:46 PM

Providing Working Definitions and Explaining Key Concepts

This section provides a number of definitions and explains some key concepts. It is recommended that you always use accepted and familiar South African definitions if they are available.

What is meant by orphans and vulnerable children?

When and why are some children more vulnerable than others?

How do these concepts apply in the education context?

What is meant by orphans and vulnerable children?

An **orphan** is defined as a child who has lost one or both parents.

The term **orphans and vulnerable children** generally refers to children who are more exposed to risks than their peers.

Vulnerability is very context specific and defining vulnerable children is difficult, especially as a spectrum of vulnerability unfolds, with individual children falling into multiple areas of disadvantage. For the purposes of the CSTL Programme, a vulnerable child is defined as a child whose survival, care, protection or development may be compromised due to a particular situation or circumstance that prevents fulfillment of his or her rights. It implies that a child's immediate support system (from family and/or caregivers) can no longer cope, and external support is required to strengthen the care and support that the family and caregivers provide so as to meet the basic needs of the child.

When and why are some children more vulnerable than others?

Children are made vulnerable by their environment, community and circumstances.[1] Sometimes the difficulty is intrinsic to the child, e.g. a disability. However, the difficulty could be caused by many other contextual conditions. These vulnerable children may experience:

- needs related to basic survival, such as insufficient nutrition, health care, clothing and shelter;
- lack of parental care, or neglect vis-à-vis other children in the household;
- family and community abuse and mistreatment (harassment and violence), and other forms of economic and sexual exploitation;
- the burden of heading a household;
- educational difficulties;
- (further) impoverishment due to loss of inheritance;
- an increased risk of infant, child and adolescent mortality.

The HIV and AIDS epidemic affects child vulnerability in many ways, including significantly increasing the

Book_14_background_4.indd 29 2010/11/08 3:46 PM

educational challenges that children face. For affected children and their families, the epidemic results in increased poverty; trauma and bereavement, chronic illness, stigma and discrimination, and adverse or changing family environments – all of which can impact negatively on the educational rights of these children. Girls, in particular, face additional hurdles to entering and remaining in school if they have domestic, parenting or economic responsibilities.[2]

Orphanhood is one important dimension of child vulnerability. However, other factors are not only important, but in some cases have a much stronger quantitative association with child development, e.g. household poverty.[3]

We need to understand why children are vulnerable. "Which factors in the home, school or community are affecting the well-being of children?"[4]

Helping individual children without tackling the underlying causes that make them vulnerable can only be a short-term solution.

Well-being, as opposed to vulnerability, implies physical, emotional and mental health and safety.[5] Children can move along a continuum from vulnerability to well-being.

Resilience is the ability to cope with change, difficulties and setbacks. A child who is resilient is protected and is less at risk of harm, even in difficult circumstances.

Children cope better with adversity when:

- they can understand the adverse event;
- they believe they can deal with a crisis because they have some control;
- they can give some deeper meaning to the adverse event.[6]

The vulnerability of a child is influenced by different factors at different ages.

At **0–2 years**, a child's vulnerability is influenced by parental neglect, lack of nutritious food and lack of proper child care.

At **3–10 years**, vulnerability is influenced by a lack of affordable and/or accessible pre-school and other services, hunger, and the child being orphaned and subsequently forced to move within the community.

At **11–17 years**, vulnerability is influenced by poverty, which may cause boys to engage in crime and girls to engage in prostitution; the breakdown of initiation ceremonies, which disrupts the transition from childhood to adulthood; and a lack of government services to break the cycle of risk and self-harm among adolescents.[7]

How do these concepts apply in the education context?

In exploring vulnerability it is important to know which children are at risk of becoming educationally disadvantaged or marginalised, when, and why. The term **educationally marginalised children (EMC)** has been used in some social-protection research to refer to children who, for one or other reason, have difficulty in accessing basic education, or who drop out prematurely, or who have been pushed out of formal education by the system itself.

Factors that influence why and when children become educationally marginalised may relate to the socio-economic climate of the country as a whole, or there could be factors within the education system, or even at the school level, as well as factors in the child's immediate environment. However, it is likely to be a combination of factors at many levels, creating a spectrum of educational disadvantage, and needing an array of educational responses.[8]

To be optimally effective, CSTL Programmes must follow a process to identify, target and track the most vulnerable children.

Book_14_background_4.indd 30 2010/11/08 3:46 PM

Schools[9] are good places to identify children who need help and support, and to monitor their well-being. Schools also offer opportunities for the integration and delivery of resources and services for children. They are sometimes the only infrastructure in communities, and buildings and grounds can be used for many things – beyond teaching and learning.

People at the school can assist in locating vulnerable children – the school staff and school management team, school boards and auxiliary support services, as well as learners, their representative councils and school-based youth groups.

Educators[10] are in a good position to be aware of children's home circumstances, notice changes in their lives, identify those who need help, and support them in many ways. They are also important role models for parents and other caregivers. Indeed, in many countries such roles are explicitly recognised as an expected competency of educators. Having said that, it is important to remember that the primary responsibility of educators is to teach, and so, if they are to fulfil additional caring roles for vulnerable children, they need the support and involvement of the **broader community**.

Champions for Children's Rights

Anyone can be a champion for children's rights:[11]

- in the education system: learners, educators, principals, school board members, ECD practitioners, librarians and district education officials;
- in families: parents or other family members, siblings, caregivers and neighbours;
- in health and social services: clinic staff, home-based carers, child care workers, social workers, peer educators and traditional healers;
- in local government, and non-governmental and community-based organisations: municipal officials, service providers, development workers and traditional leaders;
- in law enforcement: police officers and probation officers;
- in communities: sports coaches, choir leaders, religious leaders, bus drivers, taxi drivers, spaza shop owners, street traders and other local business people.

The CSTL Programme aims to transform education systems and schools by mainstreaming care and support for teaching and learning. Building such a **caring school community** means working to strengthen the protective factors that promote the well-being of children and reducing the risk factors that make children vulnerable. A caring school community tries to ensure that children's basic needs are met and their rights protected by:

- supporting all children;
- identifying children who require special help or additional support and assisting them to get the services and resources they need;
- tracking the progress of individual children;
- promoting community action for children.

Book_14_background_4.indd 31 2010/11/08 3:46 PM

A Child-friendly School of Learning, Care and Support[12]

A school that is a child-friendly centre of care and support is:

- inclusive, and ensures that all children participate, especially those who are vulnerable or different for any reason;
- academically effective and relevant to children's need for life skills;
- healthy, safe and protective of children's emotional, psychological and physical well-being;
- gender responsive by creating an environment of equality;
- actively engaged with and enabling of learners, family and community participation in all aspects of school policy, management and support to children. Learners should be involved as much as possible.

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Book_14_background_4.indd 32 2010/11/08 3:46 PM

Committing to a Developmental, Disability, Gender Sensitive and Rights-based Approach

This section describes an approach that is developmental, disability sensitive, gender sensitive and rights-based. Understanding and adopting this approach is fundamental to the success of the CSTL Programme.

What are the principles and values that underpin this approach?

What practical action can be taken to apply this approach?

What is child participation and why is it important?

One of the greatest problems facing the world today is the growing number of persons who are excluded from meaningful participation in the economic, social, political and cultural life of their communities. Such a society is neither efficient nor safe.[1]

What are the principles and values that underpin this approach?

The CSTL Programme was conceived in accordance with the following principles and values:

- Commitment and support will be fostered at all levels.
- All interventions will be aligned with national policies and plans, contributing to the attainment of regional and international targets (EFA and MDG).
- A child-centred and child-rights approach will be promoted and pursued; in particular, no child shall be discriminated against in access to learning and the provision of care and support.
- Gender- and disability sensitivity and inclusiveness will be emphasised, and programmes will recognise and address the different needs of girls, boys and children with disabilities.
- Approaches will embrace diversity and strive, at all times, to be culturally, ethically and contextually appropriate.
- Barriers to learning which prevent children from enrolling in school, staying in school and performing well will be addressed.
- Strategic partnerships will be formed and collaboration with all stakeholders supported.
- Interventions will build on local expertise and existing initiatives.
- Capacity development will be a priority – through mentoring, training and technical support.

Book_14_background_4.indd 33 2010/11/08 3:46 PM

Aligned to these regional principles and values, the Department of Basic Education and the CSTL Task Team need to develop and adopt their own set of principles and values.

What practical action can be taken to apply this approach?

The first step is to understand what certain terms mean and how to work in ways that will respect, uphold and realise your values and principles.

Working in a **developmental way** requires a commitment to all of the following:

- alignment with a common vision and objectives;
- leadership, advocacy and shared ownership;
- consultation with and participation by all stakeholders;
- networking and developing both existing and new partnerships – with clear role clarification;
- evidence-based decision making and planning;
- addressing sustainability issues from the outset;
- resource mobilisation (financial/material/human);
- training and/or capacity building, as well as individual personal change and empowerment.

Gender

All too often, girls and women find that their access to education, employment, health care, political influence, and sometimes even food or life itself is limited solely because of their gender.

Embracing a **gender sensitive approach** means understanding and responding to the reality that there are significant differences between girls and boys, and women and men. Society attributes different roles and responsibilities to females and males and gives them unequal access to resources and power. Socialisation in gender roles begins early in life.

Gender equality means equal treatment of girls and boys, women and men in laws and policies, and equal access to resources and services within families, communities and society at large.

Gender equity means fairness and justice in the distribution of benefits and responsibilities between girls and boys, and women and men.

Gender discrimination refers to any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms which prevent a person from enjoying full human rights.

All CSTL Programmes must be planned and implemented to advance gender equality and equity and to prevent or address gender discrimination.

Book_14_background_4.indd 34 2010/11/08 3:46 PM

Recommendations to Expand "Girl Power"[2]

Programmes must:

- use prevention messages to address gender and power dynamics within sexual relationships;
- provide comprehensive sexual health education with a special focus on HIV and family planning;
- foster gender equality, promote positive role models and challenge negative gender stereotyping;
- show zero tolerance towards sexual violence and towards teachers having sexual relationships with learners;
- respond to the problem of teenage pregnancy and include policies on how to encourage teenage mothers to complete their education;
- abolish all forms of school fees in primary education;
- remove the bottlenecks between completion of primary school and access to secondary school.

A **rights-based** approach is based on human rights principles. It develops the capacity of people to realise their rights as well as the capacity of duty-bearers to respect, protect and fulfil them. It also implies appreciating the difference between "needs" and "rights".

Children's Needs	Children's Rights
• are met or satisfied	• are realised
• focus on the goal	• focus on the process
• do not imply duties or obligations	• always imply duties or obligations
• can be ranked in order of priority	• all rights are equally important
• see children as beneficiaries	• see children as participants

What is child participation and why is it important?

Participation in education ... implies an active involvement with others and having a real say in the experience of learning. It also involves having one's identity affirmed, being accepted and valued for oneself.[3]

Child participation is an increasingly prominent focus for development workers around the world.[4] The reality however, is that, in many societies, children's voices are rarely heard.

Child participation in education initiatives is important because it is a child's right, because it enhances programme quality and because it develops children's capacity for more advanced participation.

Book_14_background_4.indd 35 2010/11/08 3:46 PM

Recognising the importance of child participation and actually putting child participation into practice are two very different things! Applying the principle in practice implies the following:

1. **Consult parents, guardians, caregivers, community leaders and traditional leaders** about child participation efforts. Child participation might challenge traditional cultural norms, and it is important to discuss this possibility, solicit adults' opinions about how child participation could be facilitated within the community, and address any concerns or questions parents might have.
2. **Creating participatory adult groups** can set the stage for establishing similar participatory children's groups. Understanding the scope and level of participation required by adults can make them more supportive of their children taking part in similar initiatives.
3. **Both children and adults may require training** in child participation.
4. **Be clear with children** about the extent and influence of their participation in a project. Participation does not mean everyone's idea is used, but rather that every idea is heard and considered.
5. **Event-based child participation is positive**, but must lead to ongoing child participation in decision-making structures and institutions.
6. **Develop avenues for children of different ages and capacities** to participate. In particular, consider how very young children, children living with disabilities and other special groups can be involved and how to overcome any specific obstacles to their participation.
7. **Think about how you can facilitate participation** throughout the project cycle, including planning, implementation and monitoring and evaluation.
8. **Facilitating child participation requires time, patience, and resources**. It must be a conscious commitment made when you are considering the human and financial resources required for an initiative.
9. **Leave time for reflection and learning**. Work with children to identify and share lessons learnt and promising practices in facilitating child participation.

Book_14_background_4.indd 36 2010/11/08 3:46 PM

Use the *Tool: Child Participation Checklist* in the *Action Step: CSTL Pilot Project* to ensure that there is meaningful child participation in your CSTL Programme.

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Book_14_background_4.indd 37 2010/11/08 3:46 PM

Mainstreaming Care and Support for Teaching and Learning

This section defines and discusses the concept of mainstreaming as this is a critical approach to ensure that the CSTL Programme becomes institutionalised in the Department of Basic Education, and because mainstreaming offers the best chance to sustain a CSTL Programme over time.

What is mainstreaming?

How do we mainstream care and support for teaching and learning?

What principles should guide mainstreaming?

What is mainstreaming?

> Mainstreaming means taking a learning approach. It involves planning, trying out ideas and learning from experience. There is no one "correct" way, and no leap from non-mainstreamed to mainstreamed.[1]

Mainstreaming is the word used to describe a process of taking on new ideas and introducing change.

Mainstreaming as a concept dates back to the late 1960s, when the term was coined to mean a method of assimilating pupils with cognitive disabilities into formal learning environments.

Mainstreaming encourages us to adopt important values and principles and to integrate these into all aspects of our programmes. Often in development we refer to mainstreaming gender or mainstreaming HIV and AIDS into our work. For example, we express our commitment to equality between men and women by "mainstreaming gender" into our programmes.

The CSTL Programme requires us to commit to values of care and support for all learners and, through "mainstreaming care and support for teaching and learning" or "CSTL mainstreaming", to ensure that more children within the SADC region realise their right to education.

How do we mainstream care and support for teaching and learning?

Mainstreaming may sound like an elaborate process, because it involves all aspects of how a programme or institution operates. In fact, it is not complicated, instead it means applying a special "lens", such as a "care and support lens", through which to examine each aspect of your work. This analysis then allows you to

Book_14_background_4.indd 38 2010/11/08 3:46 PM

incorporate or grow aspects of care and support in your work. So CSTL mainstreaming may be described as a process of reviewing all aspects of programming, policy development and organisational development, always keeping in mind care and support. It involves incorporating care and support elements into:

- policies and procedures;
- programme design and activities;
- planning and budgeting;
- capacity building and human resource development;
- monitoring and evaluation;
- networking with sectors and stakeholders.

By simply working methodically through the Action Steps in the *National Support Pack*, care and support will become mainstreamed into all Department of Basic Education functions. It will also make the process systematic and manageable, as well as identifying instances where changes in one area have implications for change in others. For example, if a policy is changed to accommodate care and support then procedures may need revision, staff may need different training, and additional resources may need to be found.

Refer to the *Tool: Getting Started with Mainstreaming* in the *Action Step: CSTL Programme Plans*.

What principles should guide mainstreaming?

The following principles should be kept in mind when undertaking mainstreaming:

- it is a process – not an event, or series of events;
- it challenges our creativity in unique ways and it demands an understanding of complex issues;
- it requires personal and professional commitment;
- it requires capacity development;
- it needs strategic partnerships, sometimes new, non-traditional partnerships;
- it demands careful role clarification;
- it needs a clearly defined mandate and policy directive;
- it requires advocacy skills;
- it requires consultation (initial and ongoing) and joint ownership;
- it should be based on information, some of which might be new and some of which may involve revisiting existing data;
- it may require research;
- it must become a part of all core functions – planning, HR management, marketing, service provision, budgeting, etc;
- it builds on and uses existing institutional structures, policies and plans;
- it's about identifying entry points and then implementing practical strategies;
- it is enhanced by using tools and methodologies such as mapping and targeting.

References

1. Care Southern and West Africa. October 2003. *HIV and AIDS Technical Brief 2. A Learning Approach to Mainstreaming HIV and AIDS in Livelihood*.

Book_14_background_4.indd 39 2010/11/08 3:46 PM

Changing the Way We Work

This section discusses the importance of change: change in the normal way of doing things, change as a pre-requisite for any programme like care and support for teaching and learning, and change resulting from following a systematic process.

What are the levels of change?

What is an appreciative approach to change?

What are the four steps to change?

What are the levels of change?

The one thing that is certain in life is that nothing stays the same. We are all involved in change every day. Sometimes the changes are small, such as when your child packs his or her bag for school for the first time without being reminded. Sometimes change seems much larger, for example when a department is restructured and the staff have different jobs and new managers. And sometimes change occurs in the wider environment, such as when a new policy takes away the burden on parents to pay school fees, or when a storm causes the collapse of part of the local school buildings.

Change happens on three levels: change for the individual, change for the organisation and change in the broader environment.

Change is significant on whatever level it happens. To successfully initiate change, it is necessary to work at all three levels. It becomes clear when answering three significant questions:

- Which individuals am I trying to influence and who need to change?
- Which parts of my organisation would I like to see changed?
- What in the wider environment can support this change?

Read *Why is Advocacy an Important Component of the CSTL Programme?* in the *Action Step: Advocacy and Communication* and *How do you Develop Leadership?* in the *Action Step: CSTL Pilot Project*.

What is an appreciative approach to change?

The **appreciative inquiry** approach to change is different from traditional approaches to working in development, because it identifies the energy and enthusiasm for change – within both individuals and systems. Rather than looking for the gaps, it builds on what is working.

Book_14_background_4.indd 40 2010/11/08 3:46 PM

Appreciative inquiry (AI) is an approach rooted in research and experience showing that positive approaches with people have more stable effects, encourage growth and development and enable people to function well in times of change.

Working in the appreciative paradigm can be a considerable challenge for many experts in identifying problems. It is often much easier to talk about what isn't working, what I am struggling with at work and what my colleagues are unable to do. Indeed, when people are asked about their problems it can be difficult to stop them from talking!

AI changes the questions that we ask so that we can identify what is working well. However, there are some important assumptions that should be stated:

Firstly, in every society, organisation or group there is always something that works. This becomes our reality.

Secondly, negative approaches reduce energy, morale, hope and positive action.

Thirdly, people have more confidence and comfort to journey to the future (the unknown) when they carry forward parts of the past (the known) that are positive.

Fourthly, it is important to be inclusive and value differences. This means that not everyone will share our views, but there is value in including everyone in building a vision and action plan to move forward.

Fifthly, the language we use influences our thinking and ultimately our actions. By using more positive and appreciative language we build the confidence of those around us to participate and to feel valued. This will, over time, influence their thinking and actions.

The Children's Institute in Cape Town, South Africa, piloted a rights-based approach to working in schools to offer care and support using AI. You can find out more by reading their manual titled *Champions for Children Handbook: How to Build a Caring School Community*.[1]

What are the four steps to change?

Appreciative Inquiry involves **four steps** that are summarised as the **4D process** – discover, dream, design and deliver. Using this process to initiate and sustain change will serve your CSTL Programme well.

Step 1: Discover

This step reminds you of the value of understanding what has happened before. You are looking for a positive foundation on which to build your CSTl Programme. You want to know what motivates individuals about work, what they feel good about and how your CSTL Programme can contribute to them having more good experiences. You also want to find out what is going well in schools and in the Department of Basic Education, so that you can work out how your CSTL Programme can contribute to growth there too.

Step 2: Dream

Change is only possible when you know where you are going. This sounds simple but it is an important statement. It is necessary to "dream your destination!" This might seem simplistic, but too often we only dream our way out of problems and not towards a brighter future. So, we can either decide to dream about

Book_14_background_4.indd 41 2010/11/08 3:46 PM

the type of school or schooling that is needed to deal with the problem of orphans and other vulnerable children or, alternatively, we can dream about the type of school and school system we need that allows all children to thrive despite their circumstances and vulnerability. Our dream then becomes that care and support for teaching and learning is integral to the normal functioning of a school.

Step 3: Design

This step is the traditional action planning step, but this time you build on what is working and the passions and interests of stakeholders. The plans therefore do not only address gaps and problems.

Step 4: Deliver

Individuals and stakeholders who have been through the AI process will have – as part of the process – identified their own motivations and passions. These will support them as they implement the plan they have designed.

Four Principles of Appreciative Inquiry

- **Appreciate** the best of what has been done, what exists now and what is desired in the future.
- **Apply** knowledge of what works and what's possible.
- **Provoke** imagination regarding ways to get more of what works and is wanted.
- **Collaborate** with others in building capacity, and generating ideas and resources.

References

1. Children's Institute. March 2008. *Champions for Children Handbook: How to Build a Caring School Community* (pilot version).

Book_14_background_4.indd 42 2010/11/08 3:46 PM

Finding and Growing Champions for Care and Support

How are champions for care and support identified?

How do we "grow change" in individuals?

How do people respond to change?

How are champions for care and support identified?

In order to start the process of mainstreaming care and support for vulnerable learners within your Department of Basic Education, it may be helpful to identify a few key staff members – beyond the members of a CSTL Task Team – who can be developed to lead or champion this role within the department.

These individuals should have a natural passion and inclination for care and support work. It is likely that they will have a reputation for working well with children and that they are already known for their good communication skills. In addition, these individuals must also be committed to passing on their skills and knowledge to others.

Qualities Needed in a Care and Support Champion[1]

Champions should be:

- passionate about helping children;
- good listeners and communicators;
- able to motivate others to get involved;
- strong and courageous;
- able to work ethically;
- good at starting a task and seeing it through to the end;
- able to accept feedback from others;
- good at making decisions, problem solving, prioritising and planning;
- able to work "from the heart";
- consistent in what they say and do;
- able to persevere to get things done;
- able to leverage the support of others;
- able to influence the thinking of others.

Book_14_background_4.indd 43 2010/11/08 3:46 PM

How do we "grow change" in individuals?

Traditionally, caring and supporting roles are roles filled by women. As you embark on a process to develop champions for care and support in the Department of Basic Education, it is important to reflect on who is getting involved. To effectively mainstream care and support it is necessary for both men and women to internalise the value and importance of care and support. So, take care to ensure that it is not only women who are involved – in the department, in providing technical support, in the management of the CSTL Programme, and among the educators and community volunteers.

You may decide to start the process of mainstreaming care and support by working with a wide group of staff in your department. This may reveal staff members who have the necessary passion and commitment. Experience has shown that raising awareness of the issue is an excellent starting point. For example, a workshop session that focuses on "talking and listening to children" could be a good way of building awareness of and commitment to care and support.

How do people respond to change?

Not everyone welcomes change. Some individuals may feel strongly that care and support is not the business of the Department of Basic Education, but is a social welfare concern. You may encounter resistance to mainstreaming care and support from colleagues, politicians or funders who are not aware or convinced of the relevance of care and support for the achievement of national and global education goals.

When tackling such resistance, an important starting point is to listen to what is being said so that you are able to reflect on the concerns. Thereafter, it will be necessary to undertake advocacy and lobbying to persuade these key stakeholders of the value of care and support.

The *Action Step: Advocacy and Communication* describes how to develop a strategy to influence key stakeholders.

Finally, in general it is always easier to start where you have some support. Find other individuals beyond a CSTL Task Team who support your ideas. They could be from within the department, from another department or from an NGO, DPO, FBO or CBO working in the area of caring schools. These individuals can then be part of an informal network of support.

References

1. List adapted from the Soul City Guide. *Schools as Nodes of Care and Support*

Book_14_background_4.indd 44 2010/11/08 3:46 PM

Care and Support for Teaching and Learning Logframe

A Logframe is a tool used in development projects and involves identifying strategic elements (inputs, outputs, outcomes and impact) and their causal relationships and indicators and the assumptions and risks that may influence success and failure.

The *CSTL Programme Logframe* shows a logical progression from the expected outcomes and eventual expected impact to the programme outputs and activities. It illustrates how these are related to the programme goal and objectives and shows a causal chain of how and why change occurs.

This Logframe is divided into two sections: the National Logframe which describes goals and indicators at a macro planning level and the Provincial Logframe which is aimed at implementation. Each section includes a Programme of Action which details activities required for each output.

For more information about using a Logframe, read *Action Step: Monitoring and Evaluation, Research and Reporting*.

Book_14_background_4.indd 45 2010/11/08 3:46 PM

Care and Support for Teaching and Learning National Logframe

Symbols and abbreviations used in this Logframe

#	number
M&E	monitoring and evaluation

Strategy or Intervention	**Key Performance Indicators**	**Means of Verification**	**External Factors**
Goal	**Impact Indicators**	**Data Source**	**Assumptions (A) / Risks (R)**
Schools provide care and support for teaching and learning	Gross enrolment rate – by gender and level (primary and secondary levels) Net enrolment rate – by gender and level (primary and secondary levels) plus retention and completion statistics Ratio of (double) orphaned children compared to non-orphaned children aged 10–14 who are currently attending school The percentage of OVC whose households receive free basic external support in caring for the child	Annual education bulletin statistics EFA global monitoring report SA UNGASS report, Demographic Health Survey (DHS), Multiple Indicator Cluster Survey (MICS)	All provinces are already collecting this information (A) The inclusion of vulnerable children will significantly increase gross and net enrolment rates (A) The UNGASS indicator is a proxy indicator for child vulnerability, because no global definition for all vulnerable children exists (A)

Book_14_background_4.indd 46 2010/11/08 3:46 PM

Book_14_background_4.indd 47

National Outcomes	Outcome Indicators	Data Source	Assumptions (A) / Risks (R)	National Outputs	Output Indicators	Data Source	Assumptions (A) / Risks (R)
1. Strengthened and harmonised prevention, care and support policies and programmes to support improved education outcomes in provinces	# of provinces whose policy-implementation plans reflect care and support elements and are aligned with the national framework	Provincial policy-implementation plans National assessment report	General consensus around and the adoption of the national framework (A) Lack of commitment and resources by provinces to undertake policy revision and implementation(R)	**1. National policy framework, with standards and guidelines, is collectively developed and approved**	National policy framework addresses barriers to learning, in particular HIV and AIDS, poverty and gender	National policy framework document Record of national meetings	Lack of funding (R) Lack of consensus by provinces on minimum standards in national framework (R) Lack of funding (R)
				2. National advocacy strategy developed and implemented to mobilise resources and increase buy-in and ownership by provinces	Status of advocacy strategy and its implementation # of advocacy efforts in provinces supported by the National DBE	Assessment report Meeting records	Lack of consensus by provinces on national framework for: i) advocacy, ii) research and documentation plan, and iii) M&E (R)
				3. Advocacy materials produced and disseminated for both national and provincial levels	Number and type of advocacy materials produced and disseminated national and provincial use	Status of advocacy materials Dissemination plan/ report	

2010/11/08 3:46 PM

National Outcomes	Outcome Indicators	Data Source	Assumptions (A) / Risks (R)	National Outputs	Output Indicators	Data Source	Assumptions (A) / Risks (R)
2. Increased knowledge and learning on effective prevention, care and support strategies across South Africa	Evidence-based research, documentation and sharing inform and strengthen programme development and implementation in provinces # of provinces with increased capacity to implement care and support	National research plan Reports by provinces of realigned/revised practices National M&E mechanism	Provinces document progress, processes and lessons learnt (A) Provinces may not have capacity (skills and experience) to document (R)	**1. National research and documentation plan developed and implemented**	National research plan developed # of research studies supported and published # of documents and publications disseminated	Copy of the national research plan Minutes of the national research meetings A report on a literature review on care and support to teaching and learning Directory of research capacity Research contracts Research reports and publications	Participation of all provinces in the development of a national research plan (A) Data-gathering constraints due to lack of data or non-conducive environmental/political conditions (R)
				2. National monitoring and evaluation framework developed and implemented	National M&E framework developed # of National workshops for provinces on M&E framework conducted # of provinces reporting against M&E framework Systems developed and upgraded within provinces for effective monitoring and reporting	Report of National M&E workshop Reports of provincial training on the M&E framework National and provincial monitoring reports	Sufficient compatibility exists between provincial EMIS tools to support national M&E harmonisation (A) Suitably qualified people from the provinces not available to participate in the M&E activities (R)

Book_14_background_4.indd 48 2010/11/08 3:46 PM

National Outcomes	Outcome Indicators	Data Source	Assumptions (A) / Risks (R)	National Outputs	Output Indicators	Data Source	Assumptions (A) / Risks (R)
				3. Knowledge management and sharing facilitated	# of national sharing meetings conducted # of exchange visits among provinces facilitated by National DBE # of programme review meetings facilitated by National DBE Electronic communication mechanisms utilised between provinces (interactive web-site, e-mail forums, etc.)	Reports of national sharing meetings Reports of exchange visits Reports of partnership forums Reports, documents and publications of best practices shared electronically	Provinces are committed to documenting and sharing lessons and experiences (A) Attitudes of "gate-keeping" and non-transparency constrain value of knowledge sharing (R)
				4. HIV-prevention strategies and programmes strengthened	Evaluation conducted of impact of National DBE Life Skills programme on behaviour change Audit of existing education-based prevention programmes showing positive outcomes Recommendations for strengthening Life Skills programme # of programme review meetings facilitated by National DBE # of provinces implementing strengthened Life Skills programmes	Surveys and interviews Evaluation studies Minutes of review meetings	Bias in evaluation because of universal implementation (R) Under-playing the value of Life Skills programmes because of its intermediate effects rather than on changing behaviour (R)

Book_14_background_4.indd 49 2010/11/08 3:46 PM

National Outcomes	Outcome Indicators	Data Source	Assumptions (A) / Risks (R)	National Outputs	Output Indicators	Data Source	Assumptions (A) / Risks (R)
				5. Capacity-development programme developed and implemented	# of training workshops successfully undertaken at national and provincial levels # of provinces accessing technical assistance	Reports of training workshops and participant evaluations Technical assistance contracts and reports	Lack of resources to roll out training (R)

Book_14_background_4.indd 50 2010/11/08 3:46 PM

Book_14_background_4.indd 51

Care and Support for Teaching and Learning National Programme of Action

Symbols and abbreviations used in this Programme of Action

#	number
M&E	monitoring and evaluation

National Outcomes	National Outputs	Activities	Inputs	Assumptions (A) / Risks (R)
1. Strengthened and harmonised prevention, care and support policies and programmes to support improved education outcomes in provinces	1. National policy framework, with standards and guidelines, is collectively developed and approved	i. Commission a review and assessment of education policies, programmes and initiatives, and capacities for integrating care and support in the education sector	Technical assistance	There is policy expertise readily available to work on this initiative (A)
		ii. Convene consensus-building workshop in each province		
		iii. Convene a national workshop to discuss the findings and recommendations		
		iv. Establish task team to guide the development of the Policy Framework and Guidelines	Policy experts	
		v. Develop draft Policy Framework and Guidelines		
		vi. Convene national consultative meetings to review and finalise the draft Policy Framework and Guidelines before submission to CEM		
	2. National advocacy strategy developed and implemented to mobilise resources and increase the buy-in and ownership by provinces	i. Develop an advocacy strategy and action plan	Advocacy and communications experts	Advocacy fails to target the most relevant people and is ineffective (R)
		ii. Conduct campaign and other advocacy activities on an ongoing basis	Media coverage	
	3. Advocacy materials produced and disseminated for both national and provincial levels	i. Develop advocacy materials	Materials developers	
		ii. Conduct training in use of advocacy materials at national level		

2010/11/08 3:46 PM

National Outcomes	National Outputs	Activities	Inputs	Assumptions (A) / Risks (R)
2. Increased knowledge and learning on effective prevention, care and support strategies across South Africa	1. National research and documentation plan developed and implemented	i. Review existing research, and identify gaps and priorities	Research consultants	
		ii. Develop a research agenda for this initiative		
		iii. Disseminate findings and recommendations to inform provincial policies and programmes		
		iv. Develop a directory of research capacity which can be utilised within the country		
		v. Conduct and publish research		
	2. National monitoring and evaluation framework developed and implemented	i. Develop a draft M&E framework of indicators and a reporting system, including reporting tools	M&E experts	
		ii. Convene a national workshop to review and finalise M&E framework and reporting system		
		iii. Conduct training of provinces on the use of the M&E framework and reporting system		
		iv. Investigate data already collected by the National DBE in the provinces	Database expertise	The provinces are collecting useful data (A)
		v. Create databases appropriate to the programme		Data collection not aligned to programme objectives (R)
		vi. Disseminate final M&E document		

Book_14_background_4.indd 52 2010/11/08 3:46 PM

Book_14_background_4.indd 53

National Outcomes	National Outputs	Activities	Inputs	Assumptions (A) / Risks (R)
	3. Knowledge management and sharing facilitated	i. Document and disseminate best practices according to identified themes		
		ii. Facilitate sharing, learning and exchange of information and best practices	Knowledge exchange facilitators	
		iii. Facilitate exchange visits/study tours		
		iv. Coordinate existing initiatives and establish collaborative arrangements to ensure harmonisation and synergies		
		v. Convene partnership forums		
		vi. Set up regular communication system with provinces		
		vii. Share best practices and learnings from provinces at the SADC CSTL meetings		
	4. HIV-prevention strategies and programmes strengthened	i. Conduct an evaluation of the HIV and AIDS / Life Skills programme with a focus on impact on behaviour change	Curriculum specialists	
		ii. Conduct research into HIV prevention programmes that have shown positive impact		
		iii. Present recommendations with regard to strengthening the HIV and AIDS / Life Skills programme		
		iv. Review and revise (if necessary) existing materials and programmes based on recommendations	Materials developers	
		v. Conduct training of master trainers in provinces on the revised programme and materials	Trainers	

2010/11/08 3:46 PM

National Outcomes	National Outputs	Activities	Inputs	Assumptions (A) / Risks (R)
	5. Capacity-development programme developed and implemented	i. Conduct capacity needs assessment in provinces		Materials are well suited for the programme (A)
		ii. Develop a capacity-building plan based on needs assessment		
		iii. Conduct an audit of existing curricula and training materials in provinces		
		iv. Produce draft National Support Pack of guidelines and tools, with companion materials	Materials developers	
		v. Pilot and finalise tools in National Support Pack in provinces		
		vi. Conduct training of master trainers at national level	Master trainers	Sufficient technical assistance available (A)
		vii. Roll-out tools in provinces		
		viii. Set up a technical support database of experts	Technical assistants	
		ix. Establish systems for provinces to access TA		
		x. Provide technical support to provinces		

Book_14_background_4.indd 54 2010/11/08 3:46 PM

Book_14_background_4.indd 55

Care and Support for Teaching and Learning Provincial Logframe

Symbols and abbreviations used in this Logframe

#	number
M&E	monitoring and evaluation

Strategy or Intervention	Key Performance Indicators	Means of Verification	External Factors
Goal	**Impact Indicators**	**Data Source**	**Assumptions (A) / Risks (R)**
Schools provide care and support for teaching and learning	Gross enrolment rate – by gender and level (primary and secondary levels) Net enrolment rate – by gender and level (primary and secondary levels) plus retention and completion statistics Ratio of (double) orphaned children compared to non-orphaned children aged 10–14 who are currently attending school The percentage of OVC whose households receive free basic external support in caring for the child	Annual education bulletin statistics EFA global monitoring report SA UNGASS report, Demographic Health Survey (DHS), Multiple Indicator Cluster Survey (MICS)	All provinces are already collecting this information (A) The inclusion of vulnerable children will significantly increase gross and net enrolment rates (A) The UNGASS indicator is a proxy indicator for child vulnerability, because no global definition for all vulnerable children exists (A)

2010/11/08 3:46 PM

Provincial Outcomes	Outcome Indicators	Means of Verification	Assumptions (A) / Risks (R)	Provincial Outputs	Output Indicators	Data Source	Assumptions (A) / Risks (R)
1. Enrolment, retention and achievement of vulnerable learners improved through strengthened responsiveness of education systems at all levels to their care and support needs	# of age-appropriate children enrolled in primary school – disaggregated by age, sex, location and other vulnerabilities # of children enrolled in school – disaggregated by age, sex, location and other vulnerabilities Drop-out rates – disaggregated by age, sex, location and other vulnerabilities # of out-of-school children – disaggregated by age, sex, location and other vulnerabilities # of children returning to school # of children completing primary school; progression rates in primary and secondary grades	Provincial EMIS data reports	Provinces have the resources to cater for needs of vulnerable learners (A) Provincial capacity to collect and report accurate data (R)	**1. Provinces have reviewed their plans to cater for vulnerable learners**	# of meetings held to review plans to cater for needs of vulnerable learners # of provinces with plans that include care and support elements	Revised plans	Care and support not prioritised by provincial DBE (R)
				2. Provinces have budgeted for needs of vulnerable learners	# of provinces with budgets allocated for needs of vulnerable learners	Revised budgets	Insufficient funds to provide for vulnerable learners (R)
				3. A designated unit / Personnel identified within provinces to champion care and support programmes for vulnerable learners	# of additional personnel dedicated to care and support programmes for vulnerable learners	Names of dedicated staff to work on the care and support of learners	Personnel without the necessary qualifications deployed to focus on care and support (R) Suitable personnel deployed to focus on care and support of vulnerable learners (A)
				4. Advocacy/training on issues of care and support offered within provinces	# of personnel trained by category and type of training	Training programmes	Funds available to train staff at all levels (A) Ineffective training or failure to implement (R)

Book_14_background_4.indd 56 2010/11/08 3:46 PM

Book_14_background_4.indd 57

Provincial Outcomes	Outcome Indicators	Means of Verification	Assumptions (A) / Risks (R)	Provincial Outputs	Output Indicators	Data Source	Assumptions (A) / Risks (R)
	Ratio of vulnerable children to non-vulnerable children completing school # of children advancing to secondary school through external interventions Education policies cater for the needs of vulnerable children Departments of Education include care and support for vulnerable children in planning, budgeting, resourcing and development Assessment procedures in place to identify and monitor vulnerable learners	 Provincial plans and budgets Assessment tools	 Provinces have the resources to orient and train education staff on care and support policy issues (A) Other budgetary priorities reduce resources for vulnerable learner (R)				

2010/11/08 3:46 PM

Provincial Outcomes	Outcome Indicators	Means of Verification	Assumptions (A) / Risks (R)	Provincial Outputs	Output Indicators	Data Source	Assumptions (A) / Risks (R)
2. Enrolment, retention and achievement improved through mobilisation of school communities to provide care and support to vulnerable learners	(See outcome indicators for Provincial Outcome 1) School-based care and support initiatives with meaningful participation (in design, implementation, monitoring, etc.) by community members	 Minutes of advocacy meetings	Community leaders will buy in and promote programme (A) Other community priorities/issues will take precedence (e.g. insecurity) (R)	**1. Schools are engaging with communities in facilitating access to essential services for vulnerable learners**	Number of school communities involved in the provision of care and support to vulnerable learners # of activities where community members and community organisations collaborate to benefit vulnerable learners	Minutes of meetings Plans for integrated service delivery	Communities and families have the capacity to respond to the needs of vulnerable learners (A)
				2. The capacity of schools, communities and families to support vulnerable learners is enhanced	# of people trained to provide services for orphans and other vulnerable children, for example, community-based volunteers Frequency of visits by volunteers to orphans and other vulnerable children and their families	Records of learners receiving support Training programmes and materials Attendance registers Home-visit records	Schools will embrace the programme (A) Communities may be preoccupied with other needs (R)

Book_14_background_4.indd 58 2010/11/08 3:46 PM

Provincial Outcomes	Outcome Indicators	Means of Verification	Assumptions (A) / Risks (R)	Provincial Outputs	Output Indicators	Data Source	Assumptions (A) / Risks (R)
3. Enrolment, retention and achievement of vulnerable learners improved through the provision of integrated services	(See outcome indicators for Provincial Outcome 1) Availability of resources through long-term agreements with partners # of vulnerable children receiving integrated services in the past school year Referral systems established and formalised for services and continuous support Linkages/Engagement of the CSTL Programme in relevant national and provincial initiatives	 Agreements among different government departments and service providers Records of learners receiving services Records of referrals Record of meetings attended	Other government departments have capacity to contribute (A) There is collaboration and buy-in from stakeholders (A) Priority conflicts amongst stakeholders (R) Other government departments and stakeholders may not buy in and may lack capacity (R)	**1. Schools are facilitating access to essential services for vulnerable learners**	# of activities where other government departments and service providers collaborate to benefit vulnerable learners # of learners benefiting from NSNP (feeding, nutrition education, etc.) # of learners benefiting from visits (health promotion, screenings, immunisations, social assistance) % of participating schools undertaking service delivery days	Minutes of meetings Plans for integrated service delivery Lists of learners receiving food Lists of learners receiving health visits Reports of integrated service-delivery days Records on # of learners who receive services at the integrated service-delivery days	School managers fail to provide leadership for the programme (R) Environmental/ climate conditions reduce productivity of school gardens (R)

Book_14_background_4.indd 59 2010/11/08 3:46 PM

Book_14_background_4.indd 60

Care and Support for Teaching and Learning Provincial Programme of Action

Symbols and abbreviations used in this Programme of Action
number
M&E monitoring and evaluation

Provincial Outcomes	Provincial Outputs	Activities	Inputs	Assumptions (A) / Risks (R)
1. Enrolment, retention and achievement of vulnerable learners improved through strengthened responsiveness of education systems at all levels to their care and support needs	1. Provinces have reviewed their plans to cater for vulnerable learners	i. Hold consultations with key stakeholders and local partners ii. Develop a provincial vision and model/strategy iii. Establish/Strengthen structures and make appointments iv. Conduct audit and assessment of policies, plans, needs, services and capacities v. Revise policies, plans and programmes (national, departmental and decentralised) to reflect priority care and support elements	Technical assistance provided to work with provinces	All the key elements of care and support are identified (A)
	2. Provinces have budgeted for needs of vulnerable learners	i. Cost the provincial strategy ii. Mobilise and allocate resources – human, material and financial	Financial expertise	
	3. A designated unit / Personnel identified within provinces to champion care and support programmes for vulnerable learners	i. Formulate a human resource development strategy, with relevant training packages and programme ii. Mainstream new functions into existing key performance areas, job descriptions and quality control and performance management systems iii. Implement human resource development programme at all levels iv. Mainstream new functions into existing key performance areas, job descriptions and quality control and performance management systems	Human resource experts	Intra-departmental bureaucracy and politics does not hamper progress by programme champions (A)
	4. Advocacy/Training on issues of care and support offered within provinces	i. Conduct advocacy training for education officials at all levels		Sufficient capacity to train education officials at all levels (A)

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Provincial Outcomes	Provincial Outputs	Activities	Inputs	Assumptions (A) / Risks (R)
2. Enrolment, retention and achievement improved through mobilisation of school communities to provide care and support to vulnerable learners	1. Schools are engaging with communities in facilitating access to essential services for vulnerable learners	i. Mobilise schools, communities and families, including guardians and the extended family to provide care and support ii. Set up structures and processes at all pilot schools to facilitate meaningful participation of learners, teachers, parents, community leadership and educational associations iii. Define and formalise roles of support structures	Community development consultants Translators	Community members are prepared to give time to this programme (A)
	2. The capacity of schools, communities and families to support vulnerable learners is enhanced	i. Identify capacity gaps and develop or adapt curricula and materials to fill the gaps ii. Conduct training for teachers, community representatives/organisations, family members and children iii. Provide supportive services for teachers iv. Provide capacity building to DBE professional staff	Curriculum specialists	
3. Enrolment, retention and achievement of vulnerable learners improved through the provision of integrated services	1. Schools are facilitating access to essential services for vulnerable learners	i. Select pilot schools to become inclusive centres of learning, care and support ii. Based on audit, identify and prioritise essential services to be provided or facilitated through the schools (description of a minimum package) iii. Create local databases of service providers iv. Establish networks and partnerships to facilitate access to key services and support v. Identify vulnerable learners and facilitate access to essential services and support vi. Provide HIV prevention support and services to vulnerable children vii. Implement integrated service delivery days at nodal schools viii. Facilitate health screenings ix. Monitor children in terms of access to services and support and their learning outcomes	HIV and AIDS expertise PSS expertise Health-care specialists	Other government departments are equally willing to collaborate on meeting the needs of learners (A)

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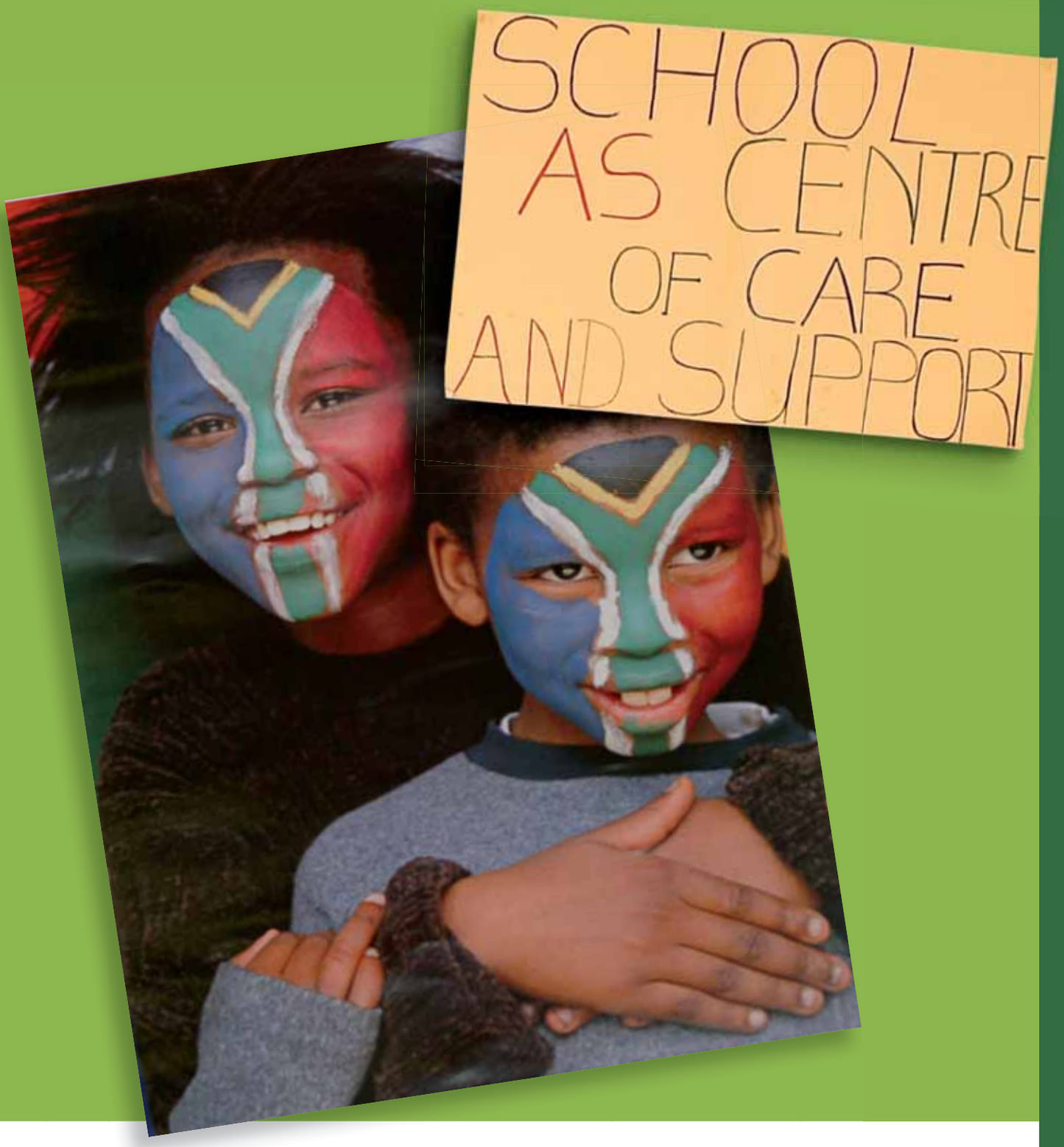

Appendix

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CSTL
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Contents

Appendix

- Case Studies
  - Case Study 1: Schools as Centres of Care and Support Project 2
  - Case Study 2: Circles of Support Project 10

- Tools, Templates and Examples
  A range of tools, templates and examples that have been used in care and support programmes in a number of countries 16

Book15_ Appendix1.indd 1 11/8/10 6:06:04 PM

Case Studies

Case Study 1: Schools as Centres of Care and Support Project

This case study introduces the Schools as Centres of Care and Support (SCCS) national model and gives a description of a pilot project implemented in the two South African provinces of KwaZulu-Natal and North West. It discusses the impact of this work between 2006 and 2007, and lessons learnt for scaling-up.

The National Model

The SCCS model ensures that schools are strengthened to provide **quality education** and mobilised to function as hubs of **integrated service delivery** for children, so that they have increased access to health and social welfare services in order to access and benefit from this education.

Vision

The vision of the SCCS project is to reduce the negative impact of poverty and HIV and AIDS on school communities. This is achieved by strengthening schools through the following objectives:

- establishing and/or strengthening school and community structures;
- developing the capacity of school and community structures;
- strengthening school and community leadership;
- fostering an interdependent relationship between school and community;
- building partnerships between schools, communities, government departments, teacher unions, donors, non-governmental organisations (NGOs), the private sector and development agencies.

Principles

The model is based on the following principles:

- Schools are effective vehicles through which communities can respond to poverty, HIV and AIDS, and gender-related issues.
- Children and learning are central.
- There is meaningful participation by children and youth.;
- The social and emotional well-being of school communities is promoted.
- Approaches are culturally and contextually appropriate.
- Programmes build on existing structures and initiatives.
- Care and support is mainstreamed into the education system and integrated into ministries' policies, plans and budgets.
- The central goal is that schools become centres of community life.
- The process is owned, driven and sustained by each school and its community.
- The approach is multi-sectoral with Education the lead government department.

Definition

The definition of children needing support used by the SCCS project focuses on child vulnerability. The definition refers to all children – both orphaned non-orphaned children – whose contexts, environments

Book15_ Appendix1.indd 2 11/8/10 6:06:04 PM

or any other living conditions put them at risk of not having their basic rights fulfilled. As a result of the threats to their development, these children face a variety of barriers that prevent them from growing up as “happy, healthy children”. These barriers include material, emotional and social barriers. The children’s vulnerability manifests in the absence of love, care, shelter and protection from danger; poverty; neglect and abuse; poor and unsanitary living conditions; poor education and inferior health services, among others. A child’s vulnerability is heightened by being orphaned through the loss (or absence) of one or both parents.

Elements and Activities

The SCCS model is based on four pillars: government leadership and support, multi-stakeholder involvement, community participation, and school commitment.

Government Leadership and Support

As custodian of national policy the government is a key partner in the model. For the SCCS project to be sustainable, it has to be adopted and supported by government policy. The project is run in government schools and their support is paramount to its success.

Inter-sectoral Collaboration

The SCCS intervention addresses the challenges faced by orphans and vulnerable children in a holistic manner – addressing both the emotional and physical well-being of the child. Effectively dealing with the complexity of challenges can only be achieved by engaging a diversity of skills and resources that match the challenges. These skills and resources are often referred to as the “circle of support”. If the needs of orphans and vulnerable children are to be addressed in a comprehensive and meaningful manner, it is imperative that key stakeholders and service providers are engaged at all appropriate levels.

Community Participation

For schools to function as centres of care and support, they have to become places recognised by learners, their parents and the whole community as integral structures of support in the community. The aim is not to create “islands” of support, but to ensure that all children are nurtured in an enabling environment, both in and out of school. The achievement of continued stability is fundamental to ensuring that the impact of a hostile environment is mitigated for all children, especially those who are vulnerable. Community participation is therefore a non-optional foundation element of the SCCS model.

School Commitment

Schools form the core site of implementation. Therefore, the commitment of school leadership is key. If principals understand the importance of the project, they will dedicate the time and resources required to enable the process.

The model responds to local needs and resources. Therefore, its implementation will vary from one place to another. However, the presence of the four pillars of this model is essential for effective implementation.[1]

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Table 1: Typical School-level Activities of the SCCS Approach in South Africa

Pillar	Activities
Government leadership and support	• Training is provided for Department of Basic Education officials, cluster child-care coordinators, school-based carers, members of school governing bodies, and school management teams and teachers. Topics covered include: developing a vision of our School as a Centre of Care and Support; developing an HIV and AIDS policy; loss, grief and mourning; HIV and AIDS information; first aid; counselling; peer support; identification and referral; and caring for yourself
Inter-sectoral collaboration	• An audit of relevant resources and service providers is conducted • Partnerships are established with the relevant government departments (Education, Social Development, Agriculture, Justice, Home Affairs and Health), the SouthAfrican Police Services, local government structures, local businesses, NGOs, CBOs and FBOs
Community participation	• A community member serves as the cluster child-care coordinator whose task it is to manage the child-care and support activities in the cluster • Each school support team identifies school-based carers to lead the school's outreach programme; they conduct home visits, help families access documents and grants, run day-care and after-care groups, identify and report cases of neglect and abuse, and collect and distribute food and clothing; a further task of the school-based carer is to help orphans and vulnerable children and their families apply for social grants
School commitment	• Advocacy workshops and processes are conducted to ensure buy-in from and ownership by school communities • An audit of orphans and vulnerable children is conducted • All schools establish school support teams to plan and implement child-care strategies at school level, with a particular focus on providing care and support to orphans and other vulnerable children; the support teams are made up of teachers, school governing body members, community representatives, parents, learners (in secondary schools) and out-of-school youth

Book15_ Appendix1.indd 4 11/8/10 6:06:04 PM

SCCS Pilot Project: South Africa

KwaZulu-Natal

In KwaZulu-Natal, the then Department of Education adopted a holistic interpretation of inclusive education. In implementing the policy, therefore, the province focuses on ensuring that all educational institutions are made accessible to all learners who are vulnerable to educational marginalisation and exclusion. (This marginalisation is due to factors related to age, gender, language, disability, poverty, HIV and AIDS, and/or infectious diseases.) The provincial department does this by addressing barriers created in the way the educational system is organised, as well as addressing issues related to pedagogy, culture and ethos at educational institutions. To this end, the province has recognised the value of the SCCS model as a vehicle to provide care and support for teaching and learning. The department is currently implementing its strategy of Schools as Inclusive Centres of Learning, Care and Support.

Programme Activities

Programme activities are based on the four pillars introduced earlier. Figure 1 summarises the vision of integrated service delivery and quality education at an individual school.

Figure 1: SCCS Project: A Model of Integrated Service Delivery and Quality Education

Many of the activities are organised through clusters of eight schools. Figure 2 illustrates the structures that are set up to support these activities.

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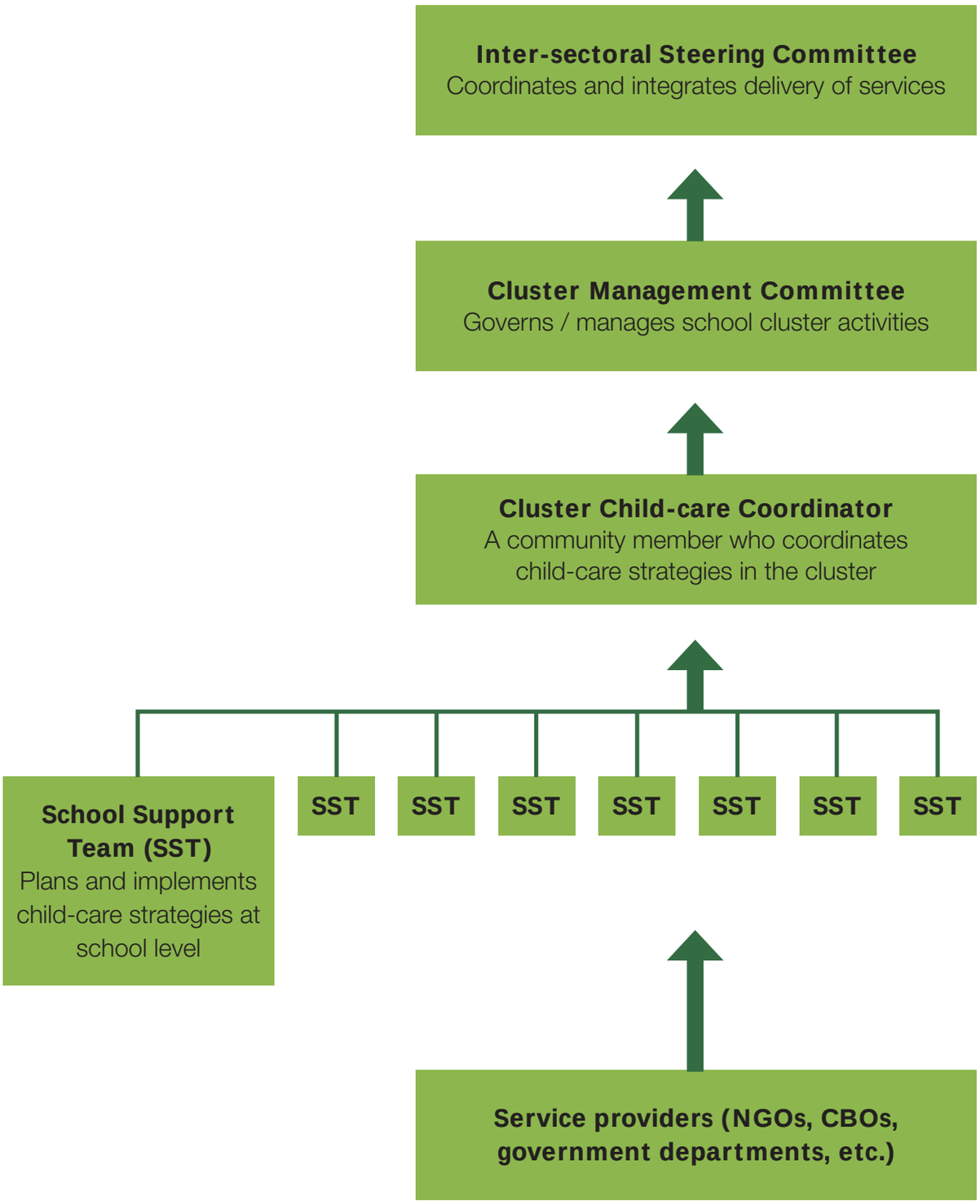
Figure 2: SCCS Structures

This figure provides a diagrammatic representation of the SCCS model, and describes the composition and function of structures at each level.



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Composition and Function of Structures

Inter-sectoral Committee (Integration)

This committee, which operates at district/municipal level, is made up of representatives from the various government ministries/departments, e.g. Health, Social Development, Education, Local Government), as well as relevant non-government agencies. The purpose of the committee is to ensure an integrated approach to providing care and support for children.

Cluster Management Committee (Management)

This committee comprises head teachers/principals and parent members of the schools in the cluster, and is primarily responsible for the governance and management of the activities of the cluster. Members are trained in areas such as financial management, team-building, conflict management, fundraising and marketing.

Cluster Child-Care Coordinator (Coordination)

A member of the school cluster community, the Cluster Child-Care Coordinator, coordinates child-care strategies in the cluster, linking the cluster schools with services in the community and supporting them in the provision of care and support for children. These coordinators are trained in workshop facilitation, conducting parent meetings, HIV and AIDS education, first aid, counselling and communication.

School Support Team (Implementation)

The function of the Support Team (established at each school) is to plan and implement child-care strategies for the school, with particular focus on providing care for orphans and other vulnerable children. The team is made up of educators and community members.

Service Provision

Service providers, both government and non-government, are utilised in the provision of services. An audit of available services is conducted in each school community to facilitate access by the community.

SCCS resources

SCCS resources include a variety of different types of material

A toolkit consisting of the following is available to all schools:

- a handbook containing guidelines for a school establishing itself as a centre of care and support;
- a book of ten stories, which describe the experiences of members of a school community as the school becomes a centre of care and support;

Book15_ Appendix1.indd 7 11/8/10 6:06:07 PM

- a set of eight posters for advocacy on care and support issues;
- Learn About Healthy Living (LAHL) curriculum material (consisting of a Learner's Book, a Teacher's Guide and five posters);
- a flannel board and cast of characters that accompany the story book;
- an HIV and AIDS: Frequently Asked Questions (FAQs) booklet;
- a caregiver's booklet;
- a first-aid handbook;
- supplementary material.

Teachers are trained to use the curriculum materials and members of the School Support Team are trained to use the resource materials.

Monitoring and Evaluation Findings

Through implementing the programme in 750 schools, internal monitoring and external evaluation has revealed the following:

- It is necessary to identify champions within the school and community to drive the process of mainstreaming.
- Training programmes and support for caregivers are essential.
- School *and community* members should be involved in identifying orphans and vulnerable children.
- The cluster child-care coordinator plays an important role in guiding and coordinating the support efforts for orphans and other vulnerable children.
- The School Support Team is a valuable resource for teachers.
- There must be genuine participation by all stakeholders, especially youth and children.
- It is important for learners to trust the confidentiality of what they share with teachers (and members of the School Support Team).
- The creation of unrealistic expectations and not meeting promises is demoralising for school communities.
- Food provision is necessary over weekends and school holidays, not only on school days.
- Infrastructure and equipment, such as first-aid boxes, gloves, youth and health centres, are important;
- Teachers need to deal with their own personal feelings and fears before mainstreaming of HIV and AIDS into the curriculum can begin.
- Teachers are also in need of care and support.
- Basic counselling skills are essential competencies for all teachers, not just Life Skills teachers.
- Commitment and buy-in from school leadership is essential.
- Partnerships with communities are not always welcomed by schools.
- Obstacles to mainstreaming HIV and AIDS include traditional and cultural practices and beliefs, stigma, and gender imbalances.
- Partners, including funding partners, with a shared long-term vision are essential for sustainability.
- Endorsement and support from political leadership is necessary.
- Tangible participation by stakeholders, such as teacher unions and other government ministries/ departments, is important.

Examples of Impact

Some of the most significant examples of impact are:

- improved school attendance;
- positive change in teachers' attitudes towards children – "we see children through different eyes";
- increased awareness by teachers of children's lives outside of school;
- improved access by vulnerable communities to documentation, health, social welfare and other services.

Table 2 shows statistics of support provided to vulnerable children for the period 2006 to 2007 in 750 schools across the two provinces.

Book15_ Appendix1.indd 8 11/8/10 6:06:07 PM

Table 2: Statistics of Support Given Between 2006 and 2007 at 750 SCCS Schools in KwaZulu-Natal and North West Province

Partner	Type of assistance	Number
Dept of Social Development	child support grants foster care grants food parcels old-age pensions school uniforms	5 482 173 3 000 320 500
Dept of Home Affairs	birth certificates identity documents death certificates	20 509 2 104 37
Business community	food parcels toiletry packs uniforms	1 360 300 300
Community-based organisations	bicycles blankets	30 70
Dept of Agriculture	trees garden tool sets	260 30
Dept of Health	wheelchairs home-based care books posters and pamphlets for HIV and AIDS and health-related issues	10 2 500 1 500
Faith-based organisations	uniforms	100
Dept of Education	SCCS diaries	4 000
Private donors	food parcels clothing parcels second-hand books wheelchairs	96 1 400 320 80
South African Police Services (SAPS)	drug awareness campaigns child protection campaigns **Helped to solve cases of:** • rape • sodomy • child abuse • assault • abduction	34 27 65 16 50 43 3

Lessons for Scale-up

Four important lessons have emerged for scaling up. These are:

1. Major scaling up of school-based care and support will only be sustainable if embodied in government policy that ensures allocation of adequate resources.
2. The multi-sectoral approach is critical, as is securing buy-in from all relevant sectors at the outset.
3. Mobilising and strengthening school communities are pivotal to any school-based intervention, including utilisation of a participatory approach that promotes the identification of needs and the development of strategies tailored to community needs.
4. Working directly through national and district educational authorities to achieve consensus on education, care and support programmes is critical for the sustainability of any programme.

Book15_ Appendix1.indd 9 11/8/10 6:06:08 PM

Case Study 2: Circles of Support Project

This case study introduces the Circles of Support (COS) national model and a description of the pilot project implemented in Botswana from 2003 to 2005.

The National Model

Essentially, the COS model ensures the establishment of safety nets for vulnerable children through effective networking between schools and communities.

Vision

The purpose of COS is to provide basic needs and psychosocial support to vulnerable children, to enable them to remain at or re-enter school and fulfill their development potential.

Principles

The model is based on the following principles:

- a commitment to child rights;
- building on approaches that have already been seen to work in SADC communities and districts;
- supporting existing community-based and sectoral initiatives;
- developing networks to ensure the coordinated, effective use of available resources at community and district levels;
- promoting inter-sectoral coordination in recognition that no single ministry or role-player is able to respond to all the needs of vulnerable children;
- creating opportunities to reallocate tasks among COS members to relieve key bottlenecks, such as limited capacity of social welfare officers;
- using “bottom-up” participatory approaches;
- encouraging a child-centred approach, including input by vulnerable children and their peers.

Definition

The COS project emphasises vulnerability rather than orphanhood, so that it is inclusive of all children who face difficult social and economic conditions. While orphans are one of the most obvious groups impacted on by the HIV and AIDS epidemic, other children are also severely affected when their parents are ill and when their families take in orphans. It is therefore important for the project to focus on all children.

Book15_ Appendix1.indd 10 11/8/10 6:06:08 PM

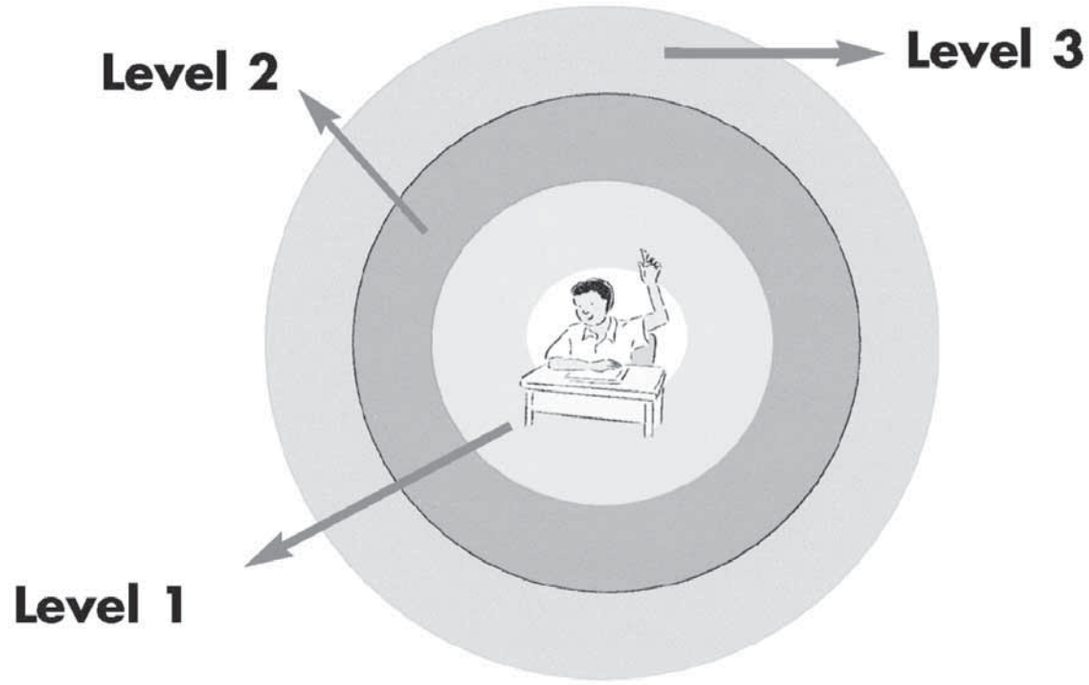
Elements and activities

Circles of Support is a community-based and schools-based networking initiative that encourages community members to participate in initiatives to provide for the needs of vulnerable children. The project uses facilitation tools, training, monitoring and support to catalyse the COS project in schools.

A Circle of Support is made up of adults comprising volunteers drawn from teachers at schools (called school convenors), and community members (called neighbourhood agents). Their main roles are to identify and support vulnerable children. They access existing community organisations, NGOs, social and welfare services, and private groups, and utilise national mechanisms and policies that address the needs of children. These COS groups help set up other COS groups within the community, with the aim of creating networks that can support vulnerable children. The project aims to create safety nets for children to enable the community and schools to support children in whatever way they can, no matter how small.

A strength of COS is that it encourages local solutions and also provides enough structure to facilitate external support reaching those most in need.

Figure 1: A Representation of the Three Circles of Support around a Vulnerable Child



Level 1 is the community level where the child receives support from family, friends and neighbours. These are neighbourhood COS groups.

Level 2 is the level at which organisations such as schools, churches, social services, NGOs and CBOs offer to help vulnerable children. These are school-based COS groups.

Level 3 is the national level where decisions, laws and policies are made about all children in difficult situations, and often involves government.

Book15_ Appendix1.indd 11 11/8/10 6:06:08 PM

COS Pilot Project in Botswana

> "My main problems are food and not getting enough time to study. My other problem is when I see a need to bunk class to look for food, the next day I find that I am in trouble for bunking. Every time I need something like food or shoes I have to bunk class to look for jobs."
>
> COS pilot project: school student, Botswana

Responding to the growing numbers of vulnerable children requires immediate intervention by both government and civil society. The COS pilot project[2] (implemented by Health and Development Africa in partnership with the Ministry of Education and The Institute of Development Management (IDM) and funded by the European Union through the SADC HIV and AIDS Unit) was implemented in 16 schools in the southern regions of Kanye, Jwaneng, and Lobatse, between 2003 and 2005. Thereafter, the Ministry of Education has led the roll-out of the COS Programme in the Southern, South Central and West educational regions. Two hundred schools are targeted in this first phase of roll-out.

An Overview of COS Implementation in Botswana

COS groups were introduced and set up in schools where there are vulnerable children in need of support. The primary tasks of the school COS groups are:

- identifying vulnerable children;
- assessing the needs of vulnerable children through talking to children and conducting home visits;
- providing basic psychosocial support to vulnerable children by talking and listening to children;
- networking, to access other types of support for vulnerable children.

The pilot project established school COS groups by training two school convenors and three neighbourhood agents per school. The school convenors were largely teachers, some of whom had HIV and AIDS or guidance training. School principals also participated in the COS set-up training. Neighbourhood agents were selected from the local community and were usually parents, community leaders or active individuals in the community. All these people worked as COS volunteers. During the pilot project the project gave regular reports to meetings of the District Multi-sectoral AIDS Committee, and school inspectors supported the monitoring of COS activities in schools.

During the roll-out, three school convenors and three neighbourhood agents are trained per school.

The project uses a customised curriculum that has incorporated additional content on children's rights, psychosocial support, counselling, life skills, and monitoring and evaluation, as well as the basic Circles of Support start-up content.

The strength of the COS approach is that it promotes a menu of small but significant interventions for COS groups to select and then implement. Actions to support vulnerable children promoted by the COS project and implemented in the pilot project were:

- running income-generating programmes such as school vegetable gardens and bee-keeping projects;
- fundraising in schools through talent shows, competitions, etc., to provide additional money to vulnerable children;
- collecting used school uniforms and other clothing;
- referring learners to health and social work services, and other services;
- exempting learners from school fees and other school requirements;

Book15_ Appendix1.indd 12 11/8/10 6:06:08 PM

- securing donations from government, NGOs or private business, e.g. blankets, stationery;
- providing access to government food baskets (vulnerable children are able to access support through the Ministry of Local Government);
- ensuring safety and protection for children through finding alternative caregivers, and referring children to social workers and NGOs able to offer support in cases of sexual and other abuse;
- supporting homework.

Monitoring and Evaluation Findings for the COS Pilot Project

A monitoring and evaluation week in October 2005, nine months into implementing COS activities in schools, indicated that there were active COS groups in pilot project schools. On average, COS groups comprised nine members, having co-opted additional members. Of these, 78 per cent could be expected to be women.

Home Visits

COS groups completed an average of 39 home visits per group. In general, the bigger the group, the more home visits were reported. This suggests that home visits may have been conducted by members who were not trained.

Although COS members wore T-shirts and caps, and carried distinctive bags, many felt that this was not adequate and asked for formal identification tags. Issues of security were raised in Botswana, where convenors and agents feared assault during household visits. Alcohol abuse in many households was regularly reported, and group members found it particularly difficult and dangerous to conduct home visits under these circumstances.

Children Registered for Support

The average number of children registered for support with the COS group per school was 53 (ranging from 14 to 141). The number of children registered as a proportion of all children at the school, was on average 10 per cent (ranging from two per cent to 25 per cent). These differences may suggest that some schools are harder hit by poverty, HIV and AIDS, and other stressors, or may be a result of the different ways the groups operated.

In one COS group every child registered for support was an orphan, but on average around 60 per cent of children identified for support had been orphaned.

Attendance at School

Data collected on school re-entry showed that by October 2005, COS groups had facilitated the re-entry into school of at least seven children. This figure is likely to be an under-estimate because of recall bias (as COS group members would find it hard to remember events which happened up to eight months prior to the recall). Nonetheless, the number of children identified by the COS group as being out of school far exceeded the numbers who had successfully re-entered the school system as of October 2005. This indicates that school re-entry is a complex outcome for COS groups to achieve, and requires more focused study of the specific barriers and opportunities for school re-entry. Table 3 on the following page lists reasons given for children not attending school.

Book15_ Appendix1.indd 13 11/8/10 6:06:08 PM

Table 3: Issues Identified During Home Visits that Prevent Children from Attending School

Number	Problem
1.	Parental neglect
2.	Alcoholism
3.	Illness in families that compels orphans and other vulnerable children to stay at home and take care of ill parents rather than attend school
4.	Child labour on farms
5.	Lack of shelter
6.	Poor health among infected children
7.	Distance to school
8.	Parental abuse of support
9.	Low levels of education of parents
10.	Lack of understanding of the importance of education
11.	Teenage pregnancies
12.	Household chores and other work
13.	Mental health problems in families

For the COS roll-out, a new monitoring and evaluation system is in place that includes quarterly follow-ups to schools, workshops about best practice, training reports and a mid-term evaluation.

Some Important Lessons

The COS project succeeded in diversifying the response to vulnerable children in need of support. Home visits made by COS groups identified problems faced by vulnerable children that would otherwise not have been identified by primary officers such as social workers. The home visits also increased the number of players that became involved in supporting vulnerable children – so that it is no longer left only to teachers and social workers. Neighbourhood agents testify to the immense benefits of the COS training and report feeling able to assist neighbours in need. The chairperson of a local COS group during the pilot project period reported as follows:

"The project has strengthened the village leaderships and churches, and has made community more sensitive and aware of children, e.g. if a child is withdrawn and dropping grades, immediately now teachers and community begin to wonder if the children are destitute or being abused."

The COS project also demonstrates that the Ministry of Education is able to scale up this kind of initiative, although not without some challenges. The Ministry of Education is the lead agency for the project roll-out and coordinates all aspects. However, the project elements are funded by an outside agency. The US President's Emergency Plan for AIDS Relief (PEPFAR) directly funds the Ministry of Education, which disburses funds to Regions for specific activities and centrally coordinates the development of the training materials and other print media.

One of the challenges that the project experienced was sustaining some activities in schools beyond the pilot project period. (These activities included conducting home visits and income-generating projects.)

However, one exciting impact that is more readily sustained was the important change reported by school

Book15_ Appendix1.indd 14 11/8/10 6:06:08 PM

convenors and neighbourhood agents as a result of the COS pilot project training. School convenors have been able to report a change in their role as teachers. Prior to the training school, convenors reported that they were not sensitised to the issues facing vulnerable children and would reprimand children for falling asleep in class or missing school. Since the training they are able to immediately identify the symptoms of vulnerability and take early action.

"There is general consensus among the school convenors and village agents that the training on orphans and other vulnerable children and project implementation substantially increased their awareness of HIV/AIDS and the needs of orphans and other vulnerable children. All participants speak of the impact the increased knowledge of these issues made on their professional lives, as well as their roles of spouses and parents."[3]

The COS project is written up as a Circles of Support toolkit that is available on the Health and Development Africa's website: **www.hda.co.za**

Facilitation and other COS materials available on the HDA website:

- two posters developed for schools and communities about how to support vulnerable children;
- a pamphlet, *How to set up a COS group*;
- a COS facilitator's guide for a four-day set-up training programme for all COS volunteers;
- a COS planning tool/game;
- a COS diary carried by each trained volunteer to record COS activities.

Circles of Support is a pilot project in three SADC countries:
Botswana, Namibia and Swaziland.
A project funded by the European Union.
Implemented by HDA.
The project wishes to acknowledge the partners in each country:
Botswana Ministry of Education, Namibian Ministry of Basic Education
Sports and Culture, Swaziland Ministry of Education.

References

[1] MIET. *Summative evaluation of the SCCS project* (p. 13).
[2] Note: The Botswana pilot project was part of a three-country pilot that included schools in Swaziland and Namibia.
[3] Commissioned by SADC. November 2005. *Report of the independent best practices study*.

Book15_ Appendix1.indd 15 11/8/10 6:06:08 PM

Tools, Templates and Examples

This appendix contains a range of tools, templates and examples that have been used in care and support programmes in a number of countries. They can be employed as they are or adapted to meet the needs of your CSTL Programme, provided that the sources are acknowledged.

Also include any other relevant tools, templates and examples you find in your CSTL Programme.

Sincere thanks are extended to the originators (listed below) of the tools, templates and examples for granting permission to include them.

- KwaZulu-Natal Department of Education;
- Swaziland Ministry of Education;
- MIET Africa: Schools as Centres of Care and Support (SCCS);
- SADC and HDA: Circles of Support (COS);
- Soul City: Schools as Nodes of Care (SNOC).

Action Step: CSTL Programme Plans
- SNOC Action Plan

Action Step: Support and Structures
- SCCS School Support Team Form (Swaziland)

Action Step: Materials and Tools
- Section C: Learner Vulnerability Information (SCCS)
- Child Profile (SCCS Swaziland)
- Form 2: Individual Support Plan (the then KwaZulu-Natal DoE)
- Record Sheet for Household Visit (SNOC)
- Information Sheet 2: Details of Households in my Circles of Support Group (COS)
- Home Visit Assessment Form (SCCS)

Action Step: Multi-sectoral Network of Services
- Letter of Introduction (COS)
- Form 3: Referral Letter (the then KwaZulu-Natal DoE)
- Form 4: Teacher Requests Assistance from LSE (learner support educator) or counsellor (the then KwaZulu-Natal DoE)
- Form 5: Parental Consent (the then KwaZulu-Natal DoE)

Action Step: Monitoring and Evaluation, Research and Reporting
- Form 6: The Institution-level Support Team (ILST) Register of Learners with Additional Support Needs (the then KwaZulu-Natal DoE)
- ILST Quarterly Reports: Cover Sheet for Child-Care Coordinators (SCCS)
- ILST Quarterly Report (SCCS)
- School Record of Support to Vulnerable Children (SNOC)

Action Step: CSTL Pilot Project
- COS Capacity Audit Tool for Use in Schools
- School Profile Form (SCCS Swaziland)
- COS Pamphlet

Book15_ Appendix1.indd 16 11/8/10 6:06:08 PM

SNOC Action Plan

Action Area	Rationale (why we need to do this)	Action to be taken (Steps 1 and 2)	Action to be taken (Steps 3 and 4)	People responsible	People involved	Dates

Book15_ Appendix1.indd 17 11/8/10 6:06:09 PM

SCCS SCHOOL SUPPORT TEAM FORM

Reporting period

Year: School Term:

1st	2nd	3rd

1. School Name

Name:

Primary	Secondary	High

Region:

2. School Support Team meetings

How many times did the School Support Team meet this term?

Date of SST meetings for this term	Number of members at meeting

YES	NO

3. Does your school have a group of community carers?

If yes, how many carers have been identified?

4. How many home visits were made this term?

No. of follow up visits		No. of referrals made	

Households visited	
Total No. of households in area	

Book15_ Appendix1.indd 18 11/8/10 6:06:09 PM

5. What were the main challenges faced by these vulnerable children?

1	
2	
3	
4	
5	
6	

7. Does your school have a health club?

YES	NO

If yes, date of establishment:

No. of members			
Boys		Girls	

Name of Patron teacher:

8. SCCS activities held in this term:

Activity	No. of activities planned	No. of activities held	Topic	Audience	No. of participants
School sensitization meeting					Male Female
Community mobilization meeting					Male Female
Plans developed for care and support activities					N/A

Book15_ Appendix1.indd 19 11/8/10 6:06:10 PM

Activity	No. of activities planned	No. of activities held	Topic	Audience	No. of participants
Updating child profiles					Male Female
Food garden related					Male Female
SST training					Male Female
Physical screening by School Health Team					Male Female
Peer Education Sessions: teachers					Male Female
Peer Education Sessions: learners					Male Female
Mobilisation					Male Female
Establishment of health clubs					Male Female
Monitoring and data collection					N/A
In-school training					Male Female

Book15_ Appendix1.indd 20 11/8/10 6:06:10 PM

Activity	No. of activities planned	No. of activities held	Topic	Audience	No. of participants
Fundraising					N/A
Situational analysis/ community mapping					N/A
Others:					

Looking back over the past term,...

9. ...What hindered your progress?

10. ...What supported you in your work?

11. ...What lessons have you learnt?

12. ...What action have you planned to address challenges?

13. Is there any experience/story that moved you this term (very sad, angry, happy, proud, ...) you can share?

Book15_ Appendix1.indd 21 11/8/10 6:06:10 PM

Book15_Appendix1.indd 22

Section C: Learner vulnerability information

Grade: _____ **Name of Educator**: _____

No. of learners registered: _____ **No. of learners in class today**: _____ **Page ___ of ___**

Learner's Name SURNAME FIRST NAME	Sex (M/F)	Date of Birth DD/MM/YY	Learner has a...		Father is ...			Mother is ...			If mother is alive, does the learner live with her?	If the mother is deceased or missing, who is the primary caregiver (tick only one option)					Sickly adults at home	Grants received by the household					Meals usually eaten every day			School uniform	Number of children			No of adults in household	No of adults in household who are employed	Number of days the learner was absent (in Jan, Feb & March)	Other aspects of Vulnerability #
			Birth Certificate	Identity Document	Alive	Deceased	Missing	Alive	Deceased	Missing		Father	Grandparents	Sister/Brother	Aunt/Uncle	Other		Child Support	Foster Care	Old Age Pension	Disability Grant	Care Dependency	Breakfast	Lunch	Dinner	Torn or missing	In the home*	Not attending school by level* Primary	Not attending school by level* Secondary				
		__/__/__																															
		__/__/__																															
		__/__/__																															
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Answer each question for every learner.

Mark: = Yes x = No **If the column is marked * write a number**

If the column is marked # write the following abbreviation (s) of the barrier to learning related to: **V** (vision), **H** (hearing), **M** (medical), **P** (physical disability), **B** (behavioral disability) and **L** (learning disability).

11/8/10 6:06:11 PM

Book15_Appendix1.indd 23

SECTION C: Learner Vulnerability

This section needs to be filled in by the educators of each child of their class with the assistance of a fieldworker.
Please use your table to fill in the following information for each learner in your class.

Please mark : ✓= Yes ×= No un = Unknown/ not known
If the column is marked *: write a number
If the column is marked #: write abbreviation (s)

Learner

- Name of the learner: Surname and First Names
- Sex of the learner: Male (M) or Female (F)
- Date of birth of the learner
- Does the learner have a: Birth Certificate and/ or a Identity Document
- Is the learner's father alive, deceased or missing?
- Is the learner's mother alive, deceased or missing?
- If mother is still alive, does the learner live with her?

Caregiver

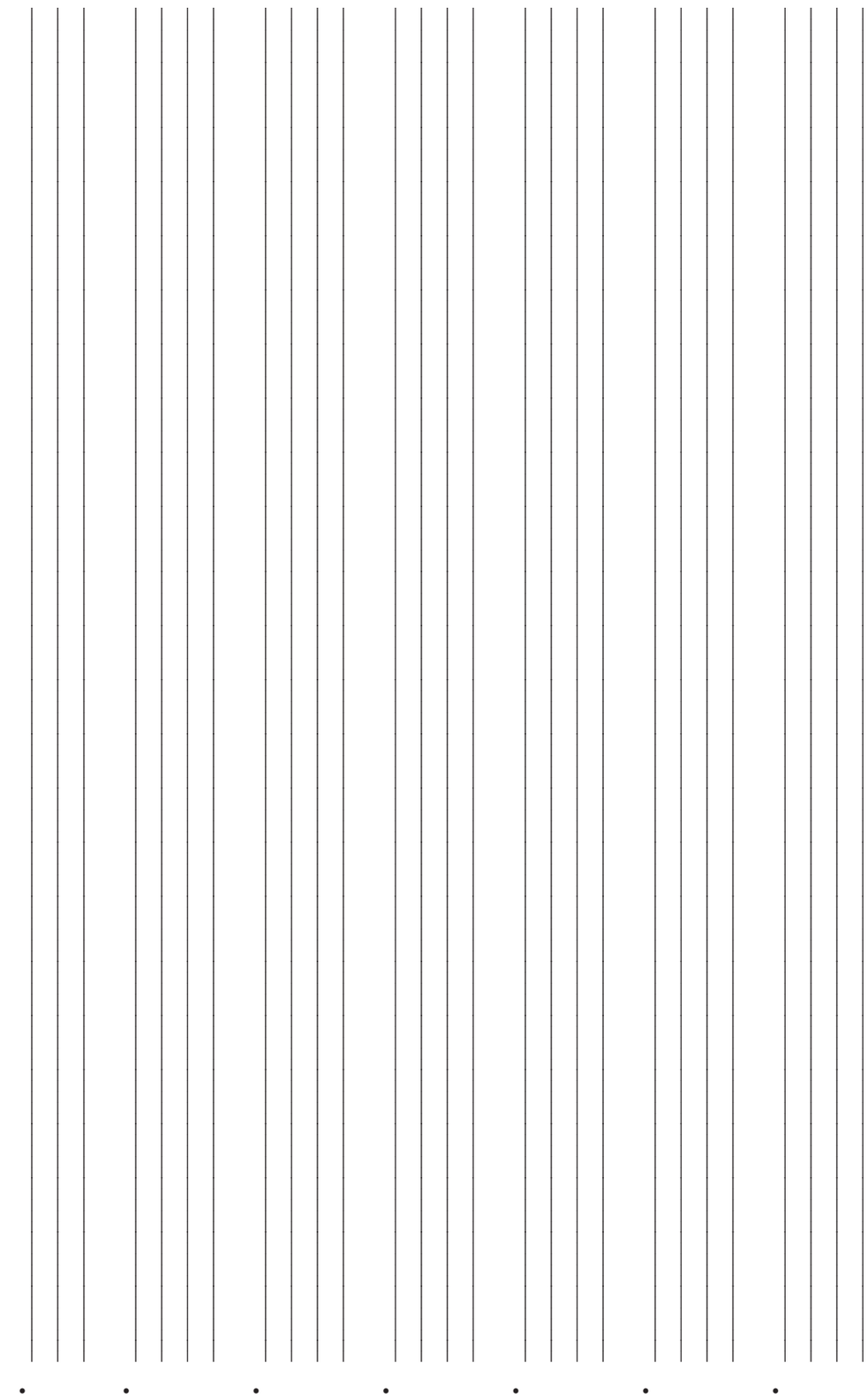
- If the mother is deceased or missing, who is the primary caregiver: Father, Grandparents, Sister/Brother, Aunt/Uncle or Other **(please tick only one option).**
- Are there sickly adults at home?
- Does the learner's household receive any grants and income?
  - Child Support grant
  - Foster care grant
  - Old Age Pension
  - Disability grant
  - Care Dependency grant

Vulnerability learner

- Which meals are usually eaten by the child every day: Breakfast, Lunch or Dinner?
- Is the school uniform torn or missing?
- The number of children…
  - How many children live in the home?
  - How many of them do not attend school by: Primary or Secondary level.
- How many adults are there in the household?
- How many adults in the household are employed?
- How many school days did the child miss in the first quarter of the year, from January to March 2009?
- Are there other aspects that make the child vulnerable? *Please write the following abbreviation(s) of the barrier to learning related to* vision (**V**), hearing (**H**), medical (**M**), physical disability (**P**), behavioral disability (**B**) or a learning disability (**L**).

11/8/10 6:06:11 PM

SPACE FOR SPECIAL COMMENTS: INDIVIDUAL LEARNER



Book15_ Appendix1.indd 24 11/8/10 6:06:11 PM

FO RM # :

SCHOOLS AS CENTERS OF CARE AND SUPPORT

CHILD PROFILE

Reporting period

Year:

Completed by:

Date:

School:

Name of Community/ Inkhundla:

Name of Child:_____

Age:_____Male_____Female_____

Physical Address (Include description so one can easily locate child's home):_____

_____

_____

_____Telephone (if any): _____

Mother's name:_____Is she alive? (Y/N)_____

Father's name:_____Is he alive? (Y/N)_____

# of children without a caregiver

# of child headed households

Name of Primary Caregiver (say whether mother/father/grandmother/child etc):

_____

If primary caregiver is not a parent, explain why:_____

_____

Breadwinner name and employment (if any):_____

_____

How will you use this information?

_____

Book15_ Appendix1.indd 25 11/8/10 6:06:12 PM

Other children in the family or home	**Age**	**Relationship** (brother, sister, cousin etc)	**Are they at school? (Y/N)**	**If not, why?**
			#of children not at school	

How will you use this information?

Other members of household (name and state relationship: uncle, auntie, tenant etc):___How will you use this information?

_____

_____

Grants and other social assistance:_____

_____

_____

# of children receiving grant (by type)

Description of home and nearby vicinity: How will you use this information?

How many rooms in home?				
Where are the following in relation to the home: Tick the appropriate column	Very close	Nearby	Far	Don't exist
Toilet				
Water tap				
Rubbish disposal				
Food garden Proportion of households that have established their own food gardens				
Police Station				

Book15_ Appendix1.indd 26 11/8/10 6:06:12 PM

Clinic				
School				
Bus rank				

Other caregivers: _____

_____

School attendance: Does child go to school:____Yes:_____No:_____

# of children attending school

If yes: What grade is child doing?_____

Who pays school fees? (if child gets a school grant, or an organization sponsors schooling state which organization):___How will you use this information?

If no: When did the child last go to school?_____Grade: _____

Why did the child drop out of school? _____

_____

What school did child go to?_____

Did the child ever repeat a class?_____If yes, why?_____

# of children dropped out (by reason)

# of children repeating a class

Referral of child:

# of children referred

# of home visits per referred child

Child referred by:_____Date of referral:_____

Problem(s) indicated on referral (please also indicate if relevant on checklist of problematic behaviour):_____

_____

_____

_____

Child's own perception of problems:_____

_____

Book15_ Appendix1.indd 27 11/8/10 6:06:12 PM

Issues identified on Home Visit 1:

Suggested activities for home visits:

Time of scheduled next visits: How often?

Psychosocial support received:

Does the child require any psychosocial support?	YES	NO

If yes, does the child receive any from the SST?	YES	NO

If yes, how often and what kind of support?	Frequency	
	Type of support	

If yes, has the child reported an improvement in his/her ability to cope with challenges as a result of the psychosocial support?

YES	NO

How:

If no, what action should be taken:

# of children receiving psychosocial support

# of psychosocial supported children reporting better coping skills

Book15_ Appendix1.indd 28 11/8/10 6:06:12 PM

Checklist of problematic behaviour.

# of children with behavioural problems

# of children with signs of malnourishment

# of children with up-to-date health cards

# of children with signs of abuse

# of children with signs of neglect

# of school age girls who are pregnant of have a child/children

Please indicate below if the child is reported to show any of the following behaviour

(Tick where appropriate):

Child's own behaviour			
	Rating		Rating
Apathetic (doesn't show interest in anything)		Cries a lot	
Emotional withdrawal (doesn't show any emotions		Afraid of things, people and doing new things	
Moody or Irritable		Selfish	
Very quiet and antisocial (prefers to be alone)		Change in appetite	
Depressed (sad and feeling low all the time or often)		Rebellious (doesn't listen to adults)	
Substance abuse (drugs and / or alcohol)		Harms him/herself on purpose	
Has attempted suicide		Talks about suicide	
Bedwetting			
Child's social Behaviour			
Violent and aggressive behaviour		Social withdrawal	
Promiscuous (shows inappropriate sexual behaviour)		Disrespectful to others	
Steals		Poor educational performance	
Runs away from school		Runs away from home	
Doesn't trust others		Afraid of getting close to others	
Child's physical state			
Teenage parenthood (has child or is pregnant)		Does not have enough warm clothes	
Him/herself and clothes are dirty		Does not get enough food	
Has reddish dry hair		Dark patches on the skin	
No fat under the skin		Coughs and or breathes very fast	
Bones are showing		Is 1 or 2 years smaller than others of same age	
Has diarrhea		Runny nose	
Sore eyes		Pus from the ears	
Swollen belly		Sores around the eyes and / or mouth	

Book15_ Appendix1.indd 29 11/8/10 6:06:13 PM

Sores on legs		Other skin problems	
Is easily tired			
Other important information not given above - Please explain in detail			

How will you use this information? Perhaps it is more useful to also add a rating for the signs?

Rating: 0 1 2 3 4 5

1 = 0-3 times per month

2 = ...

Name of Community Carer:_____Date:_____

Signature:_____

Book15_ Appendix1.indd 30 11/8/10 6:06:13 PM

KZN DoE and SCCS
Form 2: Individual support plan

Once the teacher identifies a learner as having additional support needs, she draws up an individual support plan (ISP) to keep track of support given and progress made. The ISP is an important record of a learner's needs, goals and progress.

The learner, parents, teachers, the ILST, LSE, counselor or other support specialists could all be involved in drawing up, implementing and monitoring the document which will later be filed in the learner profile.

There is no official ISP document, but each ISP needs to contain at least the following minimum information:

- Name of learner
- Date of birth
- Nature of concern / barrier
- Class teacher
- Date of plan
- Objectives / targets
- Support strategies to achieve targets
- Resources needed
- Person responsible for action
- Timeframes / review date
- Criteria for success
- Review

There is an example ISP form on the next page

Book15_ Appendix1.indd 31 11/8/10 6:06:13 PM

Book15_Appendix1.indd 32

Example Individual support plan (ISP)

Name	**Date of birth**	**Grade**
Nature/area of concern	**Class teacher**	
Date of ISP		

* The responsible person need not only be the teacher. It could be the parent, learner, LSE etc.

Target to be achieved	**Strategy / resources**	**Achievement criteria**	**Person responsible ***	**Review date**	**Review comments**

11/8/10 6:06:13 PM

Record Sheet for household visit		
Date of visit:		
Number of visit:	First	
	Second	
	Third	
	Above third	
Household visited by:		
Address of household		
Name of caregiver		
Contact number for caregiver		
Name of child/ren registered at your school		
Number of chidren living here	0-6 years	
	7-12 years	
	13-18 years	
	19 years+ if still at school	
Head of household	child	
	senior citizen	
	sick adult	
	adult	
General observations (what you noticed during your visit):		
Main issues discussed during visit:		
Support household currently receives:		

Book15_ Appendix1.indd 33 11/8/10 6:06:14 PM

INFORMATION SHEET 2

DETAILS OF HOUSEHOLDS IN MY CIRCLES OF SUPPORT GROUP

These are households that have children that the COS has identified as needing support, for example: child-headed households or households of children on the street. A form like this should be filled in for each household visited.

Name and address of household:			
Household visited by:			
Date of first visit:			
Number of children:	How many children live here?	Number of children enrolled in school	Number of children attending school regularly this week
0 - 6 years			
7 - 12 years			
13 - 18 years			
19 years and older (if still at school)			
Is this a child-headed household?			
General observations (what you noticed during visit):			
Main issues discussed during visit:			
If household leaves the support group, give reason and date			

		Handed out	Collected
Number of Activity Book	1	(no.)	(no.)
	2	(no.)	(no.)
	3	(no.)	(no.)

Book15_ Appendix1.indd 34 11/8/10 6:06:14 PM

SCCS
SCHOOLS AS CENTRES OF CARE AND SUPPORT

Home Visit Assessment Form

MiET AFRICA

This form has been designed for School Based Carers making a first home visit to assess a child's home situation, and recommend action/intervention, if necessary.

- Before making a home visit, you should receive an **assessment** form from your IBST, giving background information about the child.
- In order to complete the **Home Visit Assessment Form** you should speak to the child's caregiver, if possible to the child and use your own judgement. If you cannot answer a question, write DK, but do answer as many questions as you can.
- Completed **Home Visit Assessment Forms** should be passed to the Child Care Co-ordinator, who will pass them to MiET. A copy should also be kept by your IBST.
- Information should be treated as confidential and the completed forms stored safely and securely.

Date of visit:	**Your name:**	**Title**
First name(s)	**Surname:**	
Your tel number:		
Cluster:	**School:**	

1. CHILD'S DETAILS

1.1 Name of child:	First name(s)		
Surname			
1.2 Sex: (please tick)	Female	Male	1.3 Date of birth:
1.4 Grade & Class division at school e.g. 7B			

2. CAREGIVER & HOUSEHOLDS DETAILS

2.1 Is the child's mother alive or deceased? (please tick)	Alive	Deceased
2.2 If alive; does the child's mother live in the household?	Yes	No
2.3 If mother not living in household; does the child have regular contact with their mother? (please tick)	Yes	No
2.4 If not; is the child's mother missing? (please tick)	Yes	No
2.5 Is the child's father alive or deceased?	Alive	Deceased
2.6 If alive; does the child's father live in the household?	Yes	No
2.7 If father not living in household; does the child have regular contact with their father? (please tick)	Yes	No
2.8 If not; is the child's father missing? (please tick)	Yes	No

Book15_ Appendix1.indd 35 11/8/10 6:06:15 PM

2.9 What relation is the caregiver to the child? (please tick)	Parent	Step-parent	Grand-parent	Sibling	Other (explain)

2.10 How old is the child's primary caregiver?	Yrs old

2.11 Indicate how many males and females stay in the household (write number)	0-17yrs old		18-59yrs old		60+yrs old		Total number	
	F	M	F	M	F	M	F	M

2.12 Which of the following sources of income does the household have? (Tick all that apply)	Formal Employ-ment	Informal work activities	Pension/ grant	Main-tenance	Other (explain)	No source of income

Notes

Recommended follow up action

3. DOCUMENTATION & GRANTS

3.1 Is the following documentation available for the child? (please tick)	Birth certificate		ID document		Health Card	
	Yes	No	Yes	No	Yes	No

3.2 Does the child's caregiver have an ID document? (please tick)	Yes	No

3.3 If the child's mother is dead, is a death certificate available? (tick)	Yes	No

3.4 If the child's father is dead, is a death certificate available? (tick)	Yes	No

3.4 Is the caregiver eligible to apply for the following grants?	Child Support		Foster Child		Care dependency		Disability grant		Old age Pension	
	Y	N	Y	N	Y	N	Y	N	Y	N

3.5 Has the caregiver applied for the following grants? (tick)	Child Support		Foster Child		Care dependency		Disability grant		Old age Pension	
	Y	N	Y	N	Y	N	Y	N	Y	N

3.6 Is the caregiver receiving the following grants? (tick)	Child Support		Foster Child		Care dependency		Disability grant		Old age Pension	
	Y	N	Y	N	Y	N	Y	N	Y	N

Notes

Recommended follow up action

Book15_ Appendix1.indd 36 11/8/10 6:06:15 PM

4. HEALTH

4.1 Does the child have a disability or any health problems? (tick)	Yes	No
4.2 If yes, please explain		
4.3 When the child is sick, are they able to access medical care? (tick)	Yes	No
4.4 If no, please explain		
4.5 Are any household members very sick? (please tick)	Yes	No
4.6 If yes, please give details		
4.7 Do any household members have a disability? (please tick)	Yes	No
4.8 If yes, please give details		
4.9 Have any household members passed away in the past year? (tick)	Yes	No
Notes		
Recommended follow up action		

5. NUTRITION

5.1 Where does the household get food from? (Tick all that apply)	Buy from shop	Grow food	Donations/ food parcels	Neigh-bours	Other (explain)	
5.2 How many meals does the child usually eat per day? (Please tick)	None	1	2	3	More than 3	
1.3 Does the child look malnourished? (please tick)	Yes	No				
Notes						
Recommended follow up action						

Book15_ Appendix1.indd 37 11/8/10 6:06:15 PM

6. EDUCATION

6.1 In the household, how many children of school-going age attend school? (write number)							
6.2 Does the child have a school uniform? (please tick)						Yes	No
6.3 Does the child attend school regularly? (please tick)						Yes	No
6.4 If no, what are the reasons why? (Tick all that apply)	Can't afford school fees	Can't afford trans-port	Distance (too far)	Child ill	Child working	Child helping at home	Other (explain)
Notes							
Recommended follow up action							

7.CARE & SUPPORT

7.1 Does the child look well cared for? (please tick)	Yes	No
7.2 If no, please explain		
7.3 Is there any indication of abuse in the household? E.g. Physical; sexual; alcohol abuse etc (please tick)	Yes	No
7.4 If yes, please explain		
7.5 Does the household receive care & support from neighbours or community members? (please tick)	Yes	No
7.6 If yes, please explain		
Notes		
Recommended follow up action		

Book15_ Appendix1.indd 38 11/8/10 6:06:16 PM

LETTER OF INTRODUCTION

To: _____ (contact person)

From: _____ (Circles of Support member)

Dear _____

I write this letter of introduction for _____
(name of child in need)

because _____
_____
_____
_____
_____
_____
(description of child's needs or problems)

I hope that you will give this child any help that you can.

Please feel free to contact me for more information.

Yours sincerely

_____ (name of Circles of Support member)

_____ (telephone or cell number)

Book15_ Appendix1.indd 39 11/8/10 6:06:18 PM

KZN DoE and SCCS

Form 3: Referral letter

Roles and responsibilities of the ILST
Schools as inclusive centres of learning, care and support

To be completed by teachers
Complete it every time you want a parent/caregiver to take a child for medical/social services/ other government department services outside of the DoE.
It is an example – your school could develop its own standardized letters.
Get the chairperson of the ILST's learner support portfolio to sign the letter before sending it home with the learner.

To be signed by the chairperson of the learner support portfolio
Sign and return the letter to the teacher to send it home with the learner.
Record the information on the ILST register of learners with additional support needs.

****

School letterhead and address

…… (Date)

(Address of parent/caregiver)
……..
……..
……..

Dear …… (Name of parent/caregiver)

Please take ……..…….. (name of learner) to ……
(name of place e.g. clinic, Department of Home Affairs) as soon as possible because (reason e.g. eye test, application for ID documents) ……
……
……
……
……

Please show this letter to the professional concerned and ask for a copy of his/her report for our school records. Please send the report to school.

Yours sincerely

……..
Name and signature
Chairperson: ILST learner support portfolio

School stamp

Book15_ Appendix1.indd 40 11/8/10 6:06:18 PM

KZN DoE and SCCS

Form 4: Teacher requests assistance from LSE or counsellor

Roles and responsibilities of the ILST
Schools as inclusive centres of learning, care and support

To be completed by the teacher
Complete this form when you need assistance from specialist staff based at the full service school, for example, the LSE or the counsellor.
Give it to the chairperson of the ILST's learner support portfolio committee for processing.

School name		
EMIS no.		
Teacher name		
Learner name		
Learner ID		
Parental consent gained	**Yes**	**No**
Assistance required from		
Nature of assistance required		
Reason for assistance		
Signature		**Date**

To be completed by the chairperson of the learner support portfolio committee
Check that parental consent has been given.
Enter the learner on the register of learners needing additional support.
Send the request to the full service school so that a visit can be scheduled.

Parental consent gained	**Yes**	**No**
Entered on register of learners with additional support needs	**Yes**	**No**
Signature		**Date**

Book15_ Appendix1.indd 41 11/8/10 6:06:18 PM

KZN DoE and SCCS

Form 5: Parental consent

Roles and responsibilities of the ILST

Schools as inclusive centres of learning, care and support

To be completed by teachers
Complete it once you've identified a barrier or concern that needs attention or additional support from the ILST or other specialist support staff.
Discuss the barrier/concern with the learner's parents/caregivers and the learner (if appropriate) to keep them fully informed as equal participants in the support process.
It is imperative that you get signed permission from parents/caregivers at the meeting, allowing you to discuss the learner's needs with other specialists.
This is an example letter – your school could develop its own standardized letter.
The name of the learner needs to be placed on the ILST register of learners with additional support needs.

****

School letterhead and address

…… (Date)

(Address of parent/caregiver)
……..
……..

Dear ……(Name of parent/caregiver)

Parental consent

…….. (name of learner) has been identified as having additional support needs. In providing this support, the school may require assistance from various professionals, for example, therapists and psychologists. It may be necessary to share information about ……. (name of learner) with them. Shared information will be treated confidentially.

The school will keep a record of all consultations and reports, and the outcomes will be discussed with you. We will continue to keep you fully informed and consult regularly with you about …… (learner's) developmental and learning needs and progress.

Yours sincerely

……..
(Class teacher)

I, ……., the parent / guardian / caregiver of …….
(learner) give / do not give consent for the school to consult with relevant outside agencies or education specialists about my child / ward. I understand that this will include the sharing of relevant information about my child / ward.

…….. …….. ……
Name Signature Date

Book15_ Appendix1.indd 42 11/8/10 6:06:18 PM

Book15_Appendix1.indd 43

KZN DoE and SCCS

Form 6: ILST register of learners with additional support needs

To be completed and maintained by chairperson of learner support portfolio

Fill in this form every time a learner is identified as having additional support needs.
Enter the learner name and ID number, the teacher name and the date.
Tick the correct column under 'Nature of support needs'. You may need to tick more than one column for a learner.
Total the number of learners and total the column ticks at the end of every month.
Send a copy (second page) to the data capturer based at the Education Centre or Circuit Office
Start a new form every month.

	School name		EMIS No.		Month and year	

Learner name	ID number	Grade	Teacher name	Date	Nature of support needs * where this regularly keeps the learner out of school															
					Grants	Documentation	No adult caregiver	Caregiver over 60 yrs	Nutrition	Uniforms*	Transport*	Fees*	Counseling	Vision	Hearing	Health	Physical disability	Social/emotional	Learning difficulty	Extension programme (high achievers)
			Total number of learners																	

11/8/10 6:06:19 PM

Book15_Appendix1.indd 44

ILST Quarterly Reports: Cover Sheet for CCC's

Name of CCC			Contact tel number	
Cluster			Date	
EMIS	**Name of School**	Quarterly Report returned Y/N	Quarterly Report verified* Y/N	**Comments from CCC**

* Verifying involves visiting the School and checking there is evidence (e.g. registers/records) that the activities recorded on the Quarterly Report form took place, and the number of people identified and assisted is accurate. For each ILST whose report you verify, please add comments.

Complete and return this cover sheet with the ILST quarterly reports for your cluster to your Training Co-ordinator.

11/8/10 6:06:19 PM

Book15_Appendix1.indd 45

SCCS
SCHOOLS AS CENTRES OF CARE AND SUPPORT

ILST Quarterly Report

This form has been designed to collect information from the Institution Support Team on a quarterly basis, about activities, successes, challenges and the number of people supported by the SCCS Programme. It should be completed by the ILST and given to the Child Care Coordinator who will return it to MiET.

MiET AFRICA

2008, Q2 (1 April-June 30 2008)	**Name of School**	**EMIS Number**
I hereby confirm that the information provided in this form is accurate	**Signed by ILST member**	**Date**

1. Identification of OVC

1.1 During the quarter, were children identified as having the following care and support needs? If yes, how many females and males were identified? (Tick Y/N and insert number)

	Yes	No	Number of females	Number of males	Total number
Need nutritional support (food)	Yes	No			
Need documentation (death certificates; birth certificates; IDs)	Yes	No			
Need social grants	Yes	No			
Need school fees exemption	Yes	No			
Need school uniforms/clothing	Yes	No			
Need medical care	Yes	No			
Need psycho-social support (counseling)	Yes	No			
Need other care and support (describe in space below)	Yes	No			
Need other care and support (describe in space below)	Yes	No			

11/8/10 6:06:19 PM

Book15_Appendix1.indd 46

11/8/10 6:06:20 PM

2. Care & support

2.1 During the quarter did the following care and support activities take place? If yes how many females and males were helped?						
		Yes	No	Number of females	Number of males	Total number
Home Visits to identify care and support needs		Yes	No			
Nutritional support (food)	**Supplementary school feeding** (meals at school, additional to DoE nutrition programme)	Yes	No			
	Vegetables from the school garden	Yes	No			
	Food parcels	Yes	No			
Document-ation	**Applications for documentation**	Yes	No			
	Death certificates received	Yes	No			
	Birth certificates received	Yes	No			
	IDs received	Yes	No			
Grants	**Applications for social grants**	Yes	No			
	New child support grants received	Yes	No			
	New foster care grants received	Yes	No			
	New care dependency grants received	Yes	No			
	New old age pensions received	Yes	No			
	New disability pensions received	Yes	No			
School fees exemption		Yes	No			
School uniforms		Yes	No			
School access (New learners brought into school)		Yes	No			
School retention (Learners brought back to school)		Yes	No			
Assistance accessing medical care		Yes	No			
Home based care visits		Yes	No			
Lay counseling at school		Yes	No			
After school care		Yes	No			
Other care & support activity (describe the activity in the space below)						
Other care & support activity (describe the activity in the space below)				Number of females	Number of males	Total number

Book15_Appendix1.indd 47

3. Communication & networking

3.1 Has support been requested and/or received from the following service providers this quarter? (Tick Yes/No and insert details)

Type of service provider	**Support requested**		**Support received**		**Name of Organisation; contact person & their position**	**Nature of support received (please explain)** e.g. support from Social Worker; donation of food…
Department of Education	Yes	No	Yes	No		
SAPS	Yes	No	Yes	No		
Department of Health	Yes	No	Yes	No		
Department of Social Development	Yes	No	Yes	No		
Department of Home Affairs	Yes	No	Yes	No		
Department of Agriculture	Yes	No	Yes	No		
Municipality	Yes	No	Yes	No		
Non government organisation	Yes	No	Yes	No		
Faith based organisation	Yes	No	Yes	No		
Community based organisation	Yes	No	Yes	No		
Tribal Authority	Yes	No	Yes	No		
Local Business	Yes	No	Yes	No		
Other	Yes	No	Yes	No		

3.2 Did an ILST meeting take place this quarter?	Yes	No	(please tick)

3.3 If yes to 3.2 how many ILST meetings took place?

3.4 Did the ILST participate in additional meetings this quarter?	Yes	No	3.5 If yes; please provide details below

Name/purpose of meeting	Other people/organisations attending the meeting	Date of meeting

11/8/10 6:06:20 PM

Book15_Appendix1.indd 48

11/8/10 6:06:20 PM

4. Changes to the ILST

4.1 Have any ILST members resigned in the past quarter?			Yes	No	(please tick)		
4.2 If yes, which members?							
Full Name	Position e.g. Chairperson		Portfolio (if any)	Reason for leaving (please explain)			
4.3 Have any new ILST members joined in the past quarter?			Yes	No	(please tick)		
4.4 If yes which members?							
Full Name	Sex (please tick)		Date of birth	Contact tel number	Type of member e.g. Principal, educator, youth	Position e.g. Chairperson	Portfolio if any e.g. Home based care
	F	M					
	F	M					

SNOC

School record of support to vulnerable children

Household visit	Yes										
	No										
Follow-up visit	Yes										
	No										
Application for documents	Birth certificate										
	ID book										
	Death certificate										
Application for Grants	Child Care Grant										
	Disability Grant										
	Older Persons Grant										
	Care Dependency Grant										
	Foster Care Grant										
	Social Relief of Distress Grant										
Application for school fee exemption	Yes										
	No										
Referral to	Police										
	Health services										
	Social worker										
	Home Based Care										
Improved nutrition	School food garden										
	Extra meals at school										
	Extra meals in community										
Improved hygiene	Provide soap and wash facilities										
	Uses school sick bay										
Provide Clothes	School uniform										
	Other Clothes										
Someone to talk with	SNOC member										
	Member of faith organisation										
	Teacher										
	Community or family member										
Active in Soul Buddyz Club	Yes										
	No										
Homework support	At school										
	At home										
Extra mural activities	Yes										
	No										
Additional care	After care at school										
	Holiday programme										
	Care in the community										

Book15_ Appendix1.indd 49 11/8/10 6:06:21 PM

School record of vulnerable children

Class:

Date										
SNOC member										
Child surname										
Child first name										
Sex M/F										
Grade										
Date of birth										
School Attendance	Poor									
	Satisfactory									
	Good									
Academic Performance	Not achieved									
	Partially achieved									
	Achieved									
	Outstanding									
Behaviour in classroom	Disruptive									
	Withdrawn									
	Cooperative and participative									
	Mother dead									
	Father dead									
	Primary caregiver younger than 18									
	Primary caregiver senior citizen									
Health	Poor									
	Satisfactory									
	Good									
Appearance	Uncared for									
	Somewhat cared for									
	Well cared for									
Emotional State	Mostly sad									
	Sometimes sad									
	Sometimes happy									
	Mostly happy									
Documents	Identity document									
	Birth Certificate									
	Death certificate									
Child Care Grant	Yes									
	No									
School fee exemption	Yes									
	No									

Book15_ Appendix1.indd 50 11/8/10 6:06:21 PM

Circles of Support Project

Capacity audit tool for use in schools

Book15_ Appendix1.indd 51 11/8/10 6:06:22 PM

Book15_Appendix1.indd 52

CHECKLIST: SADC Circles of Support Project (to be completed for every school in the pilot site)

Please complete the following checklist for every school. The information can be obtained from the principal or other knowledgeable person. Please complete every question. If the interveiwee refuses to answer, write 'Refused'. **Do not leave anything blank.** There are spaces to write your overall impression of the school's capacity to help keep children in school. Please feel free to comment on anything that you feel is important, even if there is not a question on that issue.

1 PILOT SITE:		**COMPLETED BY (fieldworker name):**	
1.1 Name of school			
1.2 District office			
1.3 Physical address			
1.4 Telephone number(s)	Head office	HIV/AIDS or Guidance counsellor	Other contact person
1.5 Cell phone number			
1.6 Fax number			
1.7 Person interviewed (name and position)			
1.8 Level of education offered at the school *(CIRCLE)*	Secondary	Primary	Combined
1.9 Grades offered at the school *(CIRCLE ALL OFFERED)*	R 1 2 3 4 5 6 7 8 9 10 11 12		

11/8/10 6:06:23 PM

Book15_Appendix1.indd 53

2 PHYSICAL INFRASTRUCTURE (Please circle the correct options)

2.1	Telephone (landline)	Yes	No	Unsure	Comment:
2.2	Telephone (cell)	Yes	No	Unsure	Comment:
2.3	Fax	Yes	No	Unsure	Comment:

2.4 Is there transport available for school activities? 1 Yes, for teachers 2 Yes, for learners 3 Other (specify): 4 No transport available Comment:

2.5 How do school staff get to meetings that are not at the school? 1 Private car 2 Taxi 3 School transport 4 Other (specify):

2.6 Are there boarding facilities at the school? Yes No

2.7 Approx. distance to district office (km and cost of transport) km: cost:

2.8 Approx. distance to nearest school (km and cost of transport) km: cost:

2.9 What is the main water source for your own school? *(READ OUT LIST - CHOOSE ONE ANSWER ONLY)*

1 Tap (piped) water on-site or in yard 2 Tap (piped) water indoors 3 Public/communal tap off-site 4 Borehole or well on-site 5 Stream, river or dam 6 Other (specify):

2.10 What type of toilet facility is used at this school by pupils? *(READ OUT LIST - CHOOSE ONE ANSWER ONLY)*

1 Flush toilet 2 Chemical toilet 3 Pit latrine 4 Bucket toilet 5 None / open veld 6 Other (specify):

2.11 How would you rate the condition of the school buildings? *(READ OUT LIST - CHOOSE ONE ANSWER ONLY)*

1 Excellent or very good 2 Moderately good or average 3 Poor or very poor 4 Don't know

2.12 Is there a classroom for each grade offered at the school? Yes No Don't know

2.13 Approximately how many children are there in each classroom, on average?

11/8/10 6:06:23 PM

Book15_Appendix1.indd 54

3 SOCIAL ENVIRONMENT OF SCHOOL (Please circle the correct options)

3.1 Approx. total no. of pupils Boys: Girls:

3.2 Number of sessions (e.g. a.m., p.m.) 1 2 3 (explanation: a school with more than one session has additional pupils taking afternoon or evening tuition)

3.3 Number of teachers (full time equivalent)

3.4 Number of pupils per teacher (average)

3.5 What is the age of oldest child at this school?

3.6 Are extramural/afternoon activities offered to pupils at the school? Yes No Unsure Comment: How many afternoons, nature of activities (sport, other)

3.7 Are there aftercare facilities at the school? Yes No Unsure Comment:

3.8 Is there supervised homework after school? Yes No Unsure Comment:

3.9 How do most children get to school? Walk Public transport Private transport Comment:

3.10 Are there any projects organised through the school such as the following: (*READ OUT LIST*)
For each project or activity, please briefly describe and provide contact details of main contact person or service organisation:

AIDS clubs	Yes	No	Unsure	Describe	Contact
Food gardens	Yes	No	Unsure	Describe	Contact
Provision of food for children at the school	Yes	No	Unsure	Describe	Contact
Provision of food for children outside the school	Yes	No	Unsure	Describe	Contact
Uniform distribution to needy children	Yes	No	Unsure	Describe	Contact
Book or stationery distribution to needy children	Yes	No	Unsure	Describe	Contact
Fee and/or levy subsidy or exemption for needy children	Yes	No	Unsure	Describe	Contact
Other (specify):	Yes	No	Unsure	Describe	Contact

11/8/10 6:06:24 PM

Book15_Appendix1.indd 55

3.11 What time do most learners arrive at and leave the school? Arrive: Leave: Comment:

3.12 Do most learners live in the local community? Yes No Unsure Comment:

3.13 What are the official hours for teachers? Arrive: Leave: Comment:

3.14 What do time do most teachers arrive at and leave the school? Arrive: Leave: Comment:

3.15 What are the average school fees per child ***per annum***? Comment:

3.16 What are the average total levies for books, stationery and other items ***per annum***? Comment:

3.17 What is the one thing that would make a difference to children attending the school?

3.18 Brief impression of social environment at the school with regards to keeping vulnerable children in school:

3.19 What is the role of the district office and other organisations in keeping vulnerable children in school?

11/8/10 6:06:24 PM

Book15_Appendix1.indd 56

4 SYSTEMS AND TOOLS (Please circle the correct options)

4.1 Are records kept of the following: (*If **Yes**, ASK TO SEE THE RECORDS; CIRCLE **Verified** ONLY IF YOU HAVE SEEN THEM*)					Are these summarised in any way e.g. monthly? Are there reasons noted for non-attendance or other issues; are there follow ups? Comment on impression of quality of records.
4.2 Daily class attendance registers	Yes	No	Unsure	Verified	
4.3 Numbers of children dropping out	Yes	No	Unsure	Verified	
4.4 Number of children repeating grades	Yes	No	Unsure	Verified	
4.5 Number of children orphaned	Yes	No	Unsure	Verified	
4.6 Number of vulnerable children (not necessarily orphaned)	Yes	No	Unsure	Verified	
4.7 Teacher absenteeism	Yes	No	Unsure	Verified	
4.8 Any other records? SPECIFY:	Yes	No	Unsure	Verified	
4.9 Are records sent to the district office?	Yes	No	Unsure	If yes, (1) how often? (2) which records? (3) what are they used for?	

4.10 Please give overall impression on attitude to record keeping, and if the school uses its records

4.11 Does the school have any pamphlets, books, videos, etc. to help with HIV/AIDS education for **pupils?**	Yes	No	Unsure	If yes, give name(s) and contact person:
4.12 Does the school have any pamphlets, books, videos, etc. to help with HIV/AIDS education for **teachers?**	Yes	No	Unsure	If yes, give name(s) and contact person:
4.13 Does the school have any pamphlets, books, videos, etc. to help with **vulnerable children?**	Yes	No	Unsure	If yes, give name(s) and contact person:

11/8/10 6:06:25 PM

Book15_Appendix1.indd 57

5 SKILLS AND KNOWLEDGE (Please circle the correct options)

5.1	Are there one or more guidance counselling teachers in the school?	Yes	No	Unsure	If yes, give name/s:
5.2	Is there a counselling, support group or other group of staff to address learner problems?	Yes	No	Unsure	
5.3	Are there one or more teachers currently employed here who have received training in HIV/AIDS or lifeskills?	Yes	No	Unsure	
5.4	Are there any nationally planned HIV/AIDS programmes that the school participates in?	Yes	No	Unsure	If yes, please name:

6 STRUCTURES AND INTER-RELATIONS (Please circle the correct options)

6.1	Is there a school governing body?	Yes	No	Unsure	Does it function well? Any problems?		
6.2	If yes, is it active in helping meet the needs of vulnerable children?	Yes	No	Unsure			
6.3	Is there a parent teachers association?	Yes	No	Unsure			
6.4	If yes, is it active in helping meet the needs of vulnerable children?	Yes	No	Unsure			
6.5	Are there student representatives at the school?	Yes	No	Unsure			
6.6	Are there teachers unions at the school?	Yes	No	Unsure			
6.7	How often does the school meet with **community members** for school business?	Once a year or less often	Once a term or less often	Monthly or more often	Don't know		
6.8	How often does the school meet with **parents** for school business?	Once a year or less often	Once a term or less often	Monthly or more often	Don't know		
6.9	How often do heads or teachers attend meetings at the district office?	Once a year or less often	Once a term or less often	Monthly or more often	Don't know		

11/8/10 6:06:25 PM

Book15_Appendix1.indd 58

6.10 Is the school part of a cluster of schools? Yes No Comment on how active the cluster is and any problems experienced:

6.11 Does the school have regular activities and interaction with other schools? Comment and describe:

6.12 Does the school have contact with any outside visitors or other projects in any of the following areas? If yes, give name:

School health	Often	Seldom	Never yet	Unsure	If yes, give name:
HIV/AIDS education	Often	Seldom	Never yet	Unsure	If yes, give name:
Religious instructors or church groups	Often	Seldom	Never yet	Unsure	If yes, give name:
School or community feeding schemes	Often	Seldom	Never yet	Unsure	If yes, give name:
Libraries	Often	Seldom	Never yet	Unsure	If yes, give name:
Social workers	Often	Seldom	Never yet	Unsure	If yes, give name:
District or regional school counsellors	Often	Seldom	Never yet	Unsure	If yes, give name:
School inspectors	Often	Seldom	Never yet	Unsure	If yes, give name:
District or regional HIV/AIDS Coordinator	Often	Seldom	Never yet	Unsure	If yes, give name:
Bursary schemes	Often	Seldom	Never yet	Unsure	If yes, give name:
Community projects	Often	Seldom	Never yet	Unsure	If yes, give details:
Other (specify):	Often	Seldom	Never yet	Unsure	If yes, give details:

6.12 Can you get to any of the following within 30 minutes of this school if you are walking (2km)?

a Health clinic or hospital	Yes	No	Unsure	
b HIV/AIDS or child welfare CBO, NGO	Yes	No	Unsure	
c Social work, HIV/AIDS or child welfare (government service)	Yes	No	Unsure	
d Public transport (train, bus or minibus taxi)	Yes	No	Unsure	

11/8/10 6:06:26 PM

Book15_Appendix1.indd 59

7 RESOURCE MOBILISATION (Please circle the correct options)

7.1 Does the school have a budget available for HIV and AIDS activities?	Yes	No	Unsure	
7.2 Does the school have a budget for meeting the needs of vulnerable children?	Yes	No	Unsure	
7.3 Are there any specific teachers or committees with allocated responsibility for helping to keep vulnerable children in school?	Yes	No	Unsure	If yes, give name and contact no:
7.4 Does the school have any incentive schemes in place?	Yes	No	Unsure	If yes, give name and contact no:
7.5 Is there a person who co-ordinates HIV or AIDS activities for the school?	Yes	No	Unsure	If yes, give name and contact no:

7.6 Do you agree or disagree with the following statement: ***People here look out mainly for the welfare of their own families and they are not much concerned with community welfare.***	Strongly agree	Agree	Disagree	Strongly disagree	Refuse to answer	Comment:

7.7 Please give overall impression on ability of the school to get resources to keep vulnerable children in school:

Thank you very much for your time and participation.

Notes:

11/8/10 6:06:26 PM

Schools as Centre for Care and Support-Swaziland
School Profile Form

FO RM # :

Reporting period

Year:

Completed by:
Date:

School: _____

Primary	Secondary	High

Region: HH MZ SW LB

Inkhunla:

Total number of enrolment			Male:		Female:
School Capacity (How many students in maximum can you take?)					
No. of Teachers			Male:		Female:
No. of Posts for Teachers					
Absenteeism rate for Teachers			Male:		Female:
No. of OVC enrolled in the school			Male:		Female:
No. of children receiving MOE grant			Male:		Female:
No. of children receiving other grants			Male:		Female:
No. of children receiving other educational support (uniform, exercise books etc.) from other providers					
Name: of Organization:			Type of Support:		
			Male:		Female:
Name: of Organization:			Type of Support:		
			Male:		Female:
No. of children who dropped out in 2006			No. of children who were absent for more than ten consecutive days during 2006		
	Male	Female		Male	Female
Grade 1/Form1			Grade 1/Form1		
Grade 2/Form2			Grade 2/Form2		
Grade 3/Form3			Grade 3/Form3		
Grade 4/Form4			Grade 4/Form4		
Grade 5/Form5			Grade 5/Form5		

Book15_ Appendix1.indd 60 11/8/10 6:06:26 PM

Grade 6			Grade 6		
Grade 7			Grade 7		
Reasons for dropping out			No. of repeating children in 2007		
	Male	Female		Male	Female
Financial reasons			Grade 1/Form1		
Relocation			Grade 2/Form2		
Own Sickness			Grade 3/Form3		
Family sickness			Grade 4/Form4		
Other reasons			Grade 5/Form5		
			Grade 6		
			Grade 7		

No. of re-starters			Pass rate of SPC (G7)/JC (F3) exam, 2005		
	Male	Female		Male	Female
Grade 1/Form1			No. of examinees		
Grade 2/Form2			No. of passed		
Grade 3/Form3			Pass rate		
Grade 4/Form4			O' Level Exam Results, 2005		
Grade 5/Form5				Male	Female
Grade 6			No. of examinees		
Grade 7			No. of students who obtained five credits		
Do you have a school health club (including SHAPE health club, Scripture Union life skills club, Red Cross club, anti-drug club, accident prevention club etc.)?			YES	NO	
Which organization supported the establishment of the club (s)?					
How many teachers are trained in counselling skills?					
Does the school provide for psychosocial support?			Learners: YES NO	Teachers: YES NO	Caregivers: YES NO
If yes, how often?			Learners:	Teachers:	Caregivers:
Do you have peer educators in your school (including junior *Lihlombe Lekhukalela*)?			YES	Male:	Female:
			NO		

Book15_ Appendix1.indd 61 11/8/10 6:06:27 PM

Which organization trained them?	(How will you use this data?)
Do you have a school feeding programme?	YES NO
If yes, how many times a day do you provide feeding?	Once Twice
Is the school feeding supported by any organization?	WFP NERCHA Other (please specify):
Do you have a school garden (that adds nutrition to the feeding programme)?	
What is your water source (which is currently functioning)?	
How many desks and chairs does you school have?	Desk Chairs
Do you have a First Aid Box?	YES NO

Book15_ Appendix1.indd 62 11/8/10 6:06:27 PM

Steps to set up a Circles of Support Group

Step 1:
Find five or six adults and/or older children who want to help children.

Step 2:
Make a time to sit down with these people and explain all about Circles of Support. Use the Circles of Support Poster to help you.

Step 3:
Explain that all members of the Circles of Support group are volunteers. Ask each member to think about how long they think that they can commit to the Circles of Support group.

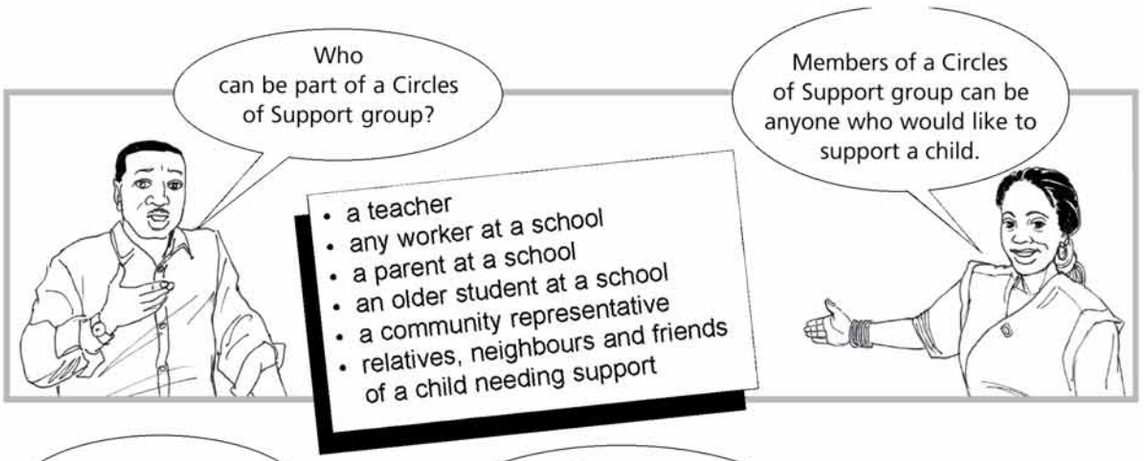
Step 4:
Remember to write down the names and contact details of all the members of your Circles of Support group.

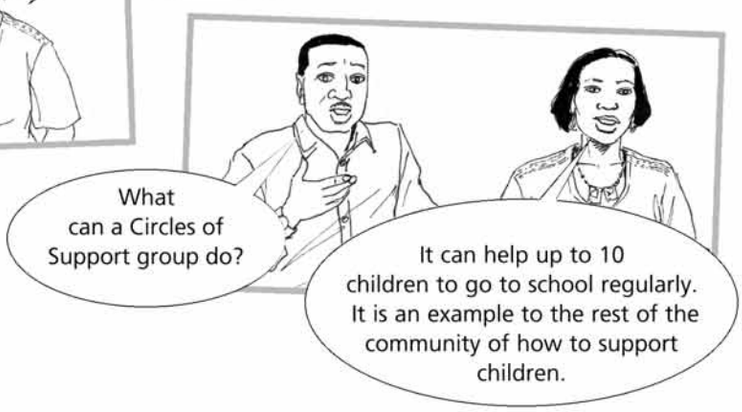
Circles of Support is a pilot project in three SADC countries: Botswana, Namibia and Swaziland.
A project funded by the European Union.
Implemented by HDA.
The project wishes to acknowledge the partners in each country:
- Botswana Ministry of Education
- Namibian Ministry of Basic Education, Sports and Culture
- Swaziland Ministry of Education.

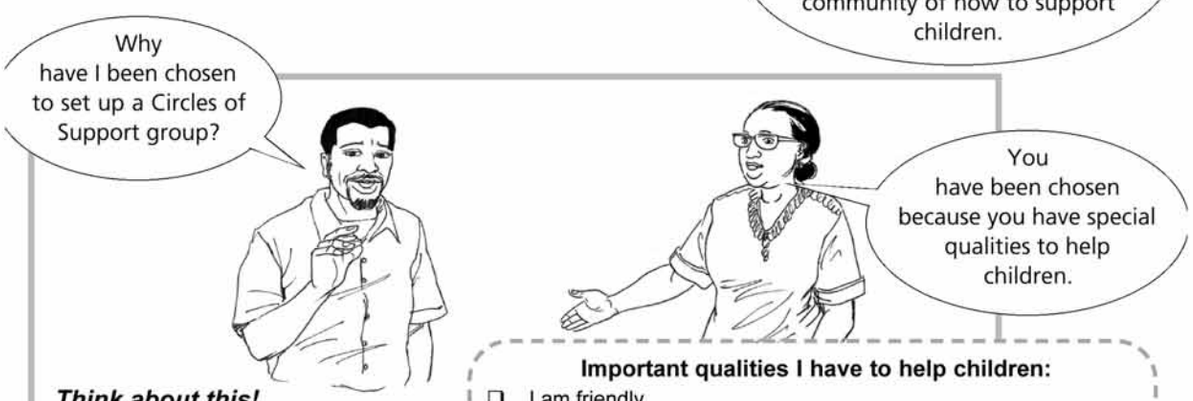
Circles of Support

Setting up a Circles of Support Group

Book15_ Appendix1.indd 63 11/8/10 6:06:27 PM







Think about this!
Everyone has certain personal qualities that can help them to support children in need.
Put a tick next to the qualities that you have or add any other qualities that you think are important.

Important qualities I have to help children:

- ❑ I am friendly
- ❑ I listen to children
- ❑ Children enjoy being with me
- ❑ I am reliable
- ❑ I can motivate others
- ❑ I am good at sorting out problems
- ❑ I care about my community
- ❑ Other people respect me
- ❑ Other people trust me

Other important qualities _____

Book15_ Appendix1.indd 64 11/8/10 6:06:28 PM

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Book15_ Appendix1.indd 68 11/8/10 6:06:30 PM