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12/7/2010


CSTL SA Conceptual Framework

CSTL Interprovincial Meeting
8-10 December 2010
Durban



Outline of presentation


- What, why, who & when?
- Theoretical framework
- The need for CSTL – barriers to education
- Why schools?
- Education mandate
- Principles
- Pre-requisites
- Priorities
- Conclusion



What is CSTL?

CSTL is a comprehensive, co-ordinated multi-sectoral response to address barriers to teaching & learning for learners & educators

- Promotes mainstreaming of C&S
- Strengthens protective factors, reduces risk
- Not a new policy or programme
- Provides an overarching framework for existing programmes



How do we judge success?

- Every child is enrolled at school at an appropriate age
- Every child attends school regularly & completes schooling
- Every child is provided support & opportunity to reach to their full potential



Why a conceptual framework?

- Obligation to ensure access to education is substantive
- Many C&S programmes have been implemented
- Lack of framework & co-ordination means:
 - Unevenly spread
 - Poorly harmonized
 - Not linked to educational outcomes
 - Not monitored or evaluated
 - Lacks a mandate
 - Inadequate HR or capacity to implement



Why a conceptual framework?

- Conceptual Framework provides the overarching framework
 - Consolidates current thinking
 - Describes rationale behind CSTL
 - Motivates for mainstreaming of CSTL
- NSP assists to deliver on two roles:
 - Deliver C&S in & through schools
 - Create an enabling environment for other stakeholders to act



Who is it intended for?

- Broad range of stakeholders, beyond DBE
 - Decision makers in DBE at all levels
 - Other government departments
 - Civil society partners
 - Donors



What process has been followed?

- CSTL SA informed by regional & local processes
 - SCCS in Southern Africa
 - Baseline study
 - Situation & response analysis
 - Policy Review
 - Series of interprovincial meetings
 - Development of NSP
 - Two-day workshop with key stakeholders
 - Lessons from implementing White Paper 6 & other C&S projects
 - Bronfenbrenner (1979) Ecological Systems Approach



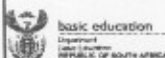
Ecological Systems Approach

- Human behaviour seldom the result of single, individual factors
- Multiple sources of influence on behaviour:
 - Intrapersonal : cognitive, attitude, personality traits
 - Interpersonal : family, friends, educators
 - Community : culture, community norms
 - Institutional : school policy
 - Societal : public policy, laws, socio-economic status
- Some influences are direct, others are indirect
- Each level of influence can increase risk or offer protection
- Comprehensive approaches required



Ecological Systems Approach

- White Paper 6 – articulates systems approach
 - Intrinsic barriers – physical & mental health
 - Systemic barriers – facilities at school, teaching methods, LTSM, curriculum
 - Societal barriers – poverty, unemployment, HIV
- Strong disability focus in implementation – intention is to focus on multiple levels of barriers
- DBE lead in addressing individual & school factors
- Creates enabling environment for others to address other factors



The need for CSTL?

- Educators : 418,000 responding to 12.26 million learners in 25 850 schools
- C&S dependent on ability & buy-in of Ed.
- Resource in fragile communities, responsive to curriculum reform & psychosocial needs of learners
- 2004 ELRC Study:
 - 12.7% HIV positive (21.4% in 25-34 year age group)
 - Health status poor: High BP (15.6%)
 - 55% want to leave teaching
 - Attrition increased from 7% ('98) – 17% ('04)
 - Attrition due to medical reasons: 4.6% - 8.7%



The need for CSTL?

Quantity

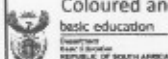
- G1-9 completion rates: 99% ('10) vs. 80% ('94)
- 13 yr olds 99% ('08) vs. 17 yr olds 87%
- 400 000 children out-of-school
- Reason for drop-out: cost of education

Quality

- 36% of G3 have appropriate literacy, 35% have necessary numeracy skills

Inequality

- 80% of schools produce 7% of matric passes
- African & coloured learners 2x likely to drop out
- 1 in 10 White G12 get an A aggregate vs. 1 in 200 Coloured and 1 in 1000 African G12's



How do we define vulnerability?

- All children need support; vulnerable children may require intensive support
- "A child whose survival, care, protection or development may be compromised due to a particular condition, situation or circumstance that prevents the fulfillment of his or her rights"
- Vulnerability is not a constant state
- Programmes must be responsive to changing needs
- Vulnerable children face an inter-related web of intrinsic, societal & systemic barriers



Barriers – link to education

Intrinsic barriers

- Disability
- Childhood illness
- Mental health

Societal Barriers

- Household poverty
- Basic services
- Early marriage
- HIV and AIDS
- Violence against children
- Child labour
- Caregiving
- Parent education
- Teenage pregnancy



Barriers – link to education

Systemic barriers

- Infrastructure
- Transport
- Educator skills & capacity
- Leadership & support
- Curriculum
- Violence
- Enabling documents



Why schools?

Links to Action Plan 2014

- Goal 17: teacher workforce that is healthy & enjoys job satisfaction
- Goal 24: physical infrastructure & environment inspires learners to want to come to school & learn & teachers to teach
- Goal 25: promote access amongst children to the full range of public health & poverty reduction
- Goal 26: implement the inclusive education policy & have access to centres which offer specialist services



Why schools?

Benefits

- Accessible & provide a physical infrastructure
- Reaches 12 million on a daily basis
- Education stakeholders include invaluable components
- School clusters can combine strengths
- Early identification of needs
- Service conduit to learners, families & communities
- Permanent institutions – sustain organisational structures
- Schools offer a protective environment for children
- Provide age-appropriate C&S through education



Why schools?

Challenges

- Lack of basic infrastructure
 - Lack of skills & motivation to provide C&S
 - Assessment of schools & educators based on academic outcomes
 - Schools overwhelmed by scale of vulnerability
 - Schools serving most vulnerable tend to be most vulnerable
 - Lack of knowledge on the services available
- For schools to be centres of C&S, they need additional support



International mandate

Access

- Primary school compulsory & free
- Secondary school available & school fees must not exclude children

Retention

- Encourage attendance & prevent drop-out, measures to protect vulnerable children
- Protect against discrimination & child labour

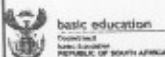
Achievement

- Advance cognitive, creative, emotional, mental & physical dev.
- Deliver on right to education & other closely related rights
- Deliver rights in a holistic manner through comprehensive programmes



National mandate

- Right to basic education for all children (GR-9)
- Progressively improve access to FET (G10-12)
- Provision & maintenance of infrastructure
- Deployment, management & training of staff
- Adequate financial & material resources
- These constitute essential elements of basic education
- Without them the education system becomes a barrier to learning



National mandate

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



National mandate

Policy gaps

- Primary schools is not universally free
- Referral systems are not clearly defined
- Learner attendance policy does not allow follow up with vulnerable absentee learners
- Norms & stds for school infrastructure not established



National mandate

Policy implementation

- Overwhelming no. of obligations on schools
- Insufficient resources to implement policy
- Difficulties with coordinating & sustaining collaborative initiatives
- Lack of an overarching framework

- Focus on supporting implementation rather than drafting additional policy



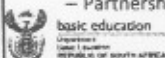
Principles

- The child at the centre - equal right to ed.
- Schools as sites of C&S
- Community participation – continuum of C&S
- Building on existing initiatives – extend reach
- Aligning priorities to policy
- Co-ordinated multi-sectoral approach
- Lead role of DBE – school-based package of C&S



Pre-requisites

- Adequate Human Resources
 - Intensive support for existing staff, additional staff
 - Buy in from teachers
 - C&S considered in recruitment, induction, PA etc.
- Human Resource Development
 - Identify HR needs, existing provisions, development & retention of staff
 - Development within & outside of education
 - High level support in FSS & special schools
- Well Defined Partnerships
 - Within conceptual framework, clear expectations, roles & responsibilities
 - Partnership between school & parents important



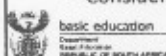
Pre-requisites

- Enabling Policies
 - Require an enabling policy environment
 - Defines commitments & resource allocation
- Provisioning & Finances
 - Lack of funding challenge for CSTL implementation
 - Partnerships can garner additional resources
- Programme Planning
 - Consultative programme planning needed due to multiple stakeholders
 - C&S must be on the agenda of all education directorates



Pre-requisites

- Governance, Management & Support Structures
 - Multi-stakeholder structures to support integration at national, provincial, district & school level
- Monitoring, Evaluation & Reporting Systems
 - Monitor impact of CSTL on educational outcomes
 - Align with existing M&E systems
 - Indicators must focus on core education priorities
 - Consider inter-departmental reporting obligations



Priority areas

Nutritional support

- Aims to address hunger & malnutrition
- Provision of a daily hot, cooked nutritious meal
- Includes measures to ensure food quality
- Institution of sustainable food production
- Promotion of healthy lifestyles through nutrition education & deworming



Priority areas

Health promotion

- Process of enabling educators & learners to increase control over their health & its determinants, thereby improving & promoting their overall health & wellbeing
- Address risk & protective factors
- Examples SRH, substance use, personal hygiene & environmental health, health screening
- Provision of information & health education to school communities
- Supporting educators in responding to the health needs of learners



Priority areas

Infrastructure, water & sanitation

- Provision & maintenance of habitable & appropriate physical school structures
- Examples incl. classrooms, library, administration areas, adequate toilets, clean & consistent water supply including safe drinking water, playgrounds, sports & catering facilities & a sick bay
- Physical environment should be accessible for learners & educators with disabilities
- Water & sanitation fundamental determinants of health & wellbeing & marker of development



Priority areas

Social welfare services

- Role of schools & educators in the implementation of child care & protection legislation & in promoting access to social welfare services, enabling documents & grants
- Legal obligation to report:
 - cases of physical abuse, sexual abuse or neglect
 - incidences of child labour
 - Notify DSD of children receiving CSG not attending school
- Educators must be skilled to identify vulnerable children
- SBSTs must build a network of service providers



Priority areas

Psychosocial support

- Defined as a "continuum of C&S by which children, families, service providers & the community can influence children's social environment & individual capacities for both individual benefit & community societal development"
- Provided in response to the emotional, mental & social needs of learners & educators
- Arises from traumatic events such as extreme poverty, illness or death of parents
- Manifest in depression, behavioural difficulties, withdrawal, psychiatric behaviour, extended or repeated absenteeism failure at school



Priority areas

Safety & protection

- Schools must be safe & protective environments
- Physical environment must be free of all forms of injury, violence & physical abuse
- Achieved through fencing, security gates, developing a code of conduct
- Also refers to the psychological & emotional safety - stigma, discrimination, bullying & sexual harassment



Priority areas

Curriculum support

- Creation of a learning environment that reflects diversity & creates experiences that acknowledge learning rates, levels & styles
- Curriculum should be tailored to meet the needs of those experiencing barriers to learning & those who have high levels of ability
- Develop teacher skills in curriculum differentiation, alternative assessment strategies, use of assistive devices, life skills education, SIAS & referral mechanisms & learner support programmes



Priority areas

Co-curricular support

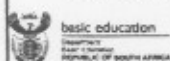
- Support & augment curriculum implementation in & outside of school
- Promote physical, social & emotional health & wellness of learners
- Examples include peer education programmes, homework assistance programmes, social & drama clubs & sport-related activities
- All schools are required to have facilities for at least one extra-curricular sporting activity for boys and girls



Priority areas

Material support

- Provision of resources or services to address material or financial barriers
- Establish no-fee schools & institute fee exemptions for vulnerable children
- Provide LTSM, assist with uniforms, to access assistive devices, provide transport or accommodation if no school is available within reasonable walking distance



Conclusion

- C&S within education is not an end in itself
- Value & impact must be measured by contribution to educational outcomes
- Multiple manifestations of vulnerability needs multi-stakeholder partnerships
- Delivery of C&S in the education environment is complex
- Framework brings conceptual clarity to the approach of the DBE to C&S
- Must be applied equally by stakeholders working in & through schools