



GOVERNMENT OF ESWATINI
Ministry of Education and Training

**CARE AND SUPPORT FOR TEACHING AND
LEARNING**

NATIONAL MODEL OF THE KINGDOM OF ESWATINI

**A Road Map for Mainstreaming Care and Support for Teaching
Learning through the Education System**

June 2019



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Acronyms and abbreviations

ACRWC	African Charter on the Rights and Welfare of the Child
CESCR	Covenant on Economic, Social and Cultural Rights
CRC	Convention on the Rights of the Child
CSTL	Care and Support for Teaching and Learning
DPMO	Deputy Prime Minister's Office
ECCE	Early Childhood Care and Education
EMIS	Education Management Information Systems
ESA	Eastern and Southern Africa
ESA	Eastern and Southern Africa
ETGPS	Education Testing Guidance Psychological Services
FPE	Free Primary Education
INSET	In-service education and training
ITGSE	International Technical Guidance on Sexuality Education
ITGSE	International Technical Guidance on Sexuality Education
LSE	Life Skills Education
LSE	Life Skills Education
LTSM	Learning and teaching support material
MoET	Ministry of Education and Training
NCU	National Coordinating Unit
NETSP	National Education Sector Policy
NETSP	National Education and Training Sector Policy
PS	Principal Secretary
PSHACC	Public Sector HIV/AIDS Coordination Committee
PTA	Parent Teacher Association
RCU	Regional Coordinating Unit
SACMEQ	Southern and Eastern African Consortium for Monitoring Educational Quality
SADC	Southern African Development Community
SCCS	Schools as Centres of Care and Support
SDGs	Sustainable Development Goals

Foreword

The Ministry of Education and Training is committed to ensuring that transformative measures are undertaken to provide an enabling teaching and learning environment that overcomes all barriers, which may be social, economic, cultural and pedagogical. The CSTL National Model is in response to International, Regional, and National Frameworks as well Protocols and Treaties that the country is signatory to. These frameworks include the Southern African Development Community (SADC), Care and Support for Teaching and Learning (CSTL) initiative, the United Nations Sustainable Development Goals, Africa's Development Agenda 2063 and the National Development Strategy of 1999 (Vision 2022).

The Ministry of Education and Training policy directives advocate for an inclusive teaching and learning environment. This is to embrace care, diversity and a comprehensive multi-sectoral response in mitigating the myriad challenges that the sector faces. The Ministry intends to mitigate

these challenges by mainstreaming CSTL. Initially, CSTL was known as Schools as Centres of Care and Support (SCCS), whose objective was to response the impact of HIV and AIDS as well as poverty. SCCS was a Primary School-based Programme, hence a need to upscale it throughout the education system. It is in light of these imperatives that the Ministry of Education and Training has developed the CSTL National Model, whose objective is to ensure mechanisms that relate to coordination, integrated information management, monitoring, evaluation and reporting systems.

I would like to extend the Ministry of Education and Training's appreciation to UNICEF for the long standing technical and financial support towards developing this National Model. The Ministry is also indebted to all the stakeholders who contributed their ideas towards the development of the Model. This Model will be operationalized by the already developed CSTL handbook.

SIGNED

Lady Howard-Mabuza

HON. MINISTER FOR EDUCATION AND TRAINING

Executive summary

Care and Support for Teaching and Learning (CSTL) is a regional initiative adopted by the Member States of the Southern African Development Community (SADC). It is a vehicle to advance their shared sustainable, inclusive development agenda through the education sector. The initiative and associated vision, goal, objectives and responsibilities are captured in the *SADC Policy Framework on Care and Support for Teaching and Learning* which was endorsed by all SADC ministries of education in 2015.

The United Nation's Sustainable Development Goals (SDGs), Africa's Development Agenda 2063 and the Kingdom of Eswatini's own National Development Strategy identify inclusive, quality education as the engine that will drive sustainable development. The education system is tasked with ensuring the inclusion of all children, especially the most vulnerable, and ensuring that they receive a quality education that prepares, enables and empowers them to become active and engaged citizens, and in so doing, drive the social, economic, cultural and civic growth and development of the Kingdom of Eswatini.

The challenge for the education system is to overcome the many barriers vulnerable children and their families face in accessing quality education. These barriers must be permanently overcome in every family, school and community to ensure universal access to quality education to build the developmental foundations of the country.

Through its endorsement of the SADC CSTL Policy Framework, the Ministry of Education and Training (MoET) has committed to transform every school in the country into a CSTL school. It is a statement of commitment to take a number of transformative measures to enable, empower, and capacitate every school in the Kingdom of Eswatini to become a CSTL school. That is to say, a school that identifies vulnerable children and families and provides an enabling and supportive teaching and learning environment that overcomes the barriers they face in accessing quality education.

The barriers vulnerable children face are diverse. They include social, economic, cultural and pedagogic barriers. Creating a caring, supportive and inclusive teaching and learning environment in every school requires an equally diverse, comprehensive and multi-sectoral response. It requires a nation-wide commitment as well as the commitment of the whole education sector to take concrete measures to achieve the equity goals and objectives of CSTL. It requires a whole-sector commitment to mainstreaming care and support for teaching and learning: from curriculum, through to infrastructure, to human resourcing, to the governance and accountability of schools and the MoET. Moreover, it requires government-wide commitment and action. The education sector cannot make and sustain all schools as CSTL spaces without the active support, resources and action by many other ministries, development and civil society partners.

The MoET has, in its capacity as coordinating lead of CSTL, developed this National CSTL Model which provides a common road map for all role players on the shared goals, commitments, roles and responsibilities that must be fulfilled to achieve the shared CSTL goals.

The National Model has been developed to align with and advance current rights-based developmental imperatives, including the SADC CSTL Policy Framework specifically to respond to the unique Eswatini context. It therefore identifies the current imperative and identifies the country's most vulnerable children, the specific educational barriers they face and the required responses. In doing so, the National Model recognises and builds on the history of CSTL in the country and progress made to date. It has been developed taking into account the lessons learned from the Kingdom of Eswatini's past experience as well as the experiences of other SADC Members States. It builds on the rich CSTL history in the region to provide an effective, national coordinated planning framework that aligns with

current rights-based developmental imperatives and mandates, that recognises and addresses challenges experienced in past initiatives, and that harnesses best practices, strengths and opportunities that are a legacy of the work done by the SADC Member States in their CSTL journey.

The National Model is made up of the following chapters that set out the CSTL rationale, mandate, and operational guidance for government- and sector-wide prioritisation and mainstreaming of appropriate supportive services to overcome educational barriers excluding vulnerable children:

1. The international, regional and national CSTL policy context, imperatives and mandate, and the associated CSTL commitments and responsibilities of the government of the Kingdom of Eswatini.
2. The historical response by the Kingdom of Eswatini and other SADC Member States, progress made, remaining critical challenges, and lessons learned for the stronger and more effective systematisation of CSTL to ensure the identification and educational inclusion of all vulnerable children in every school in the country.
3. The National CSTL model:
 - a. Purpose, vision, goals and objectives
 - b. Principles
 - c. The essential CSTL pillars or building blocks required to respond to educational barriers and challenges in the Kingdom of Eswatini, including a description of the relevant pillar, its associated goal, minimum outcomes or standards in respect of each of the pillars, and indicators of progress in establishing the relevant pillar
 - d. The CSTL role players responsible for establishing and maintaining CSTL schools across the country
 - e. The institutional arrangements that will be established to ensure effective coordinated action for the universalization of CSTL in all schools to ensure attainment of the CSTL vision and goals in the Kingdom of Eswatini.
 - f. Sector-wide planning, monitoring and reporting processes to ensure systematic CSTL-sensitive planning, implementation, and the measurement of and reporting on progress against CSTL goals and objectives at a national, regional and school levels.

Introduction

Background to the CSTL National Model

Care and Support for Teaching and Learning (CSTL) is a Southern African Development Community (SADC) initiative. Its rationale, vision, goal, objectives and responsibilities are captured in the *SADC Policy Framework on Care and Support for Teaching and Learning* which was endorsed by all SADC ministries of education in 2015.

Through their endorsement, the ministries of education, including the Kingdom of Eswatini's Ministry of Education and Training (MoET) have committed:

To realise the education rights of vulnerable children and youth in the SADC region by ensuring that schools are inclusive centres of learning, care and support where every learner, especially the most vulnerable, have access to quality education.¹

The underlying rationale for the Policy Framework is to accelerate the universalization of quality education for all children, especially the most vulnerable to lay the foundations for achieving the country's and the region's rights-based, sustainable development goals.

The CSTL Policy Framework provides a vehicle for building the foundations of sustainable development – social, economic and civic inclusion. Achieving lasting development of the SADC nations and region depends on whether the Member States can permanently eradicate poverty and inequality. This will only be achieved if the most vulnerable children and families, who have remained trapped in an inter-generational cycle of poverty and sustained the high levels and patterns of inequality characteristic of the region, are enabled and empowered to escape their circumstances. This in turn will only be achieved if the most vulnerable children all receive a quality education that prepares, enables and empowers them to become active participants in the social, economic, cultural and civic life of the Kingdom of Eswatini, and in so doing, drive the sustainable growth, prosperity and peace of the country and region.

Therefore, the United Nation's Sustainable Development Goals (SDGs), Africa's Development Agenda 2063 and the Kingdom of Eswatini's own National Development Strategy identify inclusive, quality education as the engine that will drive sustainable development. The education system is tasked with ensuring the inclusion of all children, especially the most vulnerable, and ensuring that they receive a quality education that prepares, enables and empowers them to become active and engaged citizens, and in so doing, drive the development of the Kingdom of Eswatini.

The challenge for the education system is to overcome the many barriers vulnerable children and their families face in accessing quality education. The barriers vulnerable children in the SADC region face are common, long-standing and diverse. They include social, economic, cultural and pedagogic barriers which, as depicted in figure 1 below, co-occur and intersect to create a high risk of educational exclusion – a failure to enroll, attend, participate and achieve to their full potential, and drop out of school – amongst historically vulnerable groups of children in the SADC region.

¹ *SADC Policy Framework on Care and Support for Teaching and Learning*

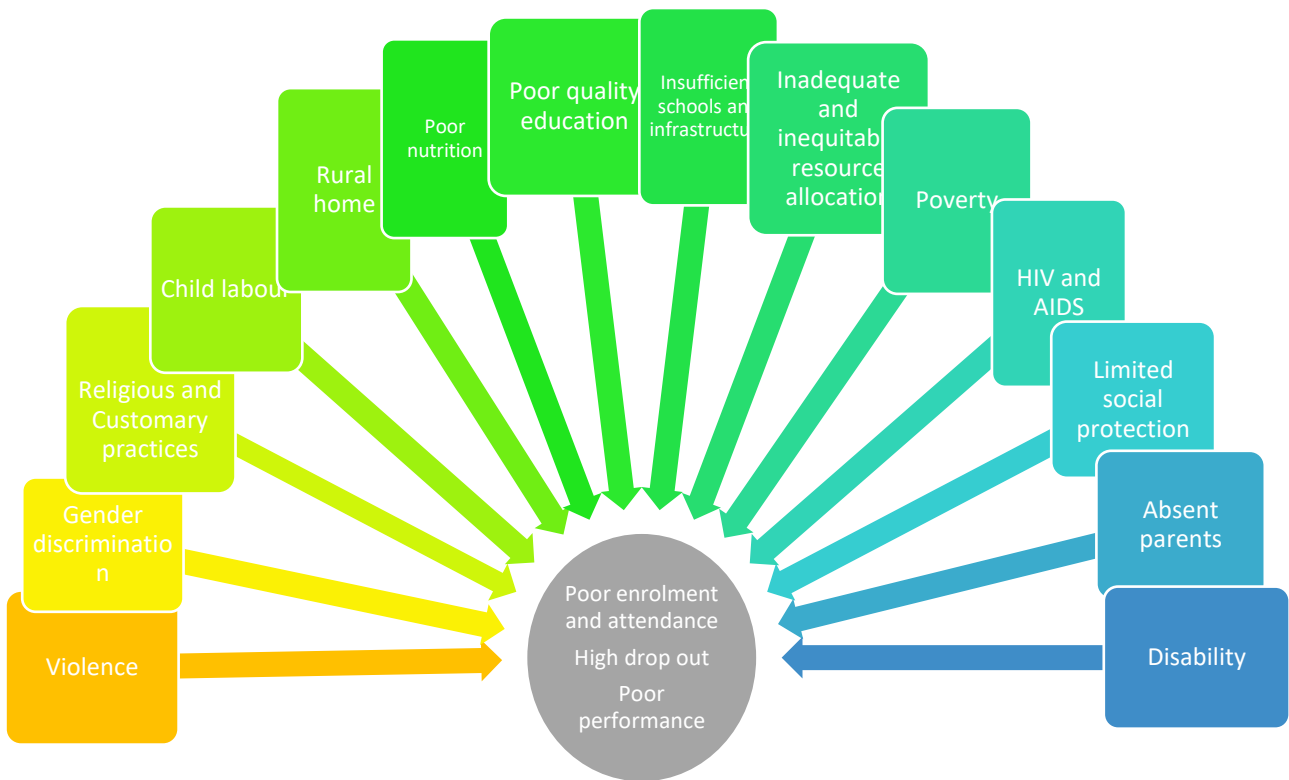


Figure 1: Common intersection barriers to education experienced by vulnerable children in the SADC region

The objective of the Policy Framework is to ensure that the education systems of all Member States recognise and address this suite of common educational barriers through the provision of a coordinated multi-sectoral package of services at every school.

The endorsement of the SADC CSTL Policy Framework constitutes a commitment by the MoET to make every school in the country an inclusive CSTL school. That is to say, a school that identifies vulnerable children and families and provides a package of services that will create an inclusive, enabling and supportive teaching and learning environment that overcomes the barriers that exclude vulnerable children.

The CSTL vision is that education rights of all children, especially the most vulnerable, are realised through all schools as sites of inclusive care and support for teaching and learning.

The CSTL goal is that all schools are supported through the education system to serve as sites for the sustainable provision of a comprehensive package of learner support CSTL services.

To achieve the CSTL vision and goal requires a nation-wide commitment as well as the commitment of the whole education sector to take appropriate concrete measures to make every school in the Kingdom of Eswatini a CSTL school. It requires a whole-sector commitment to mainstreaming care and support for teaching and learning: from curriculum, through to infrastructure, to human resourcing, to the governance and accountability of schools and the MoET. Moreover, it requires government-wide commitment and action. The education sector cannot make and sustain all schools as CSTL spaces without the active support, resources and action by many other ministries, development and civil society partners.

The purpose of CSTL is to provide a rights-based, coordinating framework for realising the vision and goals. CSTL is not a project, policy or programme. It is a sector-wide coordinating framework or tool for directing and supporting sector-wide coordinated planning, implementation and monitoring and evaluation of interventions that recognise and address education barriers faced by vulnerable children.

The MoET has committed, through its endorsement of the SADC CSTL Policy Framework to systematize CSTL as a national developmental priority and mainstream it as a sector-wide priority. It has committed to provide leadership of the initiative and establish the necessary coordination, planning and monitoring mechanisms to ensure that CSTL is mainstreamed as a government- and sector-wide priority. It has committed to ensuring that all role players – in the education and supporting sectors, government and non-government role players - understand their role in addressing education barriers and plan differently to make their responsibilities a reality. It has committed to ensuring that all role players adopt a CSTL-lense to their planning so that their programmes, resources, infrastructure and accountability measures drive the shared CSTL goal: Universalization all schools as inclusive sites of care and support for teaching and learning.

The MoET has developed this National CSTL Model as a statement of the Kingdom of Eswatini's commitment to the SADC CSTL Policy Framework. It mandates all relevant role players to work towards achieving the CSTL vision, goals and objectives and provides a road map for all role players. It provides guidance and direction on their respective roles and responsibilities that must be fulfilled to make every school in the Kingdom of Eswatini a CSTL school, as well as the institutional arrangements that must be in place to ensure coordinated mainstreaming of CSTL services and support in all schools in the Kingdom of Eswatini.

Intention and structure of the National Model

CSTL is a road map for mandating and guiding the advancement of the Government of the Kingdom of Eswatini's rights-based sustainable and associated CSTL commitments and priorities, and effectively achieving CSTL goals and objectives through context-specific responses that will effectively address the educational inclusion of vulnerable children in the country.

CSTL is not new to the Kingdom of Eswatini. It was one of the initial CSTL pioneers in the region and played a leading role in advocating for the development and adoption of a regional, systematic and comprehensive solution to vulnerable children through the education system. It has developed and implemented innovative responses for the past decade or more. These measures were however designed and implemented before the endorsement of the SADC Policy Framework and the ratification of the current Sustainable Development Agenda and Africa's Agenda 20163. As such, the current CSTL programme is out of alignment with the governing legal and developmental CSTL imperatives and required strategies.

The National Model has been developed to align with and advance current rights-based developmental imperatives, including the SADC CSTL Policy Framework specifically to respond to the unique Eswatini context. It therefore identifies the current imperative and identifies the country's most vulnerable children, the specific educational barriers they face and the required responses. In doing so, the National Model recognises and builds on the history of CSTL in the country and progress made to date. It has been developed taking into account the lessons learned from the Kingdom of Eswatini's past experience as well as the experiences of other SADC Member States. It builds on the rich CSTL history in the region to provide an effective, national coordinated planning framework that aligns with current rights-based developmental imperatives and mandates, that recognises and addresses challenges experienced in past initiatives, and that harnesses best practices, strengths and opportunities that are a legacy of the work done by the SADC Member States in their CSTL journey.

The National Model is thus made up of the following chapters with a view to providing the required CSTL rationale, mandate, and operational guidance for government- and sector-wide prioritisation and mainstreaming of appropriate supportive services:

4. The international, regional and national CSTL policy context, imperatives and mandate, and the associated CSTL commitments and responsibilities of the government of the Kingdom of Eswatini.
5. The historical response by the Kingdom of Eswatini and other SADC Member States, progress made, remaining critical challenges, and lessons learned for the stronger and more effective systematisation of CSTL to ensure the identification and educational inclusion of all vulnerable children in every school in the country.
6. The National CSTL model:
 - a. Purpose, vision, goals and objectives
 - b. Principles
 - c. The essential CSTL pillars or building blocks required to respond to educational barriers and challenges in the Kingdom of Eswatini, including a description of the relevant pillar, its associated goal, minimum outcomes or standards in respect of each of the pillars, and indicators of progress in establishing the relevant pillar
 - d. The CSTL role players responsible for establishing and maintaining CSTL schools across the country
 - e. The institutional arrangements that will be established to ensure effective coordinated action for the universalization of CSTL in all schools to ensure attainment of the CSTL vision and goals in the Kingdom of Eswatini.
 - f. Sector-wide planning, monitoring and reporting processes to ensure systematic CSTL-sensitive planning, implementation, and the measurement of and reporting on progress against CSTL goals and objectives at a national, regional and school levels.

Chapter 1: The CSTL policy context and sectoral commitments

1.1 The rights-based sustainable development agenda: Education as a critical enabler

The Government of the Kingdom of Eswatini has committed as a member of a global, regional and sub-regional communities to achieving rights-based sustainable development. It has, along with the rest of the world, committed to invest in measures to end to poverty and inequality and achieve and sustain inclusive social and economic prosperity, peaceful democratic societies and good governance that benefit all people, especially historically marginalised families and communities.

The Kingdom of Eswatini has ratified and endorsed a number of children’s rights and development instruments that obligate it to guarantee that every child, especially the most vulnerable, accesses and completes quality education. These instruments further provide direction on the strategies and measures it must adopt to ensure that all children, especially the most vulnerable, are guaranteed access to quality education.

The United Nation’s Sustainable Development Goals (SDGs), Africa’s Development Agenda 2063 and the Kingdom of Eswatini’s own National Development Strategy recognise that sustainable development depends on the realisation of human rights, especially the right of the most vulnerable communities. The current development agenda is thus fundamentally rights-based – and the right to education is critical to its success. All development instruments identify inclusive, quality education, as guaranteed and defined by the United Nation’s Convention on the Rights of the Child, the African Charter on the Rights and Welfare of the Child and the Covenant on Economic, Social and Cultural rights, amongst others, as the engine that will secure and sustain development.

Achieving development goals depends on the inclusion of historically marginalised populations so that they may become active participants and drivers of the economic, social, cultural and political development of the country in a context of peace, security and good governance. This in turn is dependent on the participation of all, especially the most vulnerable, in quality education that results in the development of their knowledge, competencies and capacities to be active and fully engaged citizens in all aspects of modern society.

Table 1: Summary of rights and development instruments and education as a critical enabler and imperative

Development and rights instruments and their identification of inclusive, quality education as a key enabler and development imperative	
Instrument: Transforming our world: the 2030 Agenda for Sustainable Development ²	
Goals	Education imperatives

² United Nations General Assembly. September 2015. Geneva. Switzerland

<p>By 2030:</p> <ul style="list-style-type: none"> • End poverty and hunger everywhere and to combat inequality • Build peaceful, just and inclusive societies • Protect and promote human rights and equality • Create the conditions for sustainable, inclusive and sustained economic growth, shared prosperity and decent work <p>Through the realisation of 17 Sustainable Development Goals (SDGs).</p>	<p>The education sector is tasked with, and accountable for Goal 4: Ensuring inclusive and equitable quality education and lifelong learning opportunities and the following targets by 2030:</p> <ol style="list-style-type: none"> 1. All boys and girls have access to quality early childhood development (ECD), care and pre-primary education so that they are ready for primary education 2. All boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes 3. Gender disparities are eliminated and equal access to all levels of education for the 4. vulnerable, including persons with disabilities and children in vulnerable situations is guaranteed 5. All learners acquire the knowledge and skills needed to promote sustainable development 6. Education facilities are built and upgraded to child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments 7. The supply of qualified teachers is increased.
<p>Instrument: African Union’s Agenda 2063: The Africa we Want³</p>	
<p>Goals</p> <p>By 2063, collective action by Member States shall secure:</p> <ol style="list-style-type: none"> 1. A prosperous Africa based on inclusive growth and development 2. A peaceful and secure Africa 3. An Africa with a strong cultural identity, common heritage, values and ethics, 4. An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children. <p>It shall be a prosperous continent with the means and resources to drive its own development with sustainable long-term stewardship of its resources, and where:</p> <ol style="list-style-type: none"> 1. African people have a high standard of living and quality of life, sound health and well-being 2. Well-educated and skilled citizens and no child misses school due to poverty or any 	<p>Education imperatives</p> <p>The realisation of Africa’s 2063 agenda is dependent on the empowerment of Africa’s children through the full realisation of their rights as set out in the ACRWC, including and especially their right to education.</p> <p>Equality of educational opportunities is central to Africa’s Agenda 2063. Member States are duty bound, by 2063 to:</p> <ol style="list-style-type: none"> 1. Expand universal access to quality early childhood, primary and secondary education; and 2. Expand and consolidate gender parity in education; 3. Strengthen technical and vocational education; and 4. Support young people as drivers of the African Renaissance through investments in their health, education and access to technology, opportunities and capital.

³ <http://www.un.org/en/africa/osaa/pdf/au/agenda2063.pdf>

<p>form of discrimination</p> <p>3. Africa’s human capital will be fully developed as its most precious resource through sustained investments in universal childhood development and basic education.</p>	
<p>Instrument: Africa’s Agenda for Children 2040: Fostering and Africa Fit for Children</p>	
<p>Goals</p>	<p>Education Imperatives</p>
<p>Africa’s Agenda for Children 2040 provides a continental framework for giving effect to Africa’s Agenda 2063’s recognition that young people, children must be the drivers of Africa’s Renaissance; that securing future progress, peaceful co-existence and welfare lies in their hands. It further mandates that enabling and empowering children to drive Agenda 2063 their full potential must be developed through the recognition, protection and realisation of their rights, as protected by the ACRWC, including and especially their right to education.</p>	<p>Africa’s Agenda for Children requires that by 2040, the rights of all children, especially the most vulnerable must be realised as a developmental imperative.</p> <p>Specifically, by 2040 every child will benefit fully from quality education because education is central to enhancing a child’s full potential. “The lack of an education is a life sentence of poverty and exclusion. Education is a key component of Africa’s development agenda.” All impediments to education for excluded children must be identified and addressed and by 2040:</p> <ol style="list-style-type: none"> 1. Pre-school education will be prioritised and increasingly made compulsory for all children 2. Every child will start and complete primary education 3. Primary and secondary education is free, without hidden costs impeding access 4. Children with learning, mental and physical impairments will be included and given the necessary support to complete primary and secondary education 5. Boys and girls will have equal educational opportunities 6. Gender sensitive responsive learning environments will be established comprising facilities, materials and rights-based curricula 7. Teachers will be adequately qualified well-trained and motivated 8. All schools will be safe places with adequate facilities conducive to effective learning, and respectful of learners’ dignity 9. Sport infrastructure will be available at schools 10. Schools will provide universal access to affordable information, communication and technology devices, content and connectivity and integrate these into teaching and the curricula 11. Rights-based curricula with common features and standards are developed aimed at critical thinking and leadership, and exposing the values of integrity, accountability and transformative

	<p>citizenship</p> <p>12. Education prepares children for change and equips them to be change agents</p> <p>13. Every child knows his rights and responsibilities</p> <p>14. All children acquire the knowledge and skills needed to promote sustainable development</p>
The National Development Strategy of the Kingdom of Eswatini⁴	
Goals	
<p>By the Year 2022, the Kingdom of Swaziland will be in the top 10% of the medium human development group of countries founded on sustainable economic development, social justice and political stability.</p> <p>It aims to do so by ensuring that the conditions necessary for achieving the vision are created and sustained through collective and harmonised government-wide action.</p>	<p>Education imperatives</p> <p>places the education sector at the centre of creating the enabling conditions necessary for sustainable development.</p> <p>The National Development Strategy recognises that the meaningful inclusion of all children in quality education, especially the most vulnerable and marginalised is key to national and regional sustainable development, social justice and political stability. Education is therefore the third Focal Area in Eswatini's 2013-2018 Programme of Action.⁵</p> <p>The education sector is mandated to ensure universal access to quality education for all people in Eswatini so that they acquire the knowledge, skills, competencies and capacities to be active, engaged participants in and drivers of social, economic and cultural development of peaceful and democratic societies governed by competent states. Importantly, it is duty-bound to ensure the meaningful inclusion of the most vulnerable and historically marginalised in quality education: A precondition not only for sustainable, but also inclusive development, social justice, political stability and good governance.</p>
Instrument: The National Education and Training Sector Policy (NETSP) 2018	
Goal	
<p>The Kingdom of Eswatini's education sector policy has embraced is equity-focused responsibilities.</p> <p>Its vision is: To ensure equitable access to inclusive, life-long quality education and training for all Swazi citizens, through sustained</p>	<p>Education imperatives</p> <p>The education sector has committed and is obligated to achieve the following equity-focused objectives towards realisation of its goal:</p> <p>1. To develop an inclusive education system that recognises and addresses barriers to learning and accommodates a diverse range of learning needs;⁷</p>

⁴ National Development Strategy <http://www.snat.org.sz/New%20Page/The-National-Development-Strategy.pdf>

⁵ Swaziland Government Programme of Action for the year 2014 – 2018.

http://suedafrika.ahk.de/fileadmin/ahk_suedafrika/SADC_Info/Swaziland_Government_Programme_of_Action_for_the_Year_2014-2018.pdf Page 8

<p>implementation and resourcing of a comprehensive education and training policy.⁶</p> <p>The sector's goal is: To produce an enlightened and participant citizenry that has the skills and the knowledge to contribute positively to economic and social development. Each learner is a unique individual who needs a secure, caring and stimulating atmosphere in which to grow and mature emotionally, intellectually, spiritually, physically and socially. Every learner has the potential to bring something unique and special to the world.</p>	<ol style="list-style-type: none"> 2. Ensure that all learners (including OVCs) access and complete basic education and progress to senior secondary irrespective of gender, race, culture, life circumstances, health status, disability, impairment, capacity to learn, level of achievement, financial status or any other circumstance; 3. Ensure education contributes to sustainable development; and 4. Ensure general education produces contributing citizens through its curriculum.⁸
<p>Children's rights instruments</p>	
<p>Instrument</p> <ul style="list-style-type: none"> • Convention on the Rights of the Child (CRC) • African Charter on the Rights and Welfare of the Child (ACRWC) • Covenant on Economic, Social and Cultural Rights 	<p>Education imperatives</p> <p>All the development and sectoral policies recognise that sustained development depends on realising children's rights as guaranteed by all relevant rights instruments.</p> <p>They depend on recognition, protection, promotion and realisation of the education rights of all children, especially the most marginalised, as well as the associated rights necessary for full and equal enjoyment of their right to education, including the rights to:</p> <ol style="list-style-type: none"> 1. Early childhood development 2. Food and nutrition 3. Health 4. Safety and security 5. Social security 6. Social welfare services; and 7. Participation.

1.2 The education sector's rights-based sustainable development responsibilities

The current rights and development context identify inclusive, quality education as key to achieving and sustaining economic prosperity, social stability, democracy, peace and good governance. Sustainable development across all these spheres depends on an inclusive, high quality education system. It depends on the ability of schools to build a strong nation of active and engaged citizens who are motivated, empowered and capacitated to drive and sustain development of the SADC nations. Importantly, it depends on the ability of schools to reach the most vulnerable children and families and ensure they have an equal opportunity to high quality education so that they are guaranteed an equal opportunity to participate in, and drive the development of their families, communities and countries.

⁷ NETSP and the Swaziland National Curriculum Framework for General Education 2018

⁶ The National Education and Training Sector Policy 2018

⁸ Swaziland National Curriculum Framework for General Education 2018

The education system is thus tasked with ensuring the inclusion of all children, especially the most vulnerable, and ensuring that they receive a quality education that prepares, enables and empowers them to become active and engaged citizens, and in so doing, drive the social, economic, cultural and civic development and peace and prosperity of African countries, including the Kingdom of Eswatini.

The education sector, notably the education ministries, is obligated and mandated to build strong foundations for development by creating the enabling conditions necessary for inclusive human development. It is specifically tasked with doing so through the systemic and permanent eradication of the many barriers vulnerable children and their families face in accessing quality education and ensuring they all enjoy access to high quality education that can build the developmental competencies and capacities required. These barriers must be permanently overcome in every family, school and community to ensure universal access to quality education to build the developmental foundations of the country.

1.3 The SADC CSTL Policy Framework: A vehicle for realising the education sector's responsibilities

The SADC CSTL Policy Framework provides a coordinated conceptual and planning vehicle for realising the SADC member states' education sector's sustainable development responsibilities. It is informed by the current rights-based development context and provides a mandate, road map and tool for the realisation of the SADC region's member states education imperatives. It recognises the education sectors' role as the engine of rights-based sustainable development and provides a regional road map for achieving shared inclusive education goals. It provides a mandate, as well as guidance and direction on common educational barriers and challenges that need to be addressed, proven solutions, required responses from the education system, and the mechanisms, structures, tools and enablers that must be in place to ensure the intended educational transformation. The Policy Framework is clear in the strategy required for achieving the goals: Mainstreaming of care and support for teaching and learning within the education system.

There is a long-standing recognition in the SADC region that vulnerable children experience multiple, often intersecting barriers to education, many of which are not within the mandate of the education sector to address. There have been many projects and programmes developed and funded over time to deliver some services and support to children through schools. This led to inefficiencies, duplication, fragmentation and inequities as some schools and some children benefited if they were lucky enough to be in the targeted population, but only for as long as the funds and programme or project lasted. The SADC CSTL Policy Framework intends to fundamentally change this historical approach which is inadequate to realise the education sector's inclusive development imperatives and responsibilities

The fundamental premise of CSTL is that, to achieve inclusive education and ultimately inclusive development, care and support must be universally available. It must be available through all schools to reach and benefit all vulnerable learners. Further, CSTL services and support should be consistently and sustainably available and of a quality necessary to effectively address the barriers in question. Securing universal, sustainable, high quality and effective CSTL services across all schools can only be achieved if the provision of care and support services is embedded in the education system; if it is mainstreamed across the system as a sector-wide imperative.

CSTL is a tool developed and adopted by SADC Member States to facilitate mainstreaming of equity-focused and inclusive education planning to advance the regions development goals. It is a vehicle for establishing education-led, coordinated intra and cross-sectoral planning to advance agreed inclusive education goals, objectives and outcomes. It provides a common framework of principles, objectives, and outcomes which inform sector-wide planning. It further

describes the partners and programmes that must be provided by sister-sectors and ministries to provide a comprehensive basket of services and support to address the complex, intersecting education barriers confronting vulnerable children. In addition, it prescribes and describes the institutional architecture to be established and maintained to ensure sustained, integrated and coordinated intra and extra ministerial collaboration to achieve the equity-focused development goals and responsibilities of the education sector.

It identifies common regional education barriers (identified in figure 1 above) and commits all SADC Member States to take action to ensure that every school become a site of care and support that addresses the identified barriers vulnerable children face in accessing quality teaching and learning. It further commits all ministries of education to systematise CSTL within the education sector to ensure universal and sustainable care and support through schools by mainstreaming CSTL as a sector-wide priority.

The rationale, logic, and the associated expectations of Member States are clear. CSTL is not a project or a programme, or indeed a new intervention. It is a sector-wide planning framework to ensure the education ministries lead a national, coordinated planning process to ensure universal and sustainable provision of an essential multi-sectoral package of care and support through schools to overcome common barriers to inclusive rights-based or teaching and learning, including:



Figure 2: CSTL Essential Package of Care and Support

1. Discrimination;
2. Poor quality education;
3. Inadequate infrastructure and teaching and learning resources
4. Inadequate teachers
5. Poverty
6. Poor health and malnutrition
7. Violence, abuse, neglect and trauma; and
8. Inadequate parental involvement.

1.4 The MoET's SADC CSTL Policy Framework commitments and responsibilities of the

The Policy Framework obligates education ministries to lead an equity-focused, coordinated planning process to ensure that existing policies and programmes are implemented in all schools to ensure that identified groups of commonly vulnerable children are guaranteed access to quality education, including:

- Children living in poverty
- Girl children
- Rural children
- Children affected by HIV and AIDS
- Children with disabilities

- Children who speak different home languages to the language of instruction in schools
- Older children who enter school later than the prescribed entry age
- Children living in conflict-affected communities; and
- The youngest children.

Through the endorsement of the Policy Framework education ministries have committed to systematise planning and provision of the CSTL essential package of care and support for teaching and learning depicted in figure 3.

The package is made up of services, support and institutional arrangements that constitute foundational CSTL pillars. They are the essential elements of CSTL deemed necessary to address common regional educational and institutional barriers that prevent vulnerable children's access to education and that prevent the systemic planning and provision of appropriate services across schools.

They include the following elements necessary to ensure that all schools become centres of care and support for teaching and learning for vulnerable. The CSTL package, as defined in the SADC Policy Framework includes the following components deemed necessary to prevent discrimination against vulnerable children and their resultant educational exclusion and support and ensure their meaningful inclusion:

- Curriculum support
- Teacher Development and Support
- Infrastructure
- Safety and protection
- Social and Welfare Services
- Psychosocial Support
- Water and Sanitation
- Health and nutrition support and services
- Nutrition
- Material Support
- Community involvement; and
- Leadership and structures at all levels of the education system to support coordinated planning and provision of the multi-sectoral package through schools.

The endorsement of the SADC CSTL Policy Framework constitutes a commitment by the MoET to make every school in the country an inclusive CSTL school. It is a statement of commitment to take several transformative measures to enable, empower, and capacitate every school in the Kingdom of Eswatini to become a CSTL school. That is to say, a school that identifies vulnerable children and families and provides an enabling and supportive teaching and learning environment that overcomes the barriers they face in accessing quality education.

Creating a caring, supportive and inclusive teaching and learning environment in every school requires a systematic, comprehensive and multi-sectoral response. It requires a nation- and education sector-wide commitment to take concrete measures to achieve the equity goals and objectives of CSTL.

The SADC CSTL Policy Framework's prescribed strategy achieving its goal of universal, sustained provisioning of the essential package of CSTL services in all schools is sector-wide mainstreaming. The CSTL initiative is premised on the systemic provisioning, through the education system, of a minimum and sustainable package of services to address key barriers to the inclusion of vulnerable children through every school in the country as a site of integrated and comprehensive care and support. The success of the CSTL initiative to drive population-level development and inclusion of all vulnerable children requires universalization of CSTL. It requires national coordinated and centralised

planning and accountability to ensure that every school in the Kingdom of Eswatini is mandated, enabled and supported to be a portal through which vulnerable children can access services and support that are necessary for equalised access to quality education.

This in turn requires whole-sector mainstreaming of care and support for teaching and learning: from curriculum, through to infrastructure, to human resourcing, to the governance and accountability of schools and the MoET. Moreover, it requires government-wide commitment and action. The education sector cannot make and sustain all schools as CSTL spaces without the active support, resources and action by many other ministries, development and civil society partners.

The only way the package of multi-sectoral services can be universalized and sustained from year to year to benefit all children is through systematisation of coordinated planning and provisioning of the CSTL package in the education system. It requires the mainstreaming of CSTL as the education sector's core business. The goal, objectives, priorities and provision of essential CSTL services and support must be embedded as a cross-cutting imperative across all the education system's platforms, including its:

1. Policies, plans and strategies
2. Services or programmes such as the curriculum
3. Human resources
4. Infrastructure
5. Budgets
6. Information management, monitoring, evaluation and reporting systems; and
7. Leadership management and coordination structures and tools.

The MoET has thus, through its endorsement of the SADC CSTL Policy Framework, committed to mainstream Care and Support for Teaching and Learning within the national education system to achieve its inclusive development goals.

This means that the education ministry has agreed to recognise and advance CSTL goals, objectives, priorities and services as a sector-wide cross-cutting imperative which will be embedded and advanced at all levels of the education system. The MoET has, through its endorsement of the CSTL Policy Framework committed to ensuring that CSTL will inform planning and provisioning and be reflected in the systemic platforms of all levels and divisions within the education system – as depicted in figure 3 below – to secure sustainable and universal provisioning of the essential CSTL package of services.

By endorsing the SADC CSTL Policy Framework, the MoET has undertaken to advance CSTL goals, objectives, priorities and services as a sector-wide cross-cutting

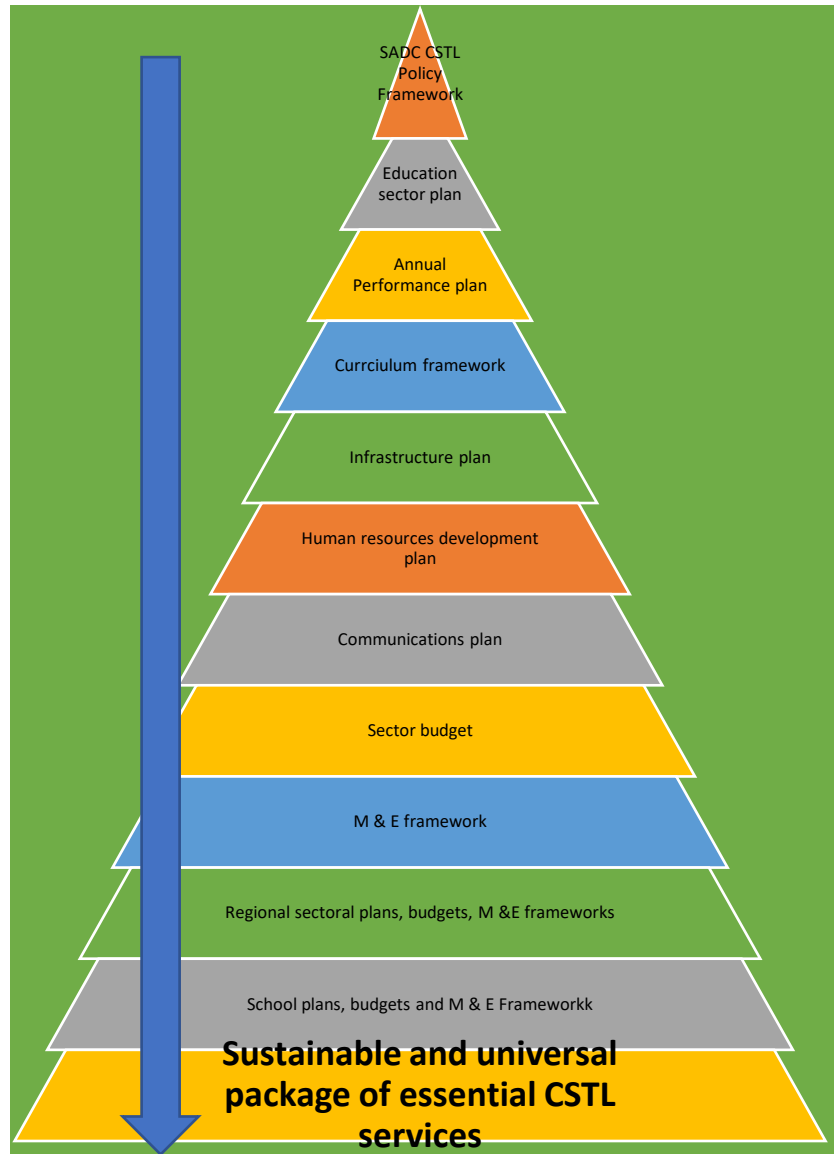


Figure 3: CSTL mainstreaming across the education sector planning continuum

The MoET has thus committed, through its endorsement of the SADC CSTL Policy Framework to systematize CSTL as a national developmental priority.

What does this mean?

It means it has committed to:

1. Provide leadership of the initiative and establish the necessary coordination, planning and monitoring mechanisms to ensure that CSTL is mainstreamed as a government- and sector-wide priority.
2. Ensuring that all role players – in the education and supporting sectors, government and non-government role players - understand the developmental imperatives of the education sector to ensure the meaningful inclusion of all vulnerable children by addressing educational barriers through schools.

3. Ensuring that they understand, fulfil and account for their respective roles in addressing education barriers by planning, resourcing, implementing and accounting differently to make their responsibilities a reality.

It has committed to ensuring that all role players adopt a CSTL-lense to their planning so that the their programmes, resources, infrastructure and accountability measures drive the shared CSTL goal: Universalization all schools as inclusive sites of care and support for teaching and learning.

As such, CSTL complements and supports the MoET's global, regional and national sectoral developmental imperatives and responsibilities as recognised and advanced through the National Education Training Sector Policy and Plan of 2018. CSTL provides a vehicle for operationalisation and advancing the NETSP's inclusive, equity-focused sector-wide planning imperative. It provides a vehicle for mainstreaming the provision of support services for vulnerable learners across the sector's full sectoral spectrum of the sector's departments, divisions and programmes to realise its equity-focused imperatives.

Chapter 2: Eswatini's historical response and remaining challenges

The Kingdom of Eswatini, alongside its SADC counterparts, has long recognised the centrality of education to improved and sustained socio-economic development and the urgency of reaching and including its most vulnerable and marginalised children in quality education. It has in fact been a regional leader over the past decade and more in the drive to develop adequately responsive interventions in and through the education system. These efforts have improved access to education for many vulnerable children in the Kingdom of Eswatini, but have not solved the problems of inequitable exclusions of the most vulnerable at the population scale required for education to realise its equalising potential and drive sustained, rights-based development of the country.

This chapter provides an overview of the current key educational challenges and identifies the vulnerable groups of children who remain at high risk of education exclusion. It further reviews the Kingdom of Eswatini's historical responses to the educational exclusion of vulnerable children. It does so with a view to identifying good practices and strategic opportunities, as well as the gaps and challenges in its responses that have contributed to the education sector's continued struggle with the identified educational exclusions and its failure to overcome the underlying barriers. It documents several responses by a number of partner SADC Member States that offer insight into how the Eswatini response may be strengthened to achieve the CSTL goal of systematisation of CSTL to universalise schools as sites of care and support for teaching and learning, and in so doing secure the meaningful inclusion and equalization of the educational and developmental opportunities of all vulnerable children.

Thereafter it provides a summary of the current vulnerable groups of children, the barriers they face and the underlying drivers of their exclusion, and the causes of the observed weaknesses in the education systems responses. It builds on this information to inform and document the required responses to address the challenges, gaps and weaknesses; that is to say, to identify the Kingdom of Eswatini's essential CSTL pillars.

2.1 Key educational challenges

The Kingdom of Eswatini has made significant strides in improving its enrolments rates, especially at primary school level, driven largely by the Free Primary Education (FPE) policy.

However, it continues to confront critical educational challenges, viewed against the country's inclusive development imperatives, including the following:^{9 & 10}

1. Late access to school. Many children continue to start school later than the prescribed age of entry and this starts a cycle of poor performance, high repetition, drop-outs and educational inefficiencies;
2. poor attendance and retention, especially in the more senior phases of education;
3. low levels of enrolment and participation in early education;

⁹ Ministry of Education and Training. Annual Education Census (AEC) report 2016.

¹⁰ Ministry of Education and Training. 2018. A study on out-of-school children in Eswatini

4. low transition rates from primary to secondary school, resulting in limited numbers of children completing senior secondary education;
5. high drop out rates due to, inter alia, pregnancy, school related violence, and lack financial resources;
6. high repetition rates at all levels of the system indicating poor learning outcomes;
7. inconsistent and inadequate quality and relevance of education to prepare children for the next phase of their education and ultimately be enabled and capacitated participants in, and drivers of a prosperous and sustainable economy and society; and
8. inequities in enrolment, attendance, retention, performance and quality of education based on factors such as geography, gender, health, and socio-economic status.

The last noted challenge constitutes a fundamental risk to, not only the attainment of the education-specific SDG's, but also the broader notion of inclusive development. Education is recognised as key to the inclusive and sustained development of a society. Exclusion from quality educational opportunities is often related to inequalities in society, with the marginalised and vulnerable at the greatest risk of educational, and therefore persistent social, economic and civic exclusion. Relationships “between education, inequalities and exclusion in today’s societies are highly complex and difficult to grasp. The patterns of inequalities and exclusion in broader society often shape the patterns of inequalities and exclusion in education. At the same time, exclusion in education can feed into social exclusion. Yet, education can also be a means for reducing inequalities and exclusion in society.”¹¹ In as much as educational exclusion is driven and shaped by patterns of social, economic and civic exclusion that mark society; it is equally able to change the patterns of inequality through changing the patterns of educational exclusion. Through the adoption of effective and targeted measures to equalise the educational opportunities of marginalised and vulnerable children, education has the power to create and sustain inclusive, just and peaceful societies. Equally so, a failure to address the drivers and associated patterns of educational exclusion will serve to entrench and perpetuate social and economic inequities.

“So a fair and inclusive system that makes the advantages of education available to all is one of the most powerful levers to make society more equitable.”¹² Ensuring the meaningful inclusion of vulnerable and marginalised children in education is critical to changing the historical patterns of exclusion which the SDGs and SADC development agenda demand. Therefore, CSTL must focus on systematically addressing the drivers of inequitable exclusions in education; and not just physical exclusion, but exclusion from meaningful access or quality education.

2.2 Vulnerable children in the Kingdom of Eswatini

Eswatini has, and continues to have a number of groups of children that are made additionally vulnerable to educational exclusion by prevailing socio-economic circumstances and orphanhood. High levels of poverty and inequality muted economic growth and development, high HIV-prevalence and poor access to basic services intersect to create groups of vulnerable children who are at a higher risk of exclusion from the services and support necessary to secure their rights to equality, survival and to develop to their full potential. In 2016 it was estimated that more than half of the child population (56,5%) experience multiple and often intersecting deprivations, including poor

¹¹ UNESCO. 2012. Addressing exclusion in education: A guide to assessing education systems towards more inclusive and just societies. <http://unesdoc.unesco.org/images/0021/002170/217073e.pdf>

¹² OECD. 2008. Policy Brief: Ten steps to equity in education. <https://www.oecd.org/education/school/39989494.pdf>

access to nutrition, health care, high levels of HIV and AIDS, poor access to education, early development, protection, water and sanitation and housing.¹³

The SDG goal is to reduce this proportion by 50 percentage points down to 28% by 2030. Whilst these deprivations coalesce to create identifiable vulnerable groups of children that are especially at risk of educational exclusion, it is these very groups that must be reached and included in education by addressing the multiple risk factors to achieve education's developmental potential and realise the SDG target.

Vulnerable groups include the following:

1. Children living in poverty. Poverty and income inequality levels are very high and have not reduced over the past five years. It is estimated that in 2016, 38% of the population lived in extreme poverty under the international poverty line of \$1.90, and 60% of the country's population live in poverty. Children, the elderly, the unemployed and female- and single-headed households bear the greatest poverty burden.¹⁴

Poverty and inequality are driven by a stagnant and declining economy and unemployment, which in turn is fueled by inadequate education of the working and emerging working population.¹⁵

Poverty not only excludes children because they cannot afford the cost of education, it also fuels children's participation in child labour and child marriages – two further leading causes of children's, especially girl children's exclusion from education. It is not only direct educational costs which impact on children's education. Poverty, along with customary acceptance of practices such as child labour and child marriages, are leading reasons for children dropping out of school.

2. Orphans and other children whose parents are absent. It is estimated that 20% of children in the Kingdom of Eswatini have lost one of both parents, largely due very high HIV and AIDS levels in the country.¹⁶ More than 15,000 households in the country are headed by children who raise their younger brothers and sisters by themselves. Orphans often fall into poverty and hunger, drop out of school, and become vulnerable to violence, rape and abuse. Chronic malnutrition affects 40 per cent of children.¹⁷
3. Children affected by HIV and AIDS. Whilst the number of people living with HIV and AIDS has declined, prevalence remains one of the highest in the world and the burden on households and the impact on education remains significant. In 2016 an estimated 27,7% of the population aged 15 – 49 were infected.¹⁸

¹³ The Government of the Kingdom of Eswatini. Ministry of Economic Planning and Development. 2017. Multidimensional child poverty in the Kingdom of Eswatini. UNICEF: https://www.unicef.org/esaro/UNICEF-Eswatini-2018-Multidimensional-Child_Poverty-in-the-Kingdom-of-Eswatini.pdf

¹⁴ The World Bank in Eswatini. <https://www.worldbank.org/en/country/eswatini/overview>

¹⁵ The World Bank in Eswatini. <https://www.worldbank.org/en/country/eswatini/overview>

¹⁶ The Government of the Kingdom of Eswatini. Ministry of Economic Planning and Development. 2017. Multidimensional child poverty in the Kingdom of Eswatini. UNICEF: https://www.unicef.org/esaro/UNICEF-Eswatini-2018-Multidimensional-Child_Poverty-in-the-Kingdom-of-Eswatini.pdf

¹⁷ Unicef Swaziland. <https://www.unicef.org/swaziland/children.html>

¹⁸ The Government of the Kingdom of Eswatini. Ministry of Economic Planning and Development. 2017. Multidimensional child poverty in the Kingdom of Eswatini. UNICEF: https://www.unicef.org/esaro/UNICEF-Eswatini-2018-Multidimensional-Child_Poverty-in-the-Kingdom-of-Eswatini.pdf

The impact of HIV and AIDS on children remains significant. Not only do children become ill, they also must bear the social and economic burden of illness or death of their parents or other caregivers or adults in their households. HIV and AIDS impacts negatively on educational. It is a cause of illness and death among parents and teachers. This contributes to increased teacher absenteeism, the insufficiency in the number of teachers, as well as higher levels of orphaning, all of which are associated with poorer educational outcomes. In addition, many children, particularly girls, are compelled to take on onerous domestic responsibilities when caregivers become ill and this impacts negatively on enrolment, attendance and completion rates.

4. Children affected by gender discrimination. Gender inequality is high in the Kingdom of Eswatini. It ranked 137 out of 188 in the Gender Inequality Index which stands at 0.566.¹⁹

Whilst gender parity has been achieved in primary enrolments, girls remain excluded. fewer girls participate in tertiary and vocational training, and fewer girls take subject such as maths and science.²⁰ The loss of girl children to the education system is a fundamental challenge as the evidence shows that education not only improves a girl's chance in life, it also improves the educational and development outcomes of her children.

5. Girls are at greater risk of exclusion for a number of intersecting social, economic and cultural reasons. In the context of high poverty levels, girls are at greater risk of commercial and sexual exploitation, high levels of unwanted early pregnancies, participation in child labour and early marriages. In 2017, nearly 20% of all married women in Eswatini were younger than 18 years.²¹ Teenage mothers are common in Eswatini and they are at great risk of educational exclusion. "Teenage pregnancy is a serious issue affecting school participation in Eswatini, constituting the most common reason for drop-out among girls from Grade 7."²²

In addition, traditional attitudes often translate into decisions to remove girls rather than boys from school when costs become prohibitive. Girls too bear a greater burden of domestic responsibilities in households living in poverty and where adults may be absent or ill, impacting on their attendance and performance at school. The risk of sexual abuse and harassment is common among girls on their way to school and once at school, and this deters their participation and performance. Within schools, inadequate sanitation facilities also serve to exclude girls once they reach puberty and start menstruating.

6. Learners with special education needs. In 2016, there were 108.807 learners in schools across all grades with either hearing, vision, learning, physical or other disabilities.²³ These numbers do not however reflect the true scale of the problem as there are many more - an unquantified number - of learners with disabilities that are not in schools.
7. Children living in rural areas. Children in rural areas experience multiple and intersecting vulnerabilities which impact negatively on their educational opportunities and outcomes. "Poverty, gender inequality, adult illiteracy, poor access to services, and child protection are worse in rural than in urban areas. Hunger and malnutrition are also more prevalent. Children in rural areas are 1.7 times more likely to be underweight than their urban

¹⁹ The Government of the Kingdom of Eswatini. Ministry of Economic Planning and Development. 2017. Multidimensional child poverty in the Kingdom of Eswatini. UNICEF: https://www.unicef.org/esaro/UNICEF-Eswatini-2018-Multidimensional-Child_Poverty-in-the-Kingdom-of-Eswatini.pdf

²⁰The Swaziland Education for all Review Report, 2000 - 2015

²¹ Ministry of Education and Training. 2018. A study on out-of-school children in Eswatini

²² Ministry of Education and Training. 2018. A study on out-of-school children in Eswatini. Page 46

²³ Ministry of Education and Training. Annual Education Census (AEC) report 2016 and consultations in Eswatini at end October 2018

counterparts. Child protection statistics are worse in rural areas where child labour is higher and almost twice as many rural girls marry before the age of 18.”²⁴

In Eswatini, children in rural areas (65,3%) experience higher levels of multidimensional poverty than in urban areas (22,8%). At the regional level, Shiselweni has the largest proportion of multidimensionally poor children (70.9 per cent) followed by Lubombo (67.5 per cent) and Hhohho (55.2 per cent). Manzini, on the other hand, has the lowest proportion of multidimensionally poor children (42.8 per cent).²⁵

2.3 The Kingdom of Eswatini’s historical response to exclusions of vulnerable children

2.3.1 The SCCS framework and the Inqaba model

As noted previously, the Government of the Kingdom of Eswatini has long-recognised the challenges experienced by the identified vulnerable groups. It has for many years, as a country and as a member of the SADC region, taken numerous steps under the leadership of the MoET towards implementing care and supportive services in schools in the country to address barriers and ensure the educational inclusion of vulnerable children.

It has, as a result of these measures, made progress in certain areas, but not others. More importantly, it has learned valuable lessons from its past experiences and from the lessons learned from its SADC partners responses in relation to the gaps and challenges in its responses, as well as appropriate remedial measures to strengthen and systematise the provision of care and support as a universal priority in all schools across the country. The history and lessons learned are described in the following sections of the National Model.

1. In 2005 the Kingdom of Eswatini hosted a meeting of SADC ministers of education to consider and develop a plan to provide the increasing number of children affected by HIV and AIDS with much-needed services and support. The meeting resulted in a SADC communique in terms of which SADC ministers agreed to harness their education systems to build safe and caring schools as sites of support for children affected by HIV and AIDS.
2. The MoET, together with Unicef and MiET Africa launched the Schools as Centres of Care and Support (SCCS) initiative in 2006 in 40 schools. It established a consolidated OVC fund with resources sourced from the ever-growing donor funding coming into the country for children affected by HIV and AIDS. It sought to ensure the more efficient and effective use of the consolidated funds through coordinated, multi-sectoral planning by all relevant stakeholders within the SCCS framework and through the coordination structures established in terms of the initiative.
3. The SCCS framework placed the national spotlight on and prioritised the adoption of several core measures to be pursued through the education system and/or schools to address key concerns affecting children affected by HIV and AIDS. The priorities were identified as the 7 core pillars of a SCCS school and were:
 - a. Protection and safety;
 - b. psycho-social support (to tackle the high levels of depression amongst children affected by HIV and AIDS);
 - c. food security;

²⁴ Miet Africa and SADC.2012. CSTL Regional Report: A Review of care and support for teaching and learning in the SADC region

²⁵ The Government of the Kingdom of Eswatini. Ministry of Economic Planning and Development. 2017. Multidimensional child poverty in the Kingdom of Eswatini. UNICEF: https://www.unicef.org/esaro/UNICEF-Eswatini-2018-Multidimensional-Child_Poverty-in-the-Kingdom-of-Eswatini.pdf

- d. health;
 - e. water and sanitation; and
 - f. HIV and AIDS, gender and life skills (aimed at tackling the high HIV prevalence rate amongst young people); and
 - g. quality teaching and learning.
4. The 7 pillars, their underlying rationale, required responses and role players responsible for the SCCS initiative were captured in a national policy document – the Schools as Centres of Care and Support Conceptual Framework, 2008.
 5. The 7 pillars were subsequently integrated as educational priorities in the National Education Policy of 2011, the National Plan of Action for Children (2011-2015) and the National Quality Service standards of 2011/12.
 6. Supporting materials and tools were developed to aid translation of the policy commitments into action at sector and school levels. These were aligned to the 2008 Conceptual Framework and included The School Management Guide: Inqaba Schools Programme, 2011 and a Minimum Service Package for each of the 7 pillars. The Inqaba guide served many of the functions of a national model. It was aimed at school leadership with the objective of schools developing annual school development plans and programmes that embed the 7 pillars. It introduced the concept of safe and caring schools; the goal and objectives; and conceptual and operational guidance on the 7 pillars, including their goals, minimum and optimal standards and indicators. The document was supported by practical operational tools such as self-assessment forms and indicators.
 - a. The goal of the Inqaba model: To reduce the impact of poverty and HIV and AIDS on children and their schools and communities by creating environments that are friendly, safe and conducive for learning.
 - b. The objective: To implement an inclusive, integrated school-based model of care and support in schools around Swaziland, which will cater for the essential service needs of all learners, particularly those of orphans and vulnerable children.
 7. Coordination structures were established, including a National Coordinating Unit, a Regional Coordinating Unit and School Support Teams to facilitate collective planning, resourcing, implementation and monitoring of the initiative.
 8. Select Inqaba indicators were embedded in the national Education Information Management System (EMIS).
 9. In 2015, the MoET endorsed the SADC Policy Framework on Care and Support for Teaching and Learning.
 10. The Ministry of Education has mandated the Guidance and Counselling Unit within the ministry to oversee CSTL across the sector.
 11. Care and Support for Teaching and Learning is included in the most recent National Education and Training Sector Policy, 2018 (no longer referred to as the SCCS Safe and Caring Schools Initiative) with a revised goal aligned to the SADC Policy Framework.
 - a. CSTL goal: To ensure that all education and training establishments create and sustain healthy, protective and secure learning environments, with the active involvement of parents, communities and other stakeholders, including alternatives to violent approaches to conflict resolution.

The Inqaba model, based on the SCCS concept has been rolled out using the Inqaba guide in primary schools across the country, and an evaluation has been conducted.²⁶

²⁶ Evaluation Report. Inqaba Schools. 2015

2.3.2 The next stage of CSTL: Domestication of the SADC CSTL Policy Framework

The MoET would now like to universalize CSTL across all phases of the general education system to advance the goals and objectives of the SADC CSTL Policy Framework in the country, and in so doing contribute to sustainable development of the SADC region.

It would like to build on the foundations it has laid and strengthen CSTL as a government-wide planning framework that is applied in all schools across Eswatini as a critical vehicle for enhancing the capacity of the education system to be the driver of sustainable and inclusive social and economic development.

It seeks to do so by, inter alia, consolidating and building on the lessons learned during the initial CSTL phase in Eswatini and similarly placed SADC Member States' and aligning its planning and provisioning with recent regional developments in the SADC CSTL architecture to:

1. Develop a revised and consolidated National CSTL model applicable to the whole of the education system, from pre-school through to senior secondary that is aligned to, and gives effect to the SADC CSTL Policy Framework;
2. Develop an operational guideline for planning, implementation and reporting to support piloting of CSTL at a selection of secondary schools. The guideline should include a statement of minimum outcomes and standards and a supporting framework of indicators to guide planning, provisioning and reporting on CSTL services to ensure coverage and quality such that CSTL achieves its intended objectives at this level; and
3. A training tool / aid for implementers at secondary schools, including head teachers, school support teams, educators, community members, parents and learners which provides information and concrete guidance on CSTL, what a CSTL secondary school looks like, and the roles of each in realising the CSTL vision in their schools.

The model that has evolved in the Kingdom of Eswatini is recognised as a best practice in the region and offers many valuable lessons in the CSTL journey. However, for various reasons, including its contextual origins and focus areas, the current model and documents exhibits several gaps and challenges that are likely to undermine effective mainstreaming of CSTL and achievement of the current SADC CSTL and National Education Sector Strategic Policy and Plan's (NETSP) inclusive education and development goals and objectives.

The Kingdom of Eswatini is committed to realising SADC Policy Framework and NETSP commitments and responsibilities. It has recognised the need for developing a revised National CSTL model for the whole general education sector (not just primary schools) that aligns with and advances the SADC Policy Framework and NETSP inclusive education and development goals and objectives.

It therefore initiated a process for the development of a revised National CSTL Model to support the education sector to achieve its internationally, regionally and nationally prescribed inclusive education and development responsibilities, goals and objectives.

Therefore, this revised National CSTL model has been developed to provide a consolidated planning framework for the whole general education sector to provide guidance for effective sector-wide mainstreaming of Care and Support for Teaching and Learning that:

1. Is aligned to the SADC CSTL Policy Framework
2. Is applicable to the whole general education sector and all schools across the country; and

3. Is informed by the lessons learned to date through the development and implementation of the Inqaba model and the experiences of other SADC Member States.

This national model will be supported by implementation guidelines and tools. They will be used to support and guide implementation in schools in a way that advances the aim of education and the development responsibilities of the education system.

2.4 Lessons learned informing the CSTL national model

Based on the experience of the Kingdom of Eswatini in the development and implementation of the Inqaba model and the experiences of other SADC member states in developing and implementing their CSTL National Models, the following observations have informed the design of this national model, the identification of the priorities, essential elements, and the methodology and institutional arrangements:²⁷

1. The Inqaba model and supporting documents predate the SADC CSTL Policy Framework and have their origins in the Child-Friendly Schools (CFS) and Schools as Centres of Care and Support (SCCS) Models. The latter models not only predate the current policy context defined by, inter alia, the SDG agenda and the SADC CSTL policy framework, but also have a different underpinning rationale and goals and objectives. For this reason, the pillars and strategies for SCCS and CSTL differ conceptually, in content and emphasis.

The difference in the underlying frameworks (that is the SCCS and CSTL frameworks) is important in that they seek to achieve different outcomes, have different priorities and adopt different methodologies.

As a result, the national model must, to give effect to the current SADC-sanctioned development-oriented goals and objectives, be revised to align with, and advance the education sector's responsibilities as prescribed by the current policy context captured in, inter alia, the SADC CSTL Policy Framework.

2. The Inqaba model has its origins in the region's focus on finding effective mechanisms to provide essential social and related services to the growing number of children made vulnerable by the HIV and AIDS pandemic that swept the region at the start of the millennium. A collective commitment was made by the SADC ministers of education in 2005 to use education systems as a vehicle to provide, not only education, but health, nutrition and psycho-social and other forms of social support to children who had been orphaned and made otherwise vulnerable by the HIV and AIDS. The goal of the resulting Schools as Centres of Care and Support initiative was, unlike the current CSTL model, not to advance sustainable social and economic development through increased access to quality education; but rather to reduce the impact of poverty and HIV and AIDS on children and their schools and communities. The SCCS goal was less about educational inclusion and holistic inclusive development; but rather about ensuring access to essential services, one of which was education, for specific groups of vulnerable children by making these available through schools.
3. The SCCS model's resulting limited focus on issues of HIV, gender and life skills, along with the focus on socio-economic rights, limits the conceptual framing of the model. It does not create the space or opportunity for driving and planning for broader, holistic inclusivity goals – which is the overarching aim of CSTL. There is, for example, no pillar that speaks to the general duty on the education system and schools to recognise, respect and promote children's rights, particularly their right to freedom from discrimination and meaningful inclusion in

²⁷ These observations are drawn from the Inqaba evaluation report as well as information shared at the initial consultations held on 29 and 30 October 2018

education. There is therefore no express duty in the current model to include all vulnerable children, not just those affected by HIV and gender-related discrimination, or the duty to promote cohesion and tolerance, as well as prohibit all forms of discrimination – which at the end of the day the foundation of educational, social and developmental exclusion.

The conceptualisation of the CSTL initiative in a SADC member state with a similar history and socio-economic context was reviewed against its ability of to drive the critical goal of educational and social inclusion through a rights-based, child-centered approach. The process concluded that the conceptualisation of CSTL through the 9 core pillars was lacking in crucial respects as a vehicle to remedy educational and social exclusion of vulnerable children.

Educational exclusion is a *product* of marginalised children’s limited access to several socioeconomic rights, such as health care, income security and basic services and is driven by, and in turn drives social and economic exclusion. In addition, poor education is a *driver* of exclusion, and thus reinforces the structural inequities that keep socially excluded children trapped in poverty. The educational exclusion of marginalised children is the cause of their later exclusion from full participation in social, economic and political life in their adult years. This in turn creates a higher risk of their children being excluded from services and trapped in the inter-generational cycle of poverty that underlies key developmental challenges: persistently high levels of poverty and of inequality, especially among marginalised communities. A recent study found that these exclusion traps “fundamentally violate the principles of equality of opportunity through practices of marginalisation and discrimination and have much in common with inequality traps.”

Social exclusion thus lies at the heart of inequality – a perennial global and national concern that lies at the heart of achieving inclusive sustainable development. In addition to the developmental imperative, there is a strong legal imperative to ensure the educational inclusion of marginalised children through affirmative educational laws and programmes. The CRC, the ACRWC, as well as the Constitution of the Kingdom of Eswatini guarantee everyone the right to a basic education, to equality before the law, and to equal protection and benefit of the law. Underpinning this right is the equally protected fundamental right to freedom from discrimination on any unlawful grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.

The NETSP recognises these imperatives and has prioritised the development of an inclusive education system that recognises, respects, protects and advances the rights of everyone to equal access to quality education and freedom from discrimination.

Ensuring educational inclusion of the most marginalised requires a dual response.

1. Concrete action is needed to recognise children’s rights and prohibit all forms of discrimination in schools, and a clear responsibility placed on all members of the school community to respect and promote the rights to equality and inclusivity through tolerant, respectful and socially cohesive behaviours, attitudes and practices.
2. In addition, special measures are required to address the external social, economic, cultural and pedagogical risk factors that create barriers to access and meaningful participation in education.

The current Inqaba model and the SADC CSTL Policy Framework complies with the second requirement. They require interventions that address factors such as inability to pay fees, sexual harassment and abuse, physically inaccessible environments, and inflexible teaching practices not suited to the learning needs of different groups of children. However, neither explicitly require interventions that address the underlying causes of exclusion, and which promote and cultivate a culture of inclusion, acceptance of diversity and respect for the rights of all children, including marginalised groups, within school communities.

The sustained inclusion of marginalised children requires concrete measures within school communities that recognise and foster respect for, the protection and promotion of children's rights and responsibilities to:

- education;
- equality before the law and enjoyment of all relevant services and benefits necessary to secure their right to education;
- freedom from discrimination, and to special measures targeting the inclusion of commonly excluded vulnerable groups; and
- participation in educational decisions and processes that affect them.

The SCCFS model as applied in other SADC countries provides valuable guidance on how to remedy this deficit. Given the explicit rights-based foundation of the SCCFS, it obligated schools to take concrete measures, and provided direction on the required measures to recognise and improve respect for, and promotion of the rights of vulnerable children.

At its core, CSTL is concerned with remedying social exclusion in and through the education system. Furthermore, it is implicitly rights-based. It recognises children's rights as fundamental. This recognition finds expression in the CSTL principle that places the child at the centre of the education system. Viewed comparatively, the CSTL framework has not facilitated the effective translation of these principles into inclusive and non-discriminatory policies, practices and attitudes in the education system and school.

The reason identified for this is that the CSTL framework does not expressly or sufficiently instruct and provide direction to schools for translating the relevant principles into concrete actions.

- To ensure the realisation of the rights of children under the respective focus areas through concrete measures preventing discrimination and through measures targeting identifiable groups of vulnerable children.
- To ensure gender equality through appropriately designed measures under each of the focus areas.
- To secure improved quality of education for all through improvements in teacher and curriculum development. The current focus of the CSTL framework is on inclusive education methodology for children confronting barriers to learning, rather than on the general strengthening of the teaching and learning environment for all children.

By contrast, the SCCF framework, given its unambiguous rights-based underpinnings, provides express and clear instructions for the adoption of a socially inclusive, rights-based approach by schools; for their prioritisation of gender equity across the full operational spectrum; and for the pursuit of measures to improve the effectiveness of teaching and the curriculum so as to improve the quality of education. The directives are articulated as priority

action areas identified as key to making a school child-friendly, safe and caring. Each area is in turn translated into practical and concrete school-level interventions and has its own identified outcomes and associated indicators of success.

The SCCF requires the following outcomes and provides concrete direction for action to be taken at school-level to achieve the desired inclusive teaching and learning environment:

- A rights-based school that makes room for everyone regardless of their difference. It requires measures that demonstrate, promote and monitor the rights and well-being of all children, regardless of their race, sex, family income, national or ethnic origin, physical or health status, sexual orientation, intellectual capacity, emotional level or language background; which do not discriminate against anyone; which seek out excluded groups of children and take steps to include them; and which promote the rights and responsibilities of learners.
- An effective school where teachers are teaching and learners are learning, and quality education is provided to all.
- Gender sensitivity, equity and equality in all aspects of access to quality education, learning and teaching.²⁸

Viewed against this framework, CSTL and indeed the Inqaba model lacks a key element to drive inclusive education and development: An expressly mandated rights-based approach (and supporting concrete activities) and a correlating duty to take measures to develop and maintain a rights-based and socially inclusive school.

This lack resulted in an amendment by the SADC Member State that undertook the review of their National CSTL model in two respects.

1. The addition of an express and unambiguous rights-based principle: CSTL is founded on a child rights-based approach to education. It is grounded in, and seeks to give effect to, the Government's international, regional and constitutional commitments to recognise, respect, protect and promote the universal right of all children to education, and the converse right of marginalised children not to be excluded on unlawfully discriminatory grounds.
2. To ensure the translation of the additional principle into a sector-wide cross-cutting directive and provide direction on appropriate steps to be taken by schools, an additional tenth CSTL pillar was added to the CSTL conceptual framework: A rights-based and inclusive school which promotes, respects and protects the right to education through the promotion of equality and freedom from discrimination.

The rationale for the amendment: The promotion of rights and responsibilities, equality and freedom from discrimination is critical to undoing the exclusion traps that prevent marginalised children from accessing the other nine priority services, as well as to addressing key societal barriers such as prejudice. Hence, it is foundational to the sustained success of the longer-term goals of CSTL, namely the systemic educational inclusion of marginalised children.

²⁸ DBE and UNICEF. 2014. Revised Implementation Guidelines: Safe and Caring Child-Friendly Schools in South Africa

A rights-based and inclusive CSTL school was defined as one that recognises and prioritises the development, promotion and implementation of school-level policies, practices and attitudes by the school community, including school management teams, educators, learners, school governing bodies (SGBs), support structures, Learner Representative Councils (LRCs), parents and the surrounding community that:

- recognise, respect and promote the rights of all children, particularly the rights of marginalised groups of children to equality and freedom from discrimination to secure their inclusion in education and the broader school community;
 - target the inclusion of, and prevention of discrimination against, marginalised groups of children at a high risk of educational exclusion in Eswatini, including:
 - poor children
 - children with disabilities
 - children who are perceived to be different in terms of gender
 - girls who become pregnant and teen parents
 - foreign children
 - orphaned or abandoned children
 - children affected and infected by HIV and AIDS
 - working children or children with onerous domestic responsibilities.
 - children repeating grades
 - are informed by, and give effect to, the numerous national and provincial policies, laws and programmes protecting the rights of children in and through education to non-discrimination and equality, including the following:
3. In addition, as a result of the limited focus on improving access to education for children affected by HIV and AIDS, gender and poverty, the SCCS and Inqaba models focused on social and economic services to address the challenges experienced in families and by children affected by HIV and AIDS in the context of poverty.

There is, as a result, a limited focus within the current CSTL Policy Framework and comparative national models on improving the quality of education for securing inclusive imperatives and equalising educational achievements and outcomes for children. The focus has been on programmes and project delivering services (usually external to schools). CSTL has tended to neglect the development of the core responsibilities of the education sector to ensure improvements in the quality of, and access to quality education by vulnerable children to ensure they are empowered and enabled to fulfil their envisaged role as drivers of sustainable development.

As a result, the CSTL Policy Framework has not, to date, been harnessed to drive improvements in the quality of inclusive teaching and learning in Eswatini and other SADC Member States. It has largely been a vehicle for conceptualizing and providing schools and role players with support and tools to address social and economic barriers to education, such as violence, abuse, health and nutrition.²⁹

²⁹ Confirmed by participants at an initial consultation in preparation for development of the national mode in Eswatini in October 2018.

This has been a critical gap in the CSTL roll out in Eswatini to date. The national model to be developed is therefore tasked with ensuring the prioritisation of curriculum reform to ensure teaching and learning for 21st century outcomes, and providing guidance, within the CSTL framework, of what a CSTL-sensitive curriculum should look like, how to achieve it, how to measure it, and to identify the critical, responsible role players; and ultimately ensuring that the role players, at all levels of the education system, understand the requirements of a CSTL-sensitive curriculum and are held accountable for development, roll out and monitoring of it.

4. CSTL has been erroneously understood by education role players and their partners, as a project or programme, rather than a planning framework applicable to the whole sector. It has focused on providing social and economic services and support to orphans and vulnerable children, rather than a whole-sector planning framework for improving educational inclusion and quality for the most vulnerable children through core educational transformative measures such as curriculum enhancement, development of infrastructure for quality teaching and learning, and teacher development and support.

As a result, the current model has had limited success in reorienting the entire education system and all divisions within education to engage in CSTL-sensitive planning with a clear responsibility to improve access to, and the quality of education to achieve CSTL goals and objectives. Notably, there is limited integration or mainstreaming of CSTL within the core business of education – namely the curriculum.³⁰ “Most divisions in the education sector do not take it seriously as the driver of planning and goals.”³¹

It seems as if this fundamental challenge is at the heart of the overarching observation made in the recent evaluation of the Inqaba model – that is that is has not been adequately systematised to ensure universal and sustainable care and support for teaching and learning.³²

5. Coordination mechanisms have been established at national, regional and school levels. However, these have not secured wide-spread knowledge and application of the CSTL planning framework across primary schools outside of the network of laboratory or pilot sites; and coordination has not translated into effective integration across the country’s primary schools. Referral networks are not strong enough to ensure certain and sustainable access to services

Coordination needs more than a shared agenda or vision and a coordination structure to secure effective integration. To achieve effective integration, coordination, as much as implementation, needs supportive materials and resources such as:

- a. Advocacy and communications tools and materials
- b. Clearly defined referral protocols and pathways
- c. Clearly defined roles and responsibilities and pathways between schools, communities and parents
- d. Shared accountability mechanisms, including shared standards, indicators and reporting pathways.

6. A shared CSTL monitoring and evaluation framework is critical to success. Whilst select indicators are already embedded in the EMIS framework, they are not adequately aligned with regional and school level data collection and reporting systems.

³⁰ Consultative workshop in preparation for the development of the national model. 29 and 30 October 2018.

³¹ Consultative workshop in preparation for the development of the national model. 29 and 30 October 2018

³² Evaluation Report. Inqaba Schools. 2015

7. There is a need for improved capacitation of critical role players in a systematised and routine manner. Capacitation is key, but needs to be systematised, rather than provided as in-service ad hoc training workshops. This is not recognised as adequate or formal training by role players, and staff turnover makes training redundant.

Critically, training needs to be embedded in the education system, including in pre-service and in-service modules for head teachers, educators and school managers, and should include, not just content training but also training on CSTL-sensitive planning and resource mobilisation. Training must be formalised, accredited and recognised through certification so that it is seen as of career value by role players.

Viewed holistically, it appears from the preceding concerns that overall, the successful universalization of CSTL in Eswatini has been hampered by the failure to see CSTL as a sector-wide imperative, and the CSTL Policy Framework as a tool for securing CSTL-sensitive planning across the sector to secure mainstreaming of care and support across the whole of the education system.

CSTL has not been embedded across the education systems platforms and thus has not been universalised across all schools. It has been embedded in the national education policies, but not adequately embedded in the supporting systemic enablers such as the sectoral curriculum, infrastructure planning, human resources development, financial resourcing, and monitoring and evaluation. As such, the current model and supporting materials are out of synch with the current SADC CSTL Policy Framework, and critically, unable to drive transformation of the education system to unlock the potential of all children, especially the most marginalised as agents of sustainable development.

Therefore, after more than a decade of CSTL and related planning and implementation, the Kingdom of Eswatini continues to be challenged by the educational exclusion of vulnerable groups of children who continue to experience the barriers to education as identified the SADC Policy Framework.

The existing barriers and systemic weaknesses and challenges in mainstreaming CSTL to overcome the barriers keep vulnerable children trapped in multi-dimensional poverty and this drives their continued educational exclusion: thus, creating a negative cycle of inter-generational poverty, educational exclusion and inequality that is fatal to sustainable development.

2.5 Systemic drivers of educational inequities and exclusions of vulnerable children

The multiple social and economic deprivations faced by vulnerable children inform and aggravate inequity in educational access and outcomes. The Kingdom of Eswatini understands the multiplicity of factors that create barriers preventing vulnerable children from accessing quality education. It is equally clear on the underlying factors or drivers within the education system and schools that translate these barriers into the systemic and persistent exclusion of the children who are at risk.

2.5.1 The underlying systemic drivers of educational exclusion of vulnerable children

The identified vulnerable groups are excluded from education by the following underlying gaps and challenges:

1. Discriminatory exclusions, attitudes and practices based on pregnancy, gender, disability and other grounds outlawed by rights instruments.^{33 & 34}
2. Curriculum inadequacies, inconsistencies and challenges, including:
 - a. The World Bank and the Kingdom's Ministry of Economic Planning and Development recognise that the historically inadequate quality, relevance and inclusiveness of the school curriculum has been a key driver of poverty and economic stagnation of the country. Critically, the curriculum has not been adequately responsive to 21st century challenges, risks and opportunities to produce graduates with the skills, competencies and capacities to be engaged and active participants in social, economic, cultural and civic life. The curriculum has been reviewed and a revised national curriculum framework has been developed to address several of the curriculum challenges, but not all. For example, the competency-based curriculum places a lot of emphasis on preparing children for the workplace but does less to prepare children for fulfilling their civic responsibilities. Whilst there is a curriculum framework, that framework has not been translated into an implementation plan for secondary education yet.³⁵
 - b. In addition, the implementation of the revised curriculum requires adequate training and support of educators and appropriate infrastructure and teaching and learning resources and materials. These are limited and inconsistently provided across all schools, with schools serving the most marginalised communities at risk of inadequate support and at high risk of poor-quality educational provision.³⁶
 - c. Lack of extra-curricular support for learners with additional learning needs, including those who progress to the next grade without having met the progression standards and those who experience learning barriers caused by disability, psychosocial, or socio-economic challenges. This is particularly problematic given the progression policy aimed at reducing the high repetition rates in the country. Children are not meant to be held back more than once. This does not mean many children progress to the next grade when they are not ready to do so, but there is little formal support in place to aid teachers to provide extra curricula support, or mechanisms to enable parents to provide additional support at home. Historically this has been a challenge, however the new curriculum which is being rolled out places a strong emphasis on the provision of remedial education.
3. High repetition rates which lead to resource inefficiencies. In 2012, there were about 40 000 learners repeating primary school classes, representing about 16 percent of the total enrolment.³⁷
4. Inadequate infrastructure, including:
 - a. Inadequate early education infrastructure to secure universal access.
 - b. Inadequate and inequitable access to basic services such as water and sanitation and refuse removal services.
 - c. Inadequate and inequitable basic teaching infrastructure (desks, textbooks etc.) at primary level. This is particularly problematic in rural schools which are poorly resourced.³⁸ Poor learning

³³ Discrimination is both direct and indirect. For example, girls are excluded because of lack of access to sanitary towels and lose up to 7 days of school, and even drop out because of the associated challenges.

³⁴ Ministry of Education and Training. 2018. A study on out-of-school children in Eswatini

³⁵ Ministry of Education and Training. Annual Education Census (AEC) report 2016 and consultations in Eswatini at end October 2018

³⁶ Ministry of Education and Training. Annual Education Census (AEC) report 2016 and consultations in Eswatini at end October 2018

³⁷The Swaziland Education for all Review Report, 2000 - 2015

³⁸Annual Education Census (AEC) Report, 2014

environments in rural schools have led to a high level of migration to urban schools where overcrowding is now a common problem.³⁹

- d. Lack of infrastructure for children with special education needs such as children with disabilities, very young children and girls.
 - e. Inadequate spread of secondary schools, resulting in long distances between home and schools, thus exposing children to dangerous and long school trips.
 - f. Inadequate infrastructure to support the implementation of a competency-based curriculum, including inadequate libraries, information technology and specialised learning facilities such as laboratories and workrooms.
 - g. Inadequate environmentally sustainable infrastructure such as water tanks, solar energy sources, recycling facilities etc.
5. Limitations in the teaching workforce, including:
- a. Inadequate and inequitable spread of teachers, especially in under-serviced areas.
 - b. Inadequately skilled teachers at pre-school and primary levels – in pedagogy and subject knowledge, particularly the teaching of basic competencies such as reading and numeracy.^{40 & 41}
 - c. Inadequate qualified teachers for critical subjects such as maths and science.⁴²
 - d. Teachers lack the capacity and ongoing support for identifying and providing additional curriculum support to learners facing learning and socio-economic challenges.⁴³
 - e. Educators lack the capacity for CSTL teaching and learning because of the failure to provide routine, systemic CSTL-related training.
 - f. Poor school management and limited regional support for school managers.
 - g. Lack of capacitation on CSTL-sensitive planning, implementation and monitoring for head teachers and school governing structures.
6. Poverty and the high cost of education, including school fees, lack of learning material, school uniforms and the cost of transport:
- a. One of the major reasons for low pre-school enrolment rates is the high cost of the fees and the fact that there is little, if any government support or subsidization to help poor parents carry these costs.
 - b. At primary schools, where fees may not be charged, poor management of school fees and the levying of alternative costs create financial barriers to education.⁴⁴ Despite the Free Primary Education (FPE) programme, schools continue to charge “top-up” fees which tend to push vulnerable children out of the system.⁴⁵
 - c. At secondary level, there is no free education policy and school fees and other education costs are a key barrier to education.⁴⁶
7. Opportunity costs and parental attitudes to enrolment in early education and secondary education. The opportunity costs, especially for older children being in school rather than being “active in the household to assist with agricultural activities or household chores becomes an issue for parents”.⁴⁷

³⁹The Swaziland Education for all Review Report, 2000 - 2015

⁴⁰The Swaziland Education for all Review Report, 2000 - 2015

⁴¹ Ministry of Education and Training. 2018. A study on out-of-school children in Eswatini

⁴²The Swaziland Education for all Review Report, 2000 - 2015

⁴³ Ministry of Education and Training. 2018. A study on out-of-school children in Eswatini

⁴⁴Ministry of Education and Training. 2018. A study on out-of-school children in Eswatini

⁴⁵The Swaziland Education for all Review Report, 2000 - 2015

⁴⁶ Ministry of Education and Training. 2018. A study on out-of-school children in Eswatini

⁴⁷ Ministry of Education and Training. 2018. A study on out-of-school children in Eswatini. Page 5

8. Child labour and household responsibilities.⁴⁸
9. Low demand for education in households.⁴⁹
10. Children's negative attitudes towards schooling. The main reason for drop-out after family responsibilities is absconding because of a dislike of school and school authority. This appears to be linked with the view that schooling is irrelevant and of little value and fear of school authority and harsh disciplinary measures.⁵⁰
11. Lack of birth certificates and related identification documents prevent children from enrolling and writing examinations. The lack of documents is particularly problematic for vulnerable children, such as those in rural areas, orphans and children living in poverty. In 2014, just over half of children under the age of five years (53,5%) had birth certificates.⁵¹
12. Illness and hunger. Malnutrition and hunger impact significantly on educational outcomes. Children who are malnourished, especially in the first two years of life, are at risk of poor cognitive development and long-term educational challenges. Hunger also impacts negatively on learner's retention, concentration and participation in education. A substantial number of children in Eswatini are malnourished. In 2016, 26% of children under five were stunted, 2% were wasted and 6 % were underweight.⁵² Of growing concern is the increasing rates of obesity among children. In 2014, 9 % were obese.⁵³
13. High levels of teen pregnancy and teen marriages. Most girls drop out because of pregnancy. Even though Eswatini has a formal re-entry policy which requires that young girls be readmitted to school after becoming pregnant and be provided with support to manage their new challenges, schools do not know or choose not to apply the policy and unlawfully exclude girls from school.
14. Violence against children including bullying and corporal punishment and danger on route to school. "Children who feel unsafe in their learning environments are unlikely to perform well and could possibly avoid going to school."⁵⁴ Children experience violence and sexual abuse at school and on the way to school. Despite the explicit adoption of a positive discipline policy by the MoET, many schools do not know or choose not to engage in positive discipline practices. A 2007 study confirmed that children in Swaziland, especially girls, are at a heightened risk of abuse. It further showed, given the scale and underlying causes and consequences of the scourge, that violence, abuse and neglect of children is a complicated and multi-faceted problem requiring an ecological solution covering prevention, behaviour change, social and family support, therapeutic, health and legal services for children, their families and the communities they live in.⁵⁵
15. Grief and trauma and fractured families.
16. Substance abuse and other harmful practices including:
 - a. Early sexual debut
 - b. Early marriages
 - c. Children in conflict with the law.
17. Lack of systems for the collection and analysis of data to enable a clear understanding of the nature, scale and scope of the challenges, and a resulting inability to develop appropriate context specific CTSL plans across the different levels of education to effectively address educational exclusions.

⁴⁸Annual Education Census (AEC) Report, 2014

⁴⁹Ministry of Education and Training. 2018. A study on out-of-school children in Eswatini

⁵⁰ Ministry of Education and Training. 2018. A study on out-of-school children in Eswatini

⁵¹Swaziland Demographic and Health Survey, 2006/7 and MICS 2010 and 2014

⁵² The Government of the Kingdom of Eswatini. Ministry of Economic Planning and Development. 2017.

Multidimensional child poverty in the Kingdom of Eswatini. UNICEF: https://www.unicef.org/esaro/UNICEF-Eswatini-2018-Multidimensional-Child_Poverty-in-the-Kingdom-of-Eswatini.pdf

⁵³2006/7 SDHS, 2010 and 2014 MICS Reports

⁵⁴ Ministry of Education and Training. 2018. A study on out-of-school children in Eswatini. Page 47

⁵⁵ UNICEF Swaziland. 2013. Swaziland's response to violence against children 2012.

18. Schools other than the piloted CSTL schools are not adequately equipped to identify and support orphaned and vulnerable children (OVC) and children with special education needs, and there is still uncertainty as to the definition of these terms.⁵⁶ Insufficient training, supportive tools such as vulnerability assessment tools and strong, sustained referral networks create barriers.

Table 2 below summarises the range of vulnerable children and the main drivers of their persistent exclusion from quality education in the Kingdom of Eswatini despite the corrective measures implemented by education sector over the past decade and more.

Table 2 provides a clear statement of the barriers, challenges and drivers that the National CSTL Model must overcome to ensure that all schools become and are sustained as centres of effective care and support for teaching and learning so that all vulnerable learners are afforded an equal opportunity to access quality education, develop to their full potential and drive the sustainable development of the country. It provides evidence-based direction on the essential CSTL pillars of the National CSTL model of the Kingdom of Eswatini. It provides clear direction on the CSTL services, support and institutional arrangements that must be in place within the education system and all schools to ensure effective responses to the specific risks and barriers identified as excluding Eswatini's vulnerable children from accessing quality education or being enabled to overcome the barriers they encounter.

⁵⁶Annual Education Census (AEC) Report, 2014

Table 2: Vulnerable children and the main drivers of the education exclusion in the Kingdom of Eswatini

Vulnerable children in Eswatini	Barriers to education and drivers of educational exclusion
<ol style="list-style-type: none"> 1. Children living in poverty 2. Children in rural areas 3. Migrant and refugee children 4. Orphans 5. Children with special education needs 6. Children with gender differences (boys and girls) 7. Children exposed to substance abuse and at risk of other risky behaviours 8. Children in conflict with the law 9. Children infected and affected by HIV and AIDS 10. Teen parents 11. Children who enter school later than the prescribed age of entry 12. Children who have not benefited from early childhood care and education services. 13. Children from dysfunctional families 	<p>Discrimination</p> <ul style="list-style-type: none"> • Direct discrimination where children are treated differently because of who they are • Indirect discrimination where children are excluded because of lack of services and support to address the barriers to education <p>Curriculum inadequacies and challenges</p> <ul style="list-style-type: none"> • Poor quality education because of a curriculum that is not adequately relevant, inclusive or responsive to the individual learner's circumstances and/or needs • Lack of support for learners with additional learning needs <p>Inadequate infrastructure</p> <ul style="list-style-type: none"> • Inadequate and/or inequitable basic services and teaching infrastructure • Lack of infrastructure for children with special education needs • Inadequate infrastructure to support implementation of the competency-based curriculum • Environmentally unfriendly or unsustainable infrastructure
	<p>Limitations in the teaching workforce</p> <ul style="list-style-type: none"> • Inadequate and inequitable spread of teachers, especially in under-serviced areas • Inadequately qualified and skilled teachers • Inadequate qualified teachers for critical subjects • Lack of support for teachers to identify and provide additional support to vulnerable children
	<p>Poverty and the high cost of education</p> <ul style="list-style-type: none"> • Cost of schooling – fees, learning materials, school uniforms and transport

	<ul style="list-style-type: none"> • Opportunity costs • Negative parental attitudes to enrolment and the value of schooling in the face of poverty
	<p>Illness and hunger</p> <ul style="list-style-type: none"> • Illness and malnutrition are often linked with other vulnerabilities and result in children's inability to concentrate, absenteeism and dropping out
	<p>Trauma and grief</p> <ul style="list-style-type: none"> • Violence against children including bullying and corporal punishment • Grief and trauma associated with traumatic events • Substance abuse and other harmful practices • Early sexual debut / early marriages / children in conflict with the law • Fractured families or families experiencing disruptions
	<p>Parental attitudes and limited parental and community involvement</p> <ul style="list-style-type: none"> • Parental involvement in children's education is often a great challenge for poor and low-literate parents
	<p>Inadequate leadership, coordination and systematization of measures in the education system and schools for addressing barriers prevent the development of strong school-based safety nets</p> <ul style="list-style-type: none"> • Poor school management and limited support for school managers and school governing structures to know and plan collectively to address barriers • Inadequate monitoring of barriers and responses • Inadequate integration of the responsibility to ensure inclusion in systems, such as human resourcing systems and budgets

Chapter 3: The CSTL National Model

3.1 The purpose and vision of the National Model

This National CSTL Model seeks to domesticate the SADC CSTL Policy Framework by mainstreaming care and support for teaching and learning within the whole education system. It is a national policy document that translates the regional framework of CSTL commitments into a nationally contextualized statement of priorities and action. It is a national unifying instrument that knits together the diversity of CSTL services, role players and responsibilities (to be embedded across different directorate's and partners' plans and programmes).

The Government of the Kingdom of Eswatini has developed and adopted this National CSTL Model to give effect to its commitments to mainstream CSTL. It mandates the education sector and provides guidance on the measures that should be taken to systematise CSTL to ensure that all schools in the country are sites of care and support for teaching and learning that include and retain all vulnerable learners so that they may complete their schooling and become active and contributing members of prosperous families and communities.

It provides a guide for mainstreaming CSTL within the education system. It provides a localised road map for translating the regional PF commitments to mainstream CSTL through systematisation within the education system in a way that responds to local opportunities and challenges and advance the education and development goals of the Kingdom of Eswatini.

The Model provides a unifying sectoral planning framework for the Kingdom of Eswatini that mandates, seeks to ensure and guide sector-wide prioritization of Eswatini's CSTL education barriers, objectives and outcomes. It seeks to ensure that all the directorates, departments, divisions and levels of the education system, and its supporting ministries and partners, engage in explicit CSTL-sensitive planning, advance and account for the CSTL priorities, goal and objectives documented in this model, through their routine operations.

The National Model has been developed considering the situation in Eswatini and the lessons learned from the implementation of the initiative within the Kingdom of Eswatini and other member states over the past two decades. Critically, it aims to strengthen the universalization, sustainability and impact of CSTL as a planning framework to include and retain all children, especially the most vulnerable and support their access to quality education so that they may be the drivers of sustainable development of the Kingdom of Eswatini. Specifically, it seeks to ensure that all schools are supported by the education sector to permanently and universally address all barriers and impediments to inclusive education for vulnerable children. It aims to ensure that all schools do so by becoming and remaining CSTL schools through effective mainstreaming of CSTL principles, services and outcomes in planning, provisioning, delivery and monitoring across all levels of the education system.

It will do this by, inter alia, placing the spotlight on its role as a vehicle for inclusion and the associated holistic systemic measures required to realise this purpose. It will focus on cultivating a shared understanding of, not just what is meant by CSTL, but critically what is meant by mainstreaming and how this is applied across the systemic platforms of the education sector to deliver a package of services defined by reference to minimum standards and measured by shared indicators.

It will further seek to ensure a rectification of the hitherto imbalance in the focus of CSTL on social services and the neglect of the quality education imperative. It will do so, by inter alia, placing the spotlight on the development imperatives of CSTL and the associated requirements for strengthening the core education CSTL pillars to better realise the inclusive education and development imperative, including:

1. Curriculum
2. Infrastructure for quality
3. Teaching and learning support materials
4. Teacher development and support
5. Community and parental involvement.

This national model seeks to consolidate and build on progress made to date, consider and as far as possible address challenges, harness opportunities, and align CSTL planning and provisioning in the Kingdom of Eswatini with the SADC Policy Framework to support achievement of the sector's inclusive education and development goals.

It presents a consolidated sectoral planning framework that provides overall coherence, guidance and accountability for CSTL-sensitive planning to ensure mainstreaming of CSTL by the education sector at all levels and amongst all role players in the sector, including:

- a. Pre-primary
- b. Primary
- c. Secondary
- d. Government
- e. NGOs
- f. Development partners.

3.2 Goal of the national model

All schools in the Kingdom of Eswatini, including early childhood education or pre-schools, primary and secondary schools are inclusive centres of care and support for teaching and learning. As such, they all provide services, support and intutional arrangements necessary to ensure all children, especially the most vulnerable enroll in pre-school, progress through all levels efficiently, and complete their senior secondary education. In addition, that they graduate with the knowledge, skills, competencies and capacities to be engaged and active citizens and drive the social and economic development of the Kingdom of Eswatini.

3.3 Objectives of the national model

The objectives of the national model are to ensure that the goal is achieved:

1. Through sector-wide prioritisation and mainstreaming of CSTL by all departments, divisions, levels, schools and other education institutions in the education system;
2. by ensuring schools are supported by the MoET at a national and regional level, by supporting ministries, by development partners, by communities, parents and learners to become inclusive centres of care and support for teaching and learning;
3. through effective coordination, leadership and management structures, tools and mechanisms that are established to ensure multi-sectoral and intra-sectoral CSTL-sensitive planning, provisioning and accountability for advancing CSTL goals and objectives;

4. through effective and integrated information management, monitoring, evaluation and reporting systems developed to ensure that all responsible role players collect, analyse, and use information to plan, implement, monitor and report on progress in achieving the national CSTL goals and objectives.

3.4 CSTL principles

The following principles are intended to guide and inform planning, implementation, monitoring and evaluation of CSTL activities at all levels within the education system as well as within other relevant ministries and role players.

1. **Integrated and comprehensiveness:** Policies and programmes must be integrated and offer comprehensive responses to overcome the multiple, and often intersecting barriers faced by vulnerable children in accessing education. A range of services and support falling within the traditional educational mandate must, together with health, social welfare and other sectoral services necessary to address all barriers to education, be mainstreamed across the whole education system.
2. **A Systemic Approach:** Interventions for CSTL should be implemented and monitored in a systematic manner within the education system. CSTL services and support must be embedded within all sector policies, plans, programmes, budgets and institutional arrangements to facilitate coordinated partnerships and effective referral systems that the availability of, and access to the essential CSTL package of services and support in all schools.
3. **Participation:** CSTL is premised on the inclusion of all affected role-players in the development of the responses necessary to address barriers to education for vulnerable children. All CSTL planning, development, implementation and monitoring and evaluation should facilitate participation by these role-players, including government ministries, teachers, parents, civil society and children themselves.
4. **Transparent:** All stakeholders and institutions must operate in an open and accountable manner. Different service providers should share their efforts and experiences with one another to enable synergy.
5. **Sustainability:** Interventions and services should be continuous to provide long-term benefits and effectiveness. The key lies, as above, in systematising care and support in the education sector as well as securing political commitment from leadership at all other levels in order to institutionalise care and support into policies, programmes and budgets.
6. **A coordinated multi-sectoral approach:** Realising the CSTL vision requires a systematised, collaborative and coordinated multi-sectoral responses.
7. **The child at the centre:** Children's education rights are dependent on the realisation of other rights. This in turn depends on the fulfilment of responsibilities by a range of role players, including the school, educators, fellow learners, community members, family members and other government agencies, development partners and NGOs.

8. **Rights-based, equity focused, inclusive and non-discriminatory:** All children enjoy equal meaningful access to education which requires prohibition of discrimination and special measures targeting especially vulnerable children. CSTL is founded on a child rights-based approach to education. It is grounded in, and

Vulnerable children in Eswatini

1. Children living in poverty
2. Children in rural areas
3. Migrant and refugee children
4. Orphans
5. Children with special education needs
6. Children with gender differences (boys and girls)
7. Children exposed to substance abuse and at risk of other risky behaviours
8. Children in conflict with the law
9. Children infected and affected by HIV and AIDS
10. Teen parents
11. Children who enter school later than the prescribed age of entry
12. Children who have not benefited from early childhood care and education services.
13. Children from dysfunctional families

seeks to give effect to, the Government's international, regional and constitutional commitments to recognise, respect, protect and promote the universal right of all children to education, and the converse right of marginalised children not to be excluded on unlawfully discriminatory grounds.

Policy makers, programme planners and service providers are required to prohibit discrimination in all forms, including on the basis of sex, language, religion, socio-economic status, geography, cultural group, ethnicity and disability, membership of a marginalised group, or other grounds to ensure that all children are able to access education, stay enrolled and achieve optimal educational outcomes.

In furtherance of this principle, in the mainstreaming of care and support across the education system, all CSTL policies, programmes and budgets should prioritise vulnerable groups of children identified in this national model who are at a greater risk of poor educational outcomes.

CSTL is a sector-wide planning framework that has its goal, improving access to quality education for all children by addressing critical barriers through integrated and collective action across the whole of the education system. It is however recognised that identifiable groups of children, who because of their social, economic and related circumstances, experience heightened barriers or bear a disproportionate burden of educational exclusion. The sustainable development agenda depends on the inclusion of these groups of historically and structurally excluded vulnerable children in the economy and society – and this requires their inclusion in, and equalization of their opportunities to achieve their maximum potential through the education system.

Therefore, whilst it is expected that all learners will ultimately benefit from the CSTL initiative, it is permissible and indeed necessary to target certain vulnerable learners to ensure they all receive an

appropriate combination of services and support to overcome the barriers they face and create a greater risk of their educational exclusion.

3.5 Primary and secondary CSTL beneficiaries

Although learners, especially vulnerable learners are the intended primary beneficiaries of the CSTL initiative, CSTL anticipates and requires that educators also receive support to address barriers to effective and quality teaching. Educators are thus intended to be recognised and supported as secondary beneficiaries. They need support to fulfil their roles as custodians of the required caring and supportive teaching and learning environment.

3.6 Required responses: 9 CSTL Pillars

The CSTL Policy Framework and National Model call for collective and systematic action by the education sector and supporting partners to build CSTL schools in the Kingdom of Eswatini. They call for coordinated action to allow schools to create and sustain an enabling and supportive teaching and learning environment. A CSTL school with a supportive teaching and learning environment is marked or characterized by nine essential foundational pillars.

The nine CST pillars and associated services and support respond to the specific risks and barriers identified as excluding Eswatini's vulnerable children from accessing quality education. They are the foundations of a CSTL school. They represent the elements or features of a CSTL school that are necessary to ensure an enabling and inclusive educational institution where children do not face barriers to education.

The nine CSTL pillars provide the scaffolding around which CSTL schools will be built. The pillars must be established and maintained in every school in the country to make them a CSTL school. The nine CSTL pillars are:

1. **Rights-based socially inclusive school policies and practices**
2. **Curriculum support**
3. **Teacher development and support**
4. **Enabling and inclusive infrastructure**
5. **Material support**
6. **Nutrition and health promotion**
7. **Social welfare services, including safety and protection and psychosocial support**
8. **Parental and community involvement**
9. **Leadership, coordination and management.**



Figure 4: The Kingdom of Eswatini's nine CSTL pillars

These nine pillars have been chosen as they respond directly to the barriers and drivers identified as preventing access to quality education for vulnerable children in the Kingdom of Eswatini. The barriers and associated pillars are depicted in figure 5 below.

Figure 5: CSTL barriers and associated essential pillars



Discrimination

- Rights-based socially inclusive school policies and practices



Inadequate curriculum

- Curriculum development and extra-curricular support



Inadequate infrastructure

- Infrastructure development



Inadequate numbers of qualified and supported teachers

- Teacher development and support



Cost of schooling

- Material support



Poor health and nutrition

- Health and nutrition promotion



Violence and abuse

- Safety and protection



Grief and trauma

- Social welfare services and psychosocial support



Parental attitudes, behaviours and practices

- Parental involvement



Inadequate leadership and coordination for mainstreamed care and support in schools

- CSTL leadership and coordination within the education sector

3.7 Role players and their responsibilities to realise CSTL pillars

3.7.1 What the national model means for and asks of all role players

The CSTL National Model asks the country and the education sector particularly, to prioritise the resolution of an agreed set of educational barriers that undermine attainment of the country's inclusive education and inclusive development goals by creating and sustaining the conditions to empower and enable all schools to become and remain CSTL schools built around the nine CSTL pillars.

Therefore, all planners in the education system, from national to regional, and ultimately down to school level must be supported, and be held accountable for identifying and responding to the universal and targeted needs of the schools and learners in their specific catchment area through the development of learner-centred CSTL regional, cluster and school plans to address the specific risks and needs in question. The plans must support the universalization of CSTL schools across Eswatini. They must enable and support schools to become CSTL schools that exhibit the following characteristics and provide the defined package of essential CSTL services and support across the following pillars or platforms.

The National Model asks, and indeed mandates, all education and supportive education sector role players, including those in government, NGOs, development partners, traditional and religious leaders, business, parents and learners to prioritise the CSTL initiatives described in this document. It asks for country-wide CSTL-sensitive planning that advances the shared agenda set out in this national model by mainstreaming CSTL in their operations.

It asks that all role players, from the national ministries departments down to schools to change the way they plan and provision; that they align their respective plans, programmes, budgets and information management systems to build and sustain CSTL schools that overcome educational barriers and achieve the shared, national CSTL goals, objectives and outcomes.

3.7.2 CSTL role players and the mandate of the MoET

CSTL is multi-sectoral and requires collaboration amongst multiple role players from within the Ministry of Education and Training, other ministries, as well as development partners, NGOs, schools, communities, parents and indeed learners themselves.

The Ministry of Education and Training (MoET) is responsible for coordinating the programme and provision of core service, but other stakeholders are responsible for providing several essential services.

CSTL envisages schools as sites of integrated and comprehensive care and support, such that each school is a portal through which children can engage services that are necessary for achieving a quality education. Whilst this requires the provision of a comprehensive package of learner support services through the education sector, it does not envisage the education sector acquiring responsibility for the actual delivery of all of the services (such as health care). It does however require the MOET to develop appropriate and adequately resourced education sector systems for the coordination, support and facilitation of, delivery of the essential package of services through all schools as sites of care and support for teaching and learning.

The education sector has a direct service delivery role in respect of some of the services which fall within its core mandate – curriculum support, teacher development and support, infrastructure, and community involvement (**core services**).

Other sectors are responsible for the direct delivery of other services within their mandates – safety and protection, social and welfare services, nutrition, health, material support, water and sanitation, psychosocial support **(complementary services)**.

The education sector is however additionally mandated and required to lead and coordinate the provision and monitoring of delivery of the full suite of services through the education system.

To fulfill this mandate, the education sector will provide the leadership, structures and accountability mechanisms for the collective planning, delivery and evaluation of the impact made by the comprehensive package of essential services on the country's education objectives.

This in turn requires that the MOET mainstream the full complement of its CSTL responsibilities within education systems. It must embed, not only core CSTL services, but also its leadership, coordination and management functions within the systemic platforms. CSTL core services as well as CSTL coordination, leadership and management must be embedded in the plans, budgets, human resourcing, and information management and reporting systems of the education of sector.

The MoET is the lead ministry of CSTL and must provide multi-sectoral, as well as intra-sectoral leadership and advocacy for the effective mainstreaming and universalization of CSTL so that it drives inclusive education and development.

It must ensure that core services and the institutional arrangements to coordinate, lead and hold role players to account are established, adequately resourced and sustained as long-term education priorities. Moreover, it must ensure universal knowledge within the education sector and other ministries of CSTL and the associated sectoral responsibilities, it must monitor implementation and progress in terms of coverage and impact on inclusive education goals. It must develop systems within the Ministry to ensure that the CSTL outcomes and associated responsibilities are integrated into the planning, resourcing, coordination, implementation, monitoring, evaluation and reporting efforts of all departments, directorates or divisions within the education ministry, and that each of these accounts for advancing CSTL goals and objectives.

The CSTL national model provides the guiding framework for the systemic architecture that must be in place at all levels, all divisions and directorates, at all levels and in all public schools in the Kingdom of Eswatini. It provides the blueprint for mainstreaming; it provides guidance for effective CSTL-sensitive planning, provisioning and accountability at all these levels.

Table 3 identifies the range of education and supporting sector stakeholders that share responsibility for CSTL planning, resourcing, delivery, monitoring and reporting. CSTL envisages, and indeed depends on the commitment and participation of different sectors all of which have different roles to play within a collective CSTL framework led by the MoET.

A Handbook has been developed to support the operationalisation of the National Model. The Handbook provides a detailed description of the role players and their respective responsibilities in securing the development and maintenance of CSTL schools and pillars.

Role players and stakeholders responsible for CSTL

National Government	Ministry of Education	Schools	Other ministries, departments and multi-sectoral structures	Civil society, development partners and professional associations
Cabinet Traditional leaders and leadership structures Parliament and its various portfolio committees Commission on Human Rights and Public Administration	The Minister The Principal Secretary (PS) Director of Education Senior management in the MoET – heads of all units and divisions Research and Planning Unit Education Management Information Systems Unit (EMIS) Primary Education Secondary Education Early Childhood Care and Education Special Education Needs Unit Education Testing Guidance Psychological Services (ETGPS) Teaching Service Commission The National Curriculum Centre	Head teachers Deputy head teachers Heads of Department School managers / grantees School Committees CSTL School Support Teams Teachers Learners Support staff Community members	Prime Minister’s Office: 1. Policy and Programme Coordination Unit 2. Prevention of Human Trafficking Deputy Prime Minister’s Office (DPMO): 1. Social Welfare Department 2. Department of Gender and Family Services 3. National Disaster Management Department 4. National Children’s Services Department Ministry of Tinkhundla Administration Ministry of Finance Ministry of Health Ministry of Public Works and Transport	Principal Associations Faith Based Organisations UNICEF Swaziland UNESCO Swaziland Action Against Abuse Save the Children Child Labour Organisations Local businesses Community members

	<p>Communications Office</p> <p>Subject Panels</p> <p>Regional Education Officer</p> <p>Regional Chief Inspectors – primary and secondary</p> <p>Regional Guidance Officers</p> <p>National School Health Managers and Regional School Health Teams</p> <p>CSTL National Coordinating Unit (NCU)</p> <p>Regional Coordinating Unit (RCU)</p>		<p>Ministry of Housing and Urban development</p> <p>Ministry of Economic Planning</p> <p>School Health and Environmental Inspectors</p> <p>Ministry of Tourism and Environmental Affairs</p> <p>Ministry of ICT</p> <p>Ministry of Agriculture</p> <p>Ministry of Home Affairs</p> <p>Ministry of Labour and Social Security</p> <p>Ministry of Sports, Culture and youth</p> <p>Ministry of Public Service</p> <p>Ministry of Justice</p> <p>Royal Swaziland Police</p> <p>Domestic Violence Child Protection & Sexual Offences Units</p> <p>Public Sector HIV/AIDS Coordination Committee (PSHACC)</p>	
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Table

3:

Role

players

responsible

for

CSTL

Chapter 4: Laying the foundational CSTL building blocks

The universalization of CSTL schools requires action by the whole school community to build and maintain the nine CSTL pillars. However, schools cannot do this alone. It needs action by the MoET and supporting ministries to enable, empower, capacitate and support schools to build and maintain the nine CSTL pillars.

This section of the National Model provides direction to the multiple role players on what the building blocks look like, why they are important, the action required to put them in place, and the indicators that point to progress and success in building a CSTL school.

4.1 Pillar 1: Rights-based socially inclusive school policies and practices

4.1.1 What is a rights-based socially inclusive school?

A rights-based and socially inclusive school is a welcoming and supportive space that embraces and celebrates diversity. It ensures, through its policies and practices, that all children, especially marginalised children, enjoy their education and other rights and are active and full members of the school community. It provides a child-centred teaching and learning environment in which all role players know children's rights and actively work to respect, protect and promote them. It is a school where all role players know the barriers experienced by, and support the following vulnerable groups of children:

1. Children living in poverty
2. Children in rural areas
3. Orphans
4. Migrant and refugee children
5. Children with special education needs
6. Children exposed to substance abuse and at risk of other risky behaviors
7. Children with gender differences
8. Children in conflict with the law
9. Children infected and affected by HIV and AIDS
10. Teen parents
11. Children who enter school later than the prescribed age of entry
12. Children who have not benefited from early childhood care and education services.
13. Children from dysfunctional families.

4.1.2 Why is a rights-based and socially inclusive school important?

Education is recognized as the key to the inclusive and sustained development of a society. It plays a central role in creating more inclusive and just societies. Exclusion from quality educational opportunities is a driver of broader

inequalities in society, with the marginalised and vulnerable at the greatest risk of educational, and therefore persistent social, economic and civic exclusion. Relationships “between education, inequalities and exclusion in today’s societies are highly complex and difficult to grasp. The patterns of inequalities and exclusion in broader society often shape the patterns of inequalities and exclusion in education. At the same time, exclusion in education can feed into social exclusion. Yet, education can also be a means for reducing inequalities and exclusion in society.”⁵⁷ In as much as educational exclusion is driven and shaped by patterns of social, economic and civic exclusion that mark society; it is equally able to change the patterns of inequality through changing the patterns of educational exclusion. Through the adoption of effective and targeted measures to equalise the educational opportunities of marginalised and vulnerable children, education has the power to create and sustain inclusive, just and peaceful societies.

“So a fair and inclusive system that makes the advantages of education available to all is one of the most powerful levers to make society more equitable.”⁵⁸ Ensuring the meaningful inclusion of vulnerable and marginalised children in education is critical to changing the historical patterns of exclusion which the SDGs and SADC development agenda demand. Therefore, CSTL is, at its core, concerned with systematically addressing exclusion in education; and not just physical exclusion, but exclusion from meaningful access or quality education.

The meaningful inclusion of vulnerable children is both a legal and developmental imperative. The Government of the Kingdom of Eswatini, has through its ratification of international, regional and national children’s rights instruments committed to realise children’s rights through the education system, especially the most vulnerable. This includes their rights, not just to education, but also to equality, dignity, freedom from discrimination and the rights necessary for securing equal educational opportunities for all.

LEGAL INSTRUMENTS REQUIRING RIGHTS-BASED SCHOOLS

- ✓ The Convention on the Rights of the Child
- ✓ The African Charter on the Rights and Welfare of the Child
- ✓ The Constitution of the Kingdom of Eswatini
- ✓ The National Children’s Policy
- ✓ The Children’s Protection and Welfare Act
- ✓ The Free Primary Education Act
- ✓ National Education and Training Sector Policy and Plan

The Kingdom of Eswatini has also committed to take special measures to secure the rights of all, especially the most vulnerable children, to education to drive sustainable development. It has done so through its endorsement of the SDGs, the African Union’s Africa Agenda 2063, the SADC Policy Framework on Care and Support for Teaching and Learning, and in terms of its own National Development Strategy.

Rights-based and inclusive school policies and practices are necessary to advance the rights-based developmental commitments of the Kingdom of Eswatini. A rights-based inclusive school requires that all members of the school community adopt attitudes, practices and behaviours in their daily work and play that respect, protect and promote the rights of all children. They must make sure that, through their

⁵⁷ UNESCO. 2012. Addressing exclusion in education: A guide to assessing education systems towards more inclusive and just societies. <http://unesdoc.unesco.org/images/0021/002170/217073e.pdf>

⁵⁸ OECD. 2008. Policy Brief: Ten steps to equity in education. <https://www.oecd.org/education/school/39989494.pdf>

behaviour, and the environment they create at school, that all children, especially children with differences that increase their risk of exclusion from school, are made to feel welcome and not prevented from enrolling at school, participating in all school activities and learning to their full potential. To ensure that the whole school community commits to, knows and conforms with the prescribed inclusive practices and standards requires the development of appropriate school policies and prescribed practices. How is a community to know and have the same knowledge of what is required without a formal, clear written and binding school policy or directive? Therefore, a rights-based social inclusive school will have school policies, directives and publications that:

- Prohibit and prevent any form of discrimination against children by school community members because of their circumstances, including poverty, gender differences, health, pregnancy, culture, religion, etc.;
- ensure that all community members are aware of children's rights to equal access to quality education;
- ensure school-wide knowledge of the common risks experienced by vulnerable children that result in direct and indirect discrimination of children – that is to say, that serve to prevent their full participation in education; and
- ensure that the school community is enabled and prepared and does ensure that vulnerable children are supported to overcome their barriers and attend school, remain in school, do well and complete their secondary education.

4.1.3 Goals of a rights-based, inclusive school

1. Every child, regardless of their circumstances, is welcomed, not discriminated against, and supported at school to enroll, participate meaningfully, attend regularly and successfully complete their education.
2. All community members know, respect, protect and promote children's rights to education, equality, freedom from discrimination, dignity, and all other rights necessary to enjoy their right to education – such as protection from abuse; food and nutrition; health care; social assistance and birth registration.
3. The school does not allow anything to be done by any school community member which would exclude children from coming to school and participating in all schools' activities or make children feel unwelcome because of their social, economic, physical, health status, gender, sexual orientation, or other social, economic or cultural factor.
4. The school community identifies children who frequently absent, drop out and/or are not in school, or who experience discrimination in the school environment because of the school admission or fee policies, disciplinary practices and rules of conduct, infrastructure, and/or attitudes or practices, and take steps to change the school environment to make them accessible, welcoming and supportive of the needs of the children concerned.
5. The school community celebrates differences in children and other school community members.

4.1.4 Objectives of a rights-based, inclusive school

1. Schools do not allow any decisions, behaviours or practices by school managers, head teachers, school governance structures or learners that would exclude children from coming to school and participating in all activities, or make children feel unwelcome because of their social, economic, physical or health status, gender, pregnancy or other social, economic or cultural factor.
2. School communities take steps to identify children who are not in school or who are not comfortable in the school environment because of the school policies, practices and attitudes and takes steps to change the school environment to a more positive, welcoming environment.

3. All vulnerable learners' access and complete all levels of general education and graduate with the skills, competencies and capacities they need to become fully engaged and contributing citizens in all aspects of society.
4. Schools celebrate differences in members of the school community.
5. Schools are a welcoming and supportive space that takes steps to encourage behaviours, attitudes and practices that ensure all children, including vulnerable groups of children, are active and full members of the school community, including:
 - a. Children who are poor
 - b. Children with disabilities
 - c. Girl children
 - d. Teen parents
 - e. Orphaned or abandoned children child headed households
 - f. Children affected by HIV and AIDS
 - g. Working children or children with onerous domestic responsibilities
 - h. Children who practice certain religions; and
 - i. Children repeating grades.
 - j. Children who experience trauma or grief.
6. Learners, educators and school managers and governance teams have knowledge of children's rights and know that these rights can only be realised if every learner and educator is respectful of their fellow learners' rights. Every educator and learner, in the classroom and the playground and when they leave school, behaves in a way that allows all children to enjoy and practice their rights, for example to:
 - a. Quality education
 - b. Freedom from discrimination
 - c. Dignity
 - d. Safety
 - e. Freedom of opinion and expression
 - f. Freedom of religion
 - g. Freedom of association
 - h. To participate in decisions that affect them.
7. Educators monitor, practice and promote respectful, lawful behaviour, attitudes and practices by all learners in the classroom, playground, sports field, and in their communications with each other.
8. Learners, including those from vulnerable and marginalised groups, participate in decisions and decision-making structures at schools.
9. School infrastructure and learning spaces promote inclusion and do not infringe children's rights to:
 - a. Dignity
 - b. A healthy, safe environment
 - c. Equal access to educational facilities
 - d. Quality teaching and learning.
10. All learners have timely and equal access to teaching and learning support materials that are respectful of their differences and rights, including workbooks, textbooks and assistive devices) to support quality teaching and learning, including learners in remote rural and other under-serviced communities and learners with special education needs.

4.1.5 Minimum requirements for a rights-based, socially inclusive school

Every school, the MoET and partners should work towards achieving the following minimum requirements to secure rights-based, socially inclusive, child-centered and inclusive teaching and learning environments:

1. Admission, language, religion and school uniform policies and codes of conduct are developed or reviewed and implemented so as:
 - a. Not to exclude any child from enrolling, attending or participating in any school activity on the grounds of their nationality, health status, religion, pregnancy, poverty or any other unlawful ground;
 - b. protect the right of children to enroll at, attend school and enjoy all school benefits regardless of their parents' ability to pay school costs or purchase uniforms;
 - c. to create admission and examination registration processes that do not exclude children because of lack of documents;
 - d. not to compel children to disclose their HIV status; and
 - e. not to exclude pregnant girls and girls who have given birth, require that they be informed of their right to return to school and are encouraged to do so, and receive the additional support they need to attend and complete their schooling.
2. The national reentry policy for girls who become pregnant is disseminated, known and applied to encourage teen mothers to return to school and receive the support they need to cope with the challenges of motherhood and schooling.
3. Learners, teachers and school governing structures design, implement and participate in organized activities that build tolerance, celebrate diversity, promote nation building, citizenship and rights and responsibilities, including for example:
 - a. Discussions on diversity and inclusion in Life Skills classes and debating clubs;
 - b. the facilitation of discussions on social inclusion and tolerance during school management meetings; and
 - c. school sports programmes, arts and cultural activities.
4. Educators, school management structures and learner leadership structures and peer groups receive training on the development of socially inclusive school policies and participatory pedagogy and processes in the classroom and governance of the school.
5. School governance structures are reviewed and strengthened to include learner representatives.
6. Peer education groups that include representatives from marginalized groups are established to:
 - a. Raise awareness of children's rights;
 - b. support children know and practice their rights and responsibilities to each other and their school community; and
 - c. design, implement and participate in events celebrating and encouraging diversity.
7. Review all education and related sector and school policies for their ability to advance the goal under pillar one or undermine their attainment and advocate for and/or initiate a process for revising relevant policies.

4.1.6 Indicators of progress in building a rights-based socially inclusive school

1. All school policies and processes are reviewed and revised to prohibit discrimination and promote inclusive practices, attitudes and behaviours.
2. A school protocol, policy and capacity-building programme is developed and implemented to enable school community members to identify vulnerable learners and ensure they access appropriate support.

3. Membership of school support teams and school committees includes children representatives, including children with disabilities, girls, and orphaned children.
4. Educators, school managers, school governance structures and learner representatives are trained on the development of CSTL inclusive school policies, practices and procedures.
5. Increase in the number of peer support groups established and are active advocates for CSTL, non-discrimination, tolerance and diversity.
6. Increase in the number of vulnerable learners identified and supported to remain in school with additional support, including:
 - a. Children living in poverty
 - b. Children with gender differences
 - c. Orphans
 - d. Girls who fall pregnant.
7. Increase in the number of vulnerable learners who complete primary and secondary education.

4.2 Pillar 2: Quality, relevant, inclusive curriculum

4.2.1 What is a quality, relevant, inclusive curriculum?

The curriculum is not just the learning areas or content covered in classrooms. The curriculum is the foundation of the whole education system. It is made up of comprehensive systemic parts that create the scaffolding of the education system in a manner that ensures that education achieves the overarching sector goals and objectives.

The curriculum is “a roadmap for achieving socially agreed development and education goals.”⁵⁹ It articulates the vision and goal or purpose of the education system and provides the road map of how to navigate the journey and reach the common destination. It directs planning of the education system and determines the content, quality, relevance, inclusion, teaching and learning practices and assessments.

The National Curriculum Framework of the Government of Eswatini defines it comprehensively as the “learning experiences provided for learners within schools and other learning institutions.”⁶⁰ As such, the curriculum embraces the comprehensive, intersecting pillars of the whole education system which together create the scaffolding upon which quality teaching and learning are built. It covers every aspect of the learning environment, all of which must work together to achieve the agreed and common aims or purpose of the education system.

The curriculum pillars include:

- Learning areas and learning content
- Educator qualities, qualifications and competencies
- Pedagogical practices in the classroom
- Infrastructure
- Teaching and learning resources
- Relationships with community
- School leadership and governance structures and institutions

⁵⁹ UNESCO. 2018. Comparative analysis of National Curriculum Frameworks of Five Countries: Brazil, Cambodia, Finland, Kenya and Peru

⁶⁰ MoET. Swaziland National Curriculum Framework for General Education 2018

The curriculum is structured around the education system’s vision. It is the vehicle through which planning, resourcing, implementation and assessments of the learning environment is driven and guided to achieve the overarching vision or aim of education. It is the foundation of an effective education system and determines if, collectively across all platforms, the system can achieve the aims of education.

A quality, relevant, inclusive curriculum is one which defines and provides a clear statement of the inclusive rights-based developmental goal of the education system (as prescribed by CSTL). It also provides guidance and direction on what the different components of the education system – from the teaching content through to educator qualifications and competencies, through to infrastructure – should look like to create an inclusive teaching and learning environment to support achievement of the overarching goal of ensuring access to quality education for all learners, including the most vulnerable and marginalised.

4.2.2 Why is a quality, relevant and inclusive curriculum important?

Eswatini’s national development vision is that it becomes a middle-income country founded on sustainable economic development, social justice and political stability.⁶¹ One of the major challenges which must be overcome is the social and economic exclusion of historically vulnerable families, individuals and communities. Achieving the national development vision depends on inclusive social and economic development – that is to say, development driven by the sustained participation of marginalised communities, families and individuals in economic, social and civic life of the Kingdom of Eswatini. The achievement of this outcome fundamentally depends on the provision of a quality and relevant education that prepares children for their active participation. Critically, it depends on the most vulnerable children receiving a quality, relevant education. This can only be achieved through the development and universal roll out of a quality, relevant and inclusive curriculum that guarantees the meaningful participation of vulnerable children.

The Government of the Kingdom of Eswatini has adopted a National Curriculum Framework for General Education that mandates the development, resourcing and implementation of a revised 21st century curriculum. It has been developed and adopted with the express intention of building the knowledge, capacities and skills of learners to be actively engaged in, and drive economic development, social justice and political stability of the Kingdom of Eswatini.

The reality is that it will be the well-resourced schools and wealthier parents and children who will benefit from this curriculum. Vulnerable and marginalised children face many challenges and barriers in their home, community and school environment that are likely to prevent their full enjoyment of the competency-based teaching and learning envisaged by the new curriculum and developing the 21st century skills needed to escape their circumstances and realise the national vision.

To achieve the developmental goal of education requires a curriculum at all levels of education, from pre-school through to senior secondary, that is designed, resourced and implemented to overcome the barriers faced by vulnerable learners. It requires that the most vulnerable and marginalised are supported by the school to access quality and relevant teaching and learning so that they have an equal opportunity to become and active, engaged citizens who will drive sustainable development.

The curriculum is “the systemic collection of the what, the why, the when, and the how learning takes place in a particular context.”¹

⁶¹ National Development Strategy Vision 2022

Educational exclusion or equity in education has two dimensions. The first relates to physical access. The most vulnerable children are often out of school because of socio-economic barriers such as gender, poverty, disability, and ethnic origin. Addressing only this level of access is insufficient. There is a second element of educational exclusion – the quality of education received to equalise children’s opportunities to engage in economic, social and civic activities on an equal footing. Once in school, vulnerable children are at a greater risk of receiving education of a poorer quality and of achieving poor educational outcomes. For example, children from poorer homes in most OECD countries are between three and four times more likely to be among the poorest scorers in mathematics at age 15, and many vulnerable children leave school without the basic knowledge, skills and competencies they need for work and life in the 21st century. “Achieving the necessary reading and mathematical skills is often especially difficult for migrants and minorities, who often lose out on both fronts – lower performance and low socio-economic background.”⁶²

If inequalities in access to quality education are not addressed, education will not achieve its aim and will perpetuate historical patterns of social, economic and political exclusion.⁶³ The curriculum is the foundation of any education system and the key to ensuring quality education for all. As such it is critical for ensuring inclusive improvements in educational outcomes for vulnerable children and is therefore a priority of CSTL and the Government of the Kingdom of Eswatini.

A CSTL school is one where there is a shared, clear understanding among the whole school community of the learning barriers faced by vulnerable learners and where targeted measures are taken in the design, resourcing and implementation of the curriculum to create an enabling learning environment that overcomes the identified barriers and guarantees every child a high quality 21st century education that unlocks their full potential.

The curriculum goal of all CSTL schools Every child in the Kingdom of Eswatini benefits equally from accessible, age-appropriate, quality, relevant education that will equip him or her with the skills and knowledge to contribute positively to and sustain economic and social development, environmental sustainability, social justice, political stability and good governance.

4.2.3 CSTL curriculum goals

Every child, especially the most vulnerable, has equal access to age-appropriate, quality, relevant education that will equip him or her with the knowledge, skills, competencies and capacities to contribute to, and sustain economic and social development, environmental sustainability, social justice, political stability and good governance of the Kingdom of Eswatini.

4.2.4 CSTL curriculum objectives

1. Every school in the Kingdom of Eswatini is mandated, enabled and supported to provide a competency-based curriculum in an enabling and supportive teaching and learning environment that ensures that all vulnerable and marginalised children acquire 21st century competencies, knowledge and skills.
2. Every school therefore ensures that every child receives an education that equalises their opportunities and enables them to be active and engaged citizens with the capacity to contribute to the social cohesion and development, environmental sustainability, social justice, peace and good governance of their families, schools, communities, societies and the country.

⁶² OECD. 2008. Policy Brief: Ten steps to equity in education. <https://www.oecd.org/education/school/39989494.pdf>

⁶³ OECD. 2008. Policy Brief: Ten steps to equity in education. <https://www.oecd.org/education/school/39989494.pdf>

3. Every school is mandated, enabled, required and supported to implement a 21st century, competency-based curriculum that is relevant, effective and includes and maximizes the potential development of all children, especially the most vulnerable through its:
 - Learning areas and learning content
 - Educator qualities, qualifications and competencies
 - Pedagogical practices in the classroom
 - Infrastructure
 - Teaching and learning resources
 - Relationships with community
 - School leadership and governance structures and institutions.

4.2.5 Minimum requirements for a quality, relevant and inclusive curriculum

Every school s, the MoET and partners should work towards achieving the following minimum requirements to secure a quality, relevant and inclusive curriculum:

1. **Learning areas and content** must prepare and enable children to be active and engaged citizens in all aspects of the society the Kingdom of Eswatini aspires to achieve.⁶⁴ They must include age-appropriate information and build understanding, capacity and competencies across all levels of the general education system of:
 - a. Sustainable inclusive development;
 - b. responsibilities and rights, including socio-economic as well as civil and political responsibilities and rights;
 - c. social cohesion, tolerance and the value of diversity;
 - d. cultural differences and values;
 - e. environmental sustainability and sustainable living;
 - f. gender equality;
 - g. life skills education and HIV and AIDS knowledge;
 - h. civic, local and national democratic and governance affairs and processes;
 - i. literacy and numeracy;
 - j. science and mathematics; and
 - k. information, communication and technology.
2. **Competency-based learner assessments and progression** policies should be developed and implemented at every school. Every school should have a suite of systems and tools for enabling teachers to provide a combination of formative and summative assessments of progress made by each learner in completing the curriculum subject area.

Where learners are found not to be progressing adequately, they should be identified, allowed to progress to the next grade in accordance with national education policy and provided with additional teaching support to overcome their learning challenges.
3. **All educators in the school must receive** pre- and in-service training, support and mentoring to provide enabling and supportive teaching that will result in the acquisition of knowledge, skills and capacities, particularly by children facing barriers to learning, to be engaged and active citizens.

⁶⁴ Adapted from the National Curriculum Framework 2018

- 3.1 Every foundation, primary, junior secondary and senior secondary teacher must:
 - a. Receive pre- and regular follow-up in-service training on the national curriculum framework and implementation plan (once developed);
 - b. ongoing support and training for understanding and applying a learner-centered approach to teaching, including the identification of learner's needs and interests, and how to respond to these in the classroom with additional support and competency-based assessments;
 - c. participate in a system of ongoing assessments by inspectors and self-assessments of their understanding of the 21st century curriculum and the development of a personalized ongoing teacher-mentoring / support plan for teachers to build on strengths and address gaps and challenges
- 1.1 Every head teacher and deputy head must receive training in competency-based education as instructional leaders.
- 1.2 Professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills into classroom practice must be established, and the participation by educators in the learning communities must be encouraged and incentivized by the head teacher and the MoET.

2. **Pedagogical practices and co-curricular activities**, including teaching methodologies, teacher attitudes, and teaching and learning materials must be developed and implemented to support the nurturing of 21st century competencies in all learners.

Teachers should:

- 1.1 Engage with their learners on what their needs and interests are and use materials and resources that respond to these, including special needs learning resources;
 - 1.2 facilitate dialogue between learners and educators to enable the critical use of information and the development of skills to manage differences in opinions;
 - 1.3 ensure learners have access to a diversity of information sources and platforms using media and a supportive network of informal educators, including visits to and teaching sessions by representatives from the media, NGOs, human rights institutes and the electoral commission;
 - 1.4 ensure the practical application of the theories and skills taught to learners through for example, debates, dialogues, and their participation in decision-making processes and structures at schools. School governance structures and practices, the teaching and learning methodology and extra-curricular activities should allow children to exercise skills and competencies. Through teaching methodologies, extracurricular activities and governance arrangements, children should be enabled to put their learning into practice as active citizens of the school community through for example:
 - a. Project-based learning;
 - b. debate as a teaching methodology and establishing debating clubs;
 - c. establishing school newspapers; and
 - d. establishing peer groups for identification and resolution of localised issues;
 - e. establishing protocols and procedures to ensure the participation of children in school governance structures.
 - 4.5 Have access to cluster teacher support groups or communities of practice and learning that support and mentor teachers' quality, relevant and inclusive 21st century teaching and learning skills.
3. **School infrastructure** must support 21st century learning and the attainment of associated competencies. Schools must:

- 3.1 Develop a 21st century teaching and learning school infrastructure plan with the input of learners, parents and communities to identify and plan for the use of available resources to ensure 21st century learning spaces and equipment to support implementation of the 21st century curriculum offered at the school;
 - 3.2 provide media centres offering access to a diversity of media and ICT, sources and platforms of information as well as offer the space for quiet reflection, debate and reading in accordance with their available resources;
 - 3.3 provide science and computer libraries and workrooms for acquiring knowledge and the practical application of knowledge acquired;
 - 3.4 provide environmentally sustainable and supportive infrastructure; and
 - 3.5 provide educators with access to tools and resources to share knowledge and practice with other professionals, interact with experts in their field, and connect with their students, families and communities.
4. **Relationships between the school and community** is key to the success of 21st century learning. Schools must become eco-systems of learning that serve as a conduit for sharing 21st century competencies and skills among learners, parents and caregivers and communities.

Schools should therefore:

- 4.1 Build a network of supportive educators drawn from the broader community, including:
 - a. Businesses and business associations;
 - b. the media;
 - c. electoral commissions;
 - d. NGOs;
 - e. child-led organisations; and
 - f. human rights organisations and institutes
- 4.2 Facilitate annual workshops to educate and inform parents and caregivers on 21st century learning and the curriculum and build partnerships with them as co-educators who will create an enabling and supportive home environment where their children can continue to exercise and grow their 21st century skills.

5. **School leadership and governance** is critical to the success of 21st century learning. Child or learner-centered teaching and learning requires that children participate, in accordance with their evolving capacities, in decisions about their teaching and learning environment.

Therefore, every school should:

- 5.1 Establish democratic and inclusive school support teams and/or school committees responsible for planning and decision-making on teaching and learning, including planning of the curriculum. This must include children, parents and representatives from the communities. The learners represented should include a proportion of vulnerable or historically marginalised learners; and
- 5.2 provide ongoing, annual training and mentoring to the school support unit or other governance body on the 21st century curriculum and the roles and responsibilities of the team in supporting its implementation.

4.2.6 Indicators of progress in achieving a quality, relevant and inclusive curriculum

Learning areas and content:

1. A costed national Early Childhood Care and Education (ECCE) and Grade 0 curriculum implementation plan is developed through a consultative process which includes educators, inspectors, parents and caregivers.
2. A costed secondary curriculum implementation plan is developed through a consultative process which includes educators, inspectors, parents, caregivers, and children.
3. All schools provide meaningful teaching and learning that provides theoretical teaching and the opportunity to practice:
 - a. Responsibilities and rights education;
 - b. life skills education;
 - c. education for sustainable development;
 - d. literacy, numeracy, and ICT education (or literacy, numeracy and ICT preparation in the foundation phase); and
 - e. civic responsibilities and the workings of democracy and governance processes.

Learner assessment, progression and support:

1. A formative learner assessment is developed and universalized for all learners to enable teachers to identify their learning needs, barriers and interests.
2. A system of support with standardized guidelines for the provision of additional support to learners with learning challenges and barriers is established and implemented.
3. A competency-based assessment system is developed and implemented.
4. All learners not meeting the competency standards are identified and provided with additional teaching and learning support responsive to their needs and challenges.

Teacher support:

1. The teacher training curriculum for all phases is revised to align with the curriculum minimum standards or outcomes set out in the National Model.
2. All teachers receive annual in-service training on the curriculum minimum standards as described in the National Model and this Handbook, and how to fulfil their roles and responsibilities.
3. All teachers receive annual in-service training on inclusive education.
4. All head teachers receive training on providing curriculum leadership.
5. Cluster teacher support groups or communities of practice and learning are established to support and mentor teachers in the provision of a CSTL-sensitive competency-based 21st century teaching and learning.

Pedagogical practices and co-curricular activities:

1. All educators consult all learners on their learning interests and needs.
2. Educators provide access to more than one medium of information, including social media, print media, radio.
3. Educators facilitate children's access to informal educators / sites of learning such as guest speakers from surrounding community or field visits.
4. Project-based learning is used by all teachers.
5. Debating or any other comparable methodology for development of critical reasoning and rhetoric skills is used as a teaching methodology.
6. A school newspaper is established.

School infrastructure:

1. Every school develops a curriculum school infrastructure plan in consultation with teachers, parents, learners (in accordance with their evolving capacities) and community members.
2. A national sector curriculum infrastructure plan is developed to support the implementation of the National Curriculum Framework.
3. Every school provides specialised rooms that are required to support application of knowledge learned through the school's 21st century competency-based curriculum, including, where relevant:
 - a. Environmentally friendly and sustainable infrastructure such as water tanks, school vegetable gardens, recycling bins (collection points for communities);
 - b. science and computer laboratories; and
 - c. media centres enabling teachers and learners to access a diversity of media and ICT, sources and platforms of information as well as offer the space for quiet reflection, debate and reading.

Relationships between the school and community

1. Schools have a network of at least 2 community partners supporting the implementation of the curriculum with clearly defined roles and responsibilities.
2. Schools, either individually or collectively, host one annual workshop, together with the regional, primary and secondary inspectors, and CSTL school support teams with parents and caregivers to inform them of CSTL and the competency-based curriculum and negotiate agreements on how they can support continuation of learning through a supportive home environment.

School leadership and governance

1. An inclusive school support team and/or school committee responsible for planning and decision-making on teaching and learning, including planning of the curriculum framework is established and includes children, including vulnerable learners.
2. CSTL national and regional support teams and inspectors provide training and mentoring to the school support team and/or other school governance committees on the curriculum and the roles and responsibilities of the team in supporting its implementation.

Progress indicators measuring impact

- Increased learner enrolment
- Increased enrolment of vulnerable learners as identified in the National Model and this Handbook
- Increased learner participation in pre-school programmes
- An increase in the number of learners with special education needs enrolled in, and completing all phases of education
- A reduction in drop-out rates, including reduced rates among vulnerable learners
- Increased learner achievement, including increases among vulnerable learners
- Reduced repetition rates.

4.3 Pillar 3: Teacher development and support

4.3.1 What is teacher development and support?

The quality of teaching and learning and learner's ability to participate and succeed in education depends on the availability of enough qualified, motivated teachers, especially in marginalised areas, who are encouraged and mentored to provide quality, inclusive teaching. This in turn requires the systemic provision of capacity-building and ongoing support and mentoring to teachers to capacitate, enable and empower them to fulfil their important transformational role.

4.3.2 Why is teacher development and support important?

Access to school is not enough to achieve the development goals of the education system. Vulnerable children must receive quality education. This is in turn critically dependent on the qualifications, skills, competencies, capacities of, and ongoing support provided to teachers. They must be enabled and empowered to understand children's vulnerabilities and how to respond to them effectively so that they may develop to their full potential.

4.3.3 Teacher development and support goal

Every school in the Kingdom of Eswatini has an adequate number of suitably qualified and supported teachers with the skills, knowledge and competencies to:

1. Identify or recognise vulnerable children and their associated barriers to learning;
2. provide quality teaching and learning to all learners, including learners facing barriers to education; and
3. facilitate their access to additional family and community-based support to overcome their barriers to education.

4.3.4 Teacher development and support objectives

1. There is an adequate and equitable spread of qualified teachers, especially in under-serviced areas.
2. Teachers have the required knowledge, skills and competencies to provide quality teaching and learning to achieve the prescribed competencies at pre-school, primary and secondary levels of the general education system.
3. Teachers are enabled and supported to identify vulnerable learners and ensure they received the additional support they need to overcome educational barriers.
4. All teachers, including head teachers understand the CSTL concept and their associated roles and responsibilities.

4.3.5 Minimum requirements for teacher development and support

The MoET, every regional education office and school should work towards achieving the following minimum requirements to provide the teacher development and support necessary to realise the CSTL goals and objectives:

1. A national, regional and school-level CSTL teacher audit and development and improvement plan is developed, costed and implemented.
2. Every school has enough suitably qualified teachers with the skills and competencies that they need to provide quality teaching and learning to comply with prescribed teacher: learner ratios and to cover the curriculum for the grades in the school.
3. Every early learning institution and pre-school class is resourced with a qualified, competent early learning educator.
4. There are an adequate number of qualified teachers in rural schools.

5. There are adequate numbers of specialised secondary school teachers to teach maths, science and ICT in all schools, including rural schools and historically poor performing schools.
6. All primary school teachers are supported to engage in effective pedagogical practices for teaching reading and numeracy.
7. Teachers are incentivized to live and teach in rural areas.
8. All teachers are provided with regular training and support on:
 - a. The identification of learners with additional learning needs; and
 - b. how to provide them with appropriate learning support through the responsive modification of the curriculum and their referral for additional external social welfare, material and related support.
9. Pre-service training of all teachers includes a module on CSTL and the identification of vulnerable learners and the provision of appropriate learning and social support.
10. All teachers, including head teachers are provided with annual in-service training on CSTL.

4.3.6 Indicators of progress in achieving teacher development and support

1. A national, regional and school-level CSTL teacher audit and development plan is conducted, developed, costed, resourced and implemented.
2. An increase in the number of qualified pre-primary teachers.
3. An increase in the number of primary school teachers receiving pedagogical training to teach reading and numeracy.
4. An increase in the number of qualified teachers in rural schools.
5. An increase in the number of schools complying with prescribed teacher: learner ratios.
6. Increase in the number of science and maths teachers per learner, notably in secondary schools and in rural areas.
7. The pre-service teacher training curriculum for all educators includes a CSTL component.
8. An increase in the number of teachers receiving in-service training per year on CSTL and the identification and support of vulnerable learners.

4.4 Pillar 4; Enabling and inclusive infrastructure

4.4.1 What is enabling and inclusive infrastructure?

Enabling and inclusive infrastructure refers to the provision and maintenance of enough, safe and appropriate physical school structures and basic amenities to meet the needs of all learners, including children with special needs. Enabling and inclusive infrastructure is also environmentally sustainable.

4.4.2 Why is enabling and inclusive infrastructure important?

Enabling and inclusive infrastructure is essential for creating an educational environment where quality and inclusive teaching and learning may take place, that is respectful and promotive of rights, is safe and facilitates inclusion, participation, and learner-centered teaching and learning.

Adequate school infrastructure is key to achieving the education sector's access, equity and quality goals and realising children's rights.

It is important for achieving CSTL objectives because:

1. The government of the Kingdom of Eswatini has committed, as part of its undertaking to ensure children's education rights, their rights to dignity, equality and a safe and healthy environment, to provide inclusive, enabling and safe and healthy teaching and learning infrastructure and basic services at all schools.
2. Inadequate infrastructure is a leading cause of vulnerable children's exclusion from school, failure to participate, receive a quality education, and dropping out.
3. Having enough, accessible, safe, hygienic and appropriate learning spaces, buildings and basic services such as classrooms, laboratories, libraries and sanitation facilities is necessary for achieving universal access to quality education - from the foundation through to the secondary phases of education.

The provision of adequate and an equitable distribution of school infrastructure is a key determinant of achieving the sustainable development goals in Eswatini.

- Having enough schools for the different phases is key to ensuring access, especially in under-served and over-subscribed areas.
- The effective implementation of a quality, relevant and inclusive curriculum requires the availability of specialist infrastructure such as media centres, laboratories and workrooms.
- Increasing enrolments and delivery of quality education for young children and children with disabilities depends on the provision of age- and developmentally appropriate infrastructure in enough quantities, especially in rural and other under-served areas.

4.4.3 CSTL enabling and inclusive infrastructure goal

Every school in the Kingdom of Eswatini provides a safe, hygienic, inclusive and environmentally sustainable school building, equipment, facilities and grounds that support access to quality teaching and learning for all, including the most vulnerable.

4.4.4 CSTL enabling and inclusive infrastructure objectives

Every school has adequate and appropriate infrastructure to:

1. Meet the demand for quality pre-school, primary and secondary teaching and learning of the new and revised Curriculum Framework. This includes adequate early learning centres, schools, classrooms and supportive learning spaces such as laboratories in sufficiently close proximity to learners.
2. Ensure environmental sustainability within schools.
3. Respect the rights of children to a safe, hygienic and supportive environment.
4. Create an enabling, inclusive and supportive learning environment.
5. Ensure the equitable distribution, rights and dignity of teachers through the availability of teacher housing and teacher support facilities in schools.

4.4.5 Minimum requirements for enabling and inclusive infrastructure

The MoET, every regional education office and school should work towards achieving the following minimum requirements to secure enabling and inclusive infrastructure:

1. Develop a national, regional and school infrastructure development plan (as part of the annual school development plan) to meet the CSTL infrastructure goal. The plan should identify infrastructure needs, including the needs of vulnerable groups, gaps, the required developments to address the gaps, the cost of addressing the gaps, and identify partners for resourcing and providing the required infrastructure.

2. Design, construct and maintain school buildings and grounds that are environmentally friendly, and include measures for water harvesting, energy conservation, power generation, and recycling.
3. Establish Grade 0 classes in every primary school.
4. Ensure schools are accessible with safe, good roads.
5. Develop infrastructure to enable access to quality education by learners with disabilities.
6. Ensure that all schools are within the prescribed distance from learner's homes and that there are enough schools with adequate spaces to accommodate learners in the school's jurisdiction in accordance with the prescribed class: learner ratios.
7. Ensure that classrooms are not overcrowded and do not exceed the prescribed maximum number of learners per class.
8. Ensure all schools have specialised rooms to support implementation of the competency-based curriculum, including media centres, laboratories and workrooms.
9. Ensure all learners have access to basic teaching and learning resources, including a desk, a chair and text and workbooks.
10. Ensure all pre-schools have adequate and safe teaching and learning resources and play areas and equipment.
11. Ensure adequate sanitation and hygiene facilities that meet the needs of children with special education needs, girl children, and young children.
12. Ensure that every school has adequate refuse removal services to ensure the hygiene and safety of the school community.
13. Ensure that schools are secured with a perimeter fence and security to control access to school premises.
14. Ensure that teachers in rural areas have access to affordable and adequate housing.

4.4.6 Indicators of progress in achieving enabling and inclusive infrastructure

1. An infrastructure development plan is developed for the MoET, every region, and school in the Kingdom of Eswatini.
2. An increase in the number of schools within prescribed distance from learner's homes.
3. An increase in the number of schools with adequate sanitation facilities to accommodate the numbers and different needs of the school's community of diverse learners, including the youngest children, girl children and children with disabilities.
4. An increase in the number of schools with inclusive infrastructure that accommodates the needs of children with disabilities.
5. An increase in the number of schools with libraries or media centres, laboratories and workrooms to support implementation of the competency-based curriculum.
6. An increase in the number of Grade 0 classes established and the number of primary schools with Grade 0 classes.
7. An increase in the number of learners with a desk and chair.
8. An increase in the number of learners with access to textbooks and workbooks.
9. An increase in the number of schools with a perimeter fence.
15. An increase in the number of schools with environmentally sustainable infrastructure including measures for water harvesting, energy conservation, power generation, and recycling.
16. An increase in the number of schools with access to adequate refuse removal.
10. An increase in the number of teachers having access to housing in rural areas.

4.5 Pillar 5: Material Support

4.5.1 What is material support?

Material support refers to resources or services to address material or financial barriers to education linked to high levels of household poverty, including:

- school fees;
- uniforms
- assistive devices for children with special education needs
- transport, and
- exclusionary parental attitudes and practices driven by poverty that result in children's removal from school.

4.5.2 Why is material support important?

Poverty is a leading cause of educational exclusion. It also intersects with other barriers, such as parental illiteracy, gender, disability and geographical location to aggravate the resulting negative impact on children's educational outcomes. Household poverty results in parents being unable to cover school costs such as school fees, examination fees, other school contributions, school materials, transport and uniform costs. In addition, poverty is a driver of high levels of child labour, child marriages and other forms of abusive and exploitative practices that serve to exclude children from school.

In order for schools to fulfil their developmental responsibilities and ensure the inclusion, completion and quality educational outcomes for children living in poverty, it is important that poor parents, caregivers and children are provided with financial and other forms of material assistance to cover the costs of schooling and understand the value of education.

4.5.3 Material support goal

No child is excluded from enrolling, participating or completing all levels of education, from pre-school through to secondary school because of the cost of education.

4.5.4 Material support objectives

1. Primary education is free.
2. The costs of pre-primary and secondary education are subsidised and / or covered by the payment of education grants.
3. Free pre-primary and secondary education are progressively implemented.

4. No top-up fees or additional costs are charged by schools for children who receive free or subsidised education or education grants.
5. Parents and communities are aware of the value of keeping children in school for long-term family security and community development reasons and are aware of programmes available for helping them with the costs of schooling or lost opportunity costs of keeping their children in school.

4.5.5 Minimum requirements for material support

The MoET, every regional education office, and school should work towards achieving the following minimum requirements from the foundation through to the senior secondary levels of education:

1. Early childhood education, including Grade 0 should be publicly funded by the MoET.
2. Poor children's early education should be subsidized by government.
3. Grade 0 should be universalized and progressively made free.
4. The OVC grant should be available and accessed to cover the school costs of all learners that are living in poverty or experience other vulnerabilities that impact on their access to quality education because of material costs.
5. Dignity packs must be available to all girls living in poverty once they reach puberty.
6. The MoET and schools must engage in regular communications with parents, community members and traditional leaders through the media and workshops on the value of education and services and support that are available to help cover the costs of schooling.

4.5.6 Indicators of progress in achieving material support goals

1. Early childhood education is publicly funded.
2. Vulnerable children receive a subsidy for early education costs.
3. Grade 0 is universalized and free.
4. Basic secondary education is progressively made free.
5. An increase in the number of poor children receiving the OVC grant at secondary schools.
6. An increase in the number of girls receiving dignity packs.
7. Reduction in the number of children dropping out because of costs associated with schooling or lost opportunity costs.
8. An increase in the number of communications and workshops with parents, community and traditional leaders on the value of education.

4.6 Pillar 6: Nutrition and Health Promotion

4.6.1 What is nutrition and health promotion?

Nutrition and Health Promotion refer to the routine and integrated provision of health and nutrition services and support through schools that improve the health status of both teachers and learners. It includes education, access to food, basic nutrition and health services and treatment such as immunizations and deworming, and a healthy school environment.

4.6.2 Why is nutrition and health promotion important?

Poor health and malnutrition are leading causes of poor educational attendance and outcomes. Illness and hunger are leading causes of absenteeism, dropping out and poor educational outcomes for children.

Poor hygiene and sanitation services, especially for girls and children with disabilities, contribute to poor health outcomes and associated educational challenges, poor attendance and high drop-out rates.

In addition, poor health and malnutrition has a fundamental impact on the right of vulnerable children to a quality education. Poor nutrition impacts on children's cognitive development, their ability to concentrate and their attendance at school. This in turn impacts negatively on their ability to do well at school and graduate to become a contributing, active member of society.

Poor health, under-nutrition, lack of access to food and inadequate and inappropriate sanitation and water supplies for children at schools are leading causes of poor attendance, dropping out and poor educational achievements.

4.6.3 Nutrition and health promotion goals of all CSTL schools?

1. All schools provide all children with a comprehensive package of promotive, protective and basic therapeutic school-based health and nutrition services.
2. No child in the Kingdom of Eswatini fails to attend school, do well or complete their schooling because of hunger or ill health.

4.6.4 Nutrition and health promotion objectives

1. Nutritional support, including school feeding programmes and education are provided through all schools.
2. Promotive and preventative health education and services are provided in all schools to promote healthy living, prevent avoidable diseases, including HIV and AIDS, and prevent harmful behaviours such as early sexual debut, substance abuse and teen pregnancies.

4.6.5 Minimum requirements of nutrition and health promotion

The MoET, every regional education office, and school should work towards achieving the following minimum requirements from the foundation through to the senior secondary levels of education:

1. Every school should develop a school nutrition and health promotion policy.
2. Develop nutritional guidelines and implement them in pre-schools.
3. Provide health and nutritional education, including comprehensive sexuality education through the curriculum.
4. Establish a food garden.
5. Implement the national school feeding programme in all public primary and secondary schools to provide at least one nutritious meal per day.
6. The Life Skills curriculum is implemented to provide education on the prevention of avoidable diseases and healthy, positive behaviours.
7. A package of basic preventative health services is provided at all schools, including developmental screening, vision and hearing screening, immunisations and the provision of sexual and reproductive health services.
8. The school environment is safe and health promoting.
9. Chronically ill learners are identified and supported.
10. Every school has a first aid kit and teachers are trained on first Aid and Basic life support.
11. Programmes promoting physical activity are implemented.

4.6.6 Indicators of achieving nutrition and health promotion goals and objectives

1. Pre-school nutritional guidelines are developed and implemented in pre-schools.
2. The primary and secondary curriculum incorporates nutritional, health promotive and preventative information and education on healthy eating, HIV and AIDS, substance abuse, comprehensive sexuality education, including the prevention of teen pregnancies.
3. An increase in the number of schools with food gardens.
4. An increase in the number of primary and secondary schools providing a daily meal.
5. An increase in the number of primary and secondary schools providing a basic package of preventative health services, including immunizations, developmental screening and testing.
6. An increase in the number of schools with a formal nutrition and health promotion policy and programme of action.
7. An increase in the number of schools with a formal relationship with the local clinic and a formalised referral protocol to ensure children identified as needing treatment are referred and receive it.
8. An increase in the number of schools with a First Aid kit and teachers trained in basic life support.
9. Reduction in the number of children using / abusing alcohol or drugs.
10. An increase in the number of children identified with, and referred for remediation of vision, hearing, speech and/or language impairments.

4.7 Pillar 7: Social and welfare services, including safety and protection and psychosocial support

4.7.1 What are social welfare services, psychosocial support and safety and protection?

When children face adversity, whether abuse, the death of a family member, social dislocation, or being thrust into adult responsibilities at too early an age, such as brought about by early marriage or onerous domestic responsibilities, the psychological impact on them is immense. This in turn impacts negatively on their educational attendance, participation and achievements.

Prevention of the traumatizing event or experience is the best solution. This can be achieved through measures to keep children safe and protected from harm at school, in their homes and in their communities. Safety and protection concerns include the psychological and emotional safety and well-being of learners and teachers. Safety and protection refer to the provision of safe school spaces through:

- a. The elimination of all forms of violence, abuse, exploitation and bullying at schools;
- b. the identification of children at risk of harm or abuse; and
- c. their referral to appropriate support services.

However, where it is not possible to prevent the traumatic event from occurring, it is critical that children receive social services, including welfare and psycho-social support to minimise the impact on their well-being and educational inclusion. Children who have been abused, neglected or exploited will need the support of a social worker who may need to remove them from the harmful situation, and/or provide family support and strengthening services. In addition, these children require psychosocial support. Psychosocial Support refers to a continuum of care and support which addresses the social, emotional, spiritual and psychological well-being of learners and teachers.

4.7.2 Why are social and welfare services important?

The provision of safety and protection, social welfare and psychosocial support and services is critical to achieving CSTL goals because of its direct link with educational participation and performance. Violence against children in and

around their schools, in their homes and communities, whether by teachers, fellow learners, and grief and trauma associated with loss or violence drive educational exclusions, absenteeism, dropping out and poor educational outcomes.⁶⁵ Where safety and protection measures do not protect children from exposure to harm, “providing psychosocial support is likely to minimise [the negative] impact and thus improve educational outcomes for traumatized children.”⁶⁶

4.7.3 Social welfare services goals

1. All children are safe and free from abuse, whether emotional, verbal, physical or sexual, as well as violent discipline, on their way to and from school and while they are at school.
2. All schools provide a suite of preventative, supportive and therapeutic services to keep children safe from abuse, neglect and exploitation, and to mitigate the impact of trauma and grief experienced in their lives.

4.7.4 Social welfare services objectives

1. All schools are enabled and supported to provide and do provide a package of services and support to protect children from violence, abuse, neglect and exploitation, including the use of corporal punishment and bullying.
2. All schools are further supported and enabled to provide, and do provide a package of therapeutic services, including psycho-social support for children who have experienced violence, abuse, neglect and exploitation or other causes of grief and trauma such as the loss of a parent.
3. The education system enables and supports all schools to develop and maintain capacitated human resources to prevent abuse and ensure the safety of children, and identify and provide, or refer children at risk of abuse, or who are otherwise vulnerable children for the provision of social welfare services.
4. All schools incorporate education in their curriculum to raise awareness of the rights of children to protection, services that are available, and to change harmful attitudes and practices that serve to fuel violence against children.
5. All schools provide mechanisms for the identification and referral of children who are abused for support and treatment.
6. All schools have effective codes of conduct and disciplinary mechanisms in place to prevent and sanction the use of violence against children by any of the school community members.
7. The education system ensures that all schools have mechanisms and capacitated human resources to identify and provide or refer vulnerable children for the provision of psychosocial support to ensure their social, emotional and psychological development, and to minimise risk and maximise protective factors.
8. All schools have peer support groups that provide education and advocacy for safe and protective school environments.
9. Children feel and are safe in the classroom, the playground, and the sports field, on the way to and from school, and at school events.

⁶⁵ MiET Africa and SADC. 2012. CSTL Regional Report: A Review of care and support for teaching and learning in the SADC region

⁶⁶ MiET Africa and SADC. 2012. CSTL Regional Report: A Review of care and support for teaching and learning in the SADC region

10. Children are not exposed to the risk of, or experience physical, sexual, mental or emotional harm, abuse, violence or harassment as a result of unsafe or inadequate infrastructure, or because of the behaviour of other children or educators including:
 - Sexual abuse or harassment
 - Theft
 - Bullying
 - Corporal punishment
 - Degrading and /or humiliating treatment.
 - Steps are taken to prevent harm and violence by addressing the main risk factors, harmful behaviours and attitudes among school community members including:
 - Unsafe structures and facilities
 - Unsafe transport
 - Alcohol and drug use
 - Carrying weapons
 - Harmful religious and cultural beliefs, attitudes and practices.
11. Effective referral, reporting and follow-up mechanisms and procedures are in place where prevention fails.
12. Educators and learners know the signs of harm, abuse or harassment and report and refer children who are victims of abuse or violence at home or school to school authorities or structures established for their safety and protection.
13. All learners and educators know what their specific duties and responsibilities are to ensure the safety and protection of each other.

4.7.5 Minimum requirements for social welfare services

The MoET, every regional education office, and school should work towards achieving the following minimum requirements from the foundation through to the senior secondary levels of education:

1. Provide a basic package of services at all schools that includes:
 - a. The identification of children at risk by the school community, including teachers, head teachers, peers and parents
 - b. The facilitation of access to protective services such as birth certificates and counselling
 - c. Referral mechanisms for ensuring children at risk access the formal child protection system once the school as identified them
 - d. The provision of safe school spaces through the prohibition of all forms of violence, abuse, exploitation, including bullying and the use of corporal punishment at schools as well as the identification of children at risk of harm or abuse and their referral to appropriate support services.
 - e. The promotion of the use of positive discipline by educators and parents through training and awareness-raising initiatives.
 - f. The provision of treatment, care and support for children affected by HIV and AIDS.
2. Train teachers in the identification of vulnerable children, the provision of basic psycho-social support and referral processes and available supportive services.
3. Establish clear and effective referral networks between schools and social welfare service providers in the community.

4. Establish school-based peer support groups for the promotion of positive behaviours and prevention of violence and abuse, such as the anti-crime clubs.
5. Establish dedicated counselling rooms in schools.
6. The MoET must establish an emergency toll free and confidential guidance and counselling helpline for learners.
7. The MoET and schools must establish and fill full time guidance and counselling posts in schools.

4.7.6 Indicators of progress in achieving social welfare goals

1. An increase in the number of schools providing a basic package of preventative and promotive social welfare services.
2. An increase in the number of teachers trained on social welfare services, identification and referrals of children at risk.
3. Referral protocol and pathways are established for identification and referral of children from schools to community-based services at risk for social welfare services.
4. An increase in the number of children identified and referred for services.
5. A reduction in the incidences of cases of all forms of violence and abuse in schools.
6. An increase in the number of guidance and counselling posts established at schools.
7. An increase in the number of dedicated counselling rooms established at schools.
8. An increase in the number of school peer groups established at schools, such as anti-crime clubs.

4.8 Pillar 8: Parental support and community involvement

4.8.1 What is parental support and community involvement?

Parental and community involvement is the active and engaged commitment and participation of communities, business, local NGOs and community leaders and members, as well as parents and caregivers of the school children, in the governance of the school and in the provision of support to learners.

It is the schools' responsibility to establish and maintain a health and engaged school community of extended partners through the development of well-defined partnerships and coordination mechanisms to facilitate collaboration between schools, communities and community members and parents and caregivers. In addition, schools are required to not just create strong and inclusive structures, but to capacitate and facilitate the effective and meaningful participation of parents and communities in school planning, management and oversight, and the provision of support to learners.

4.8.2 Why is parental and community involvement important?

It is important because parental and community involvement improves educational outcomes for children.

Reports published by the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) confirm that schools with low levels of parental and community participation have poorer educational outcomes than those with active and

Numerous studies have found a clear link between parental involvement in teaching and learning processes, including involvement in the governance of schools and in the provision of learning support at home, and better educational outcomes.

engaged parents and communities.⁶⁷

The SACMEQ study also found that parental support with homework made a significant difference to learner outcomes. The study found further that vulnerable learners, notably learners in poorer, especially rural communities receive very low levels of home support, contributing to the current patterns of inequities in educational outcomes in the SADC region.⁶⁸

In addition to the benefits of parental involvement on learner outcomes, the development and maintenance of a CSTL school requires the active and engaged commitment and participation of parents and community members.

Schools cannot become CSTL schools acting alone. Schools can only become CSTL schools with the active and engaged participation of parents, caregivers and broader community members.

This is the reason why the SADC CSTL Policy Framework calls on all Ministries of Education to develop management, coordination and communication systems, mechanisms and tools that:

- 1. Facilitate parental involvement in school governance, and**
- 2. support the creation of an enabling and supportive home learning environment through measures that support parents understand their role and how to fulfil it in low literacy settings.**

4.8.3 Parental and community involvement goals

1. All parents, caregivers and community members in the school community know and understand the importance of their role in making and sustaining the school as a site of care and support for teaching and learning.
2. School management teams and educators recognise, capacitate and work with parents and communities as partners to create and maintain CSTL schools that provide a nurturing and supportive teaching and learning environment and achieve CSTL goals and objectives.

4.8.4 Parental and community involvements objectives

1. Parents and communities are aware of CSTL and the value and importance of their participation in the school and their children's education, and what their roles and responsibilities are.
2. Parents and communities provide care and support in schools and in homes to address barriers to education.
3. Parents and communities are active participants in planning, implementation and monitoring of CSTL in schools.

4.8.5 Minimum requirements for parent and community involvement

The MoET, every regional education office, and school should work towards achieving the following minimum requirements from the foundation through to the senior secondary levels of education:

⁶⁷ MiET Africa and SADC. 2012. CSTL Regional Report: A Review of care and support for teaching and learning in the SADC region and <http://www.sacmeq.org/>

⁶⁸ Hungi, Accounting for Variations in Quality of Primary School Education, 2011 in MiET Africa and SADC. 2012. CSTL Regional Report: A Review of care and support for teaching and learning in the SADC region

1. Schools engage in regular sensitization and awareness-raising workshops and meetings with parents and community members on CSTL, the importance of their involvement and how they can and should be involved in school activities and supporting their children.
2. Parents and community members are represented in school management, planning and decision-making structures, including the CSTL structures.
3. Parents and community members are trained and supported to fulfil their roles and responsibilities through publications, regular communications and workshops.

4.8.6 Indicators of progress in achieving parental and community involvement

1. An increase in the number of parent / community awareness-raising events and/or communications hosted by schools.
2. Parents and community members are represented on school governance and planning structures.
3. An increase in the number of capacity-building interventions or activities for parents and community members.

4.9 Pillar 9: Leadership and coordination

4.9.1 What is leadership and coordination?

Leadership and coordination refer to the institutional arrangements and roles and functions that are necessary to ensure government- and sector-wide knowledge, commitment to, effective and appropriate action by multiple role players, and accountability for advancing the CSTL goal and objectives.

4.9.2 Why is leadership and coordination important?

Effective leadership and coordination are important for successfully universalizing CSTL across all schools in the Kingdom of Eswatini, and to ensure the sustained provision of essential and effective services and support to all vulnerable children to prevent and address their barriers to education – permanently. In the absence of effective leadership and coordination there cannot be unified and synergized action by all role players to benefit all schools and all children.

Without effective leadership and coordination of the country-wide initiative in schools, within ministries and across government and non-government partners, CSTL cannot succeed.

4.9.3 Leadership and coordination goal

Effective and adequately resourced inclusive institutional arrangements are established and maintained to provide leadership and facilitate coordinated planning, resourcing, implementation, monitoring and reporting to ensure all schools are established and maintained as effective sites of care and support for teaching and learning.

4.9.4 Leadership and coordination objectives

CSTL is effectively coordinated by a multi-sectoral structure, mechanisms and tools to ensure:

1. High-level political knowledge, commitment to, and buy-in to CSTL. Not just within the MoET and schools, but at the highest levels of government such as Parliament, Traditional Leaders, Cabinet, the DPMO and the Ministry of Finance.
2. There is in-depth knowledge, commitment to, and buy-in to CSTL by all role players that are responsible for CSTL in a given setting – such as a school, the MoET, the Ministries of Health and others, as well as all

Without leadership and effective coordination, it is not possible to put in place the operational pre-requisites for the successful planning, resourcing, implementation and monitoring of CSTL as a multi-sectoral initiative, including:

1. A shared commitment to a clearly defined goal, objectives, and outcomes;
2. knowledge by all responsible role players that they are responsible, what their responsibilities are, and how to fulfil these;
3. Capacity development and resources to fulfil the relevant responsibilities;
4. Monitoring and reporting against progress made towards the collective initiative; and
5. Shared and collective accountability for achieving the shared goal.

departments within the ministries.

3. CSTL is planned, resourced, implemented and monitored through multi-sectoral coordination structures at national, regional and school level that include the MoET, other ministries, parents, community leaders and members, and children themselves.
4. Regular and meaningful communication to keep all stakeholders informed about CSTL, plans, developments and progress.
5. A clear, collective CSTL plan of action to guide the implementation of CSTL in a given settings – such as a region or school - that is known and shared at different levels of the system that identifies priorities, programmes, resources and role players and charts the indicators against which progress will be measured.

6. There is an annual report reflecting on collective progress and challenges that is published and distributed to all role players.

4.9.5 Minimum requirements for effective leadership and coordination

The MoET, every regional education office, and school should work towards achieving the following minimum requirements for effective leadership and coordination:

1. **Establish a National Coordinating Unit** located within the MoET. It is to be co-chaired by the Chief Director Education, and the directors of the MoET's Guidance and Counselling, Curriculum and Planning Divisions. It will enjoy representation from all relevant directorates within the MoET, supporting ministries, development partners and NGOs, parents and children.

Terms of reference must be developed for the NCU outlining its responsibilities, which must include:

- Advocacy
- Coordination and leadership
- Communications and knowledge sharing
- Mainstreaming CSTL principles and commitments into the national education system
- Review existing national systemic components, including annual performance plans, policies, strategies budgets etc. to ensure they align with the CSTL national model
- Capacity building and mentoring
- Developing and providing supportive tools
- Resource mobilization
- Monitoring, evaluation and reporting.

2. **Establish a regional coordinating unit (RCU) in each of the regions.** The RCU will be chaired by the Regional Education Officer and will include representation from all relevant directorates within the MoET, supporting ministries, development partners and NGOs, parents and children.

Terms of reference must be developed for the RCU outlining its responsibilities, which must include:

- Advocacy
- Coordination and leadership
- Communications and knowledge sharing
- Mainstreaming CSTL principles and commitments into the regional education systems
- Review existing regional systemic components, including the inspection tool, strategies etc. to ensure they align with the CSTL national model
- Capacity building and mentoring
- Developing and providing supportive tools
- Resource mobilization
- Monitoring, evaluation and reporting.

3. **Every school must establish a School Support Team (SST).** It must include representatives that include the Head Teacher (Chair), deputy Head Teacher, teachers, guidance counselor, NGO partners, community service providers such as the police, parents, learners and community members.

Terms of reference must be developed for the SST outlining its responsibilities, which must include:

- Advocacy
- Coordination and leadership
- Communications and knowledge sharing
- Mainstreaming CSTL principles and commitments into the schools' systems
- Review existing school systemic components, including the assessment tools, performance management processes, policies and protocols, budgets etc. to ensure they align with the CSTL national model
- Capacity building and mentoring
- Developing and providing supportive tools
- Resource mobilization
- Monitoring, evaluation and reporting.

4. **Every school must sign a CSTL pledge of commitment:** In addition to the structures, unity and a sense of common purpose will be established through a process of pledging commitment to CSTL. All schools will sign a pledge committing to mainstreaming CSTL and reporting on progress in achieving CSTL goals and objectives as contemplated in this model.
5. **All sector and school policies must be reviewed and revised to align with the CSTL goals, objectives and outcomes.** The National Coordination Unit will lead a process, as a member of the regional CSTL initiative, of reviewing the adequacy of the education and related sectoral policies, laws and programmes to advance the CSTL goals, objectives and priorities. The policies will be measured against their ability to support the realisation of the CSTL vision and objectives. Once completed, the NCU will advocate for the development and revision of the current policies and laws to ensure their harmonisation with the SADC Policy Framework. Similarly, the Regional Coordinating Unit and School Support Teams will review regional and school level policies against the CSTL Policy Framework and the National Model and revise accordingly.
6. **CSTL-sensitive sector-wide planning** must take place annually. To ensure the mainstreaming of inclusive planning, it is essential that the leadership is provided by the relevant structures and leaders of the various role players to engage in a process of CSTL-sensitive planning, programming and resourcing at a national, regional, and school level.

The four basic steps that will be followed by these levels within the education system are:

1. Development of an annual CSTL-sensitive national, regional and school annual development or performance plan
2. Implementation of plan
3. Annual self-assessment of progress and compliance using a standardized template of indicators
4. Reporting to regional and national MoET structures.

7. **Adequate resourcing (financial and human resources)** of CSTL structures and leadership and coordination is essential. The costs and capacities, skills and competencies required to provide leadership and coordination must be determined and mobilized through public and development partner contributions. A guideline for establishing and managing ethical and accountable Public Private Partnerships between external donors and

schools must be established by the MoET and implemented to ensure transparent and ethical, adequate resourcing of CSTL.

8. **A national, regional and school-level system and mechanisms for coordinated monitoring, evaluation and reporting** against CSTL goals and objectives must be developed and maintained by the NCU working collaboratively with the RCU and SSTs. Monitoring, Evaluation and Reporting will be an important aspect in the implementation of CSTL. The purpose of monitoring, evaluation and reporting will be to track the extent and coverage of care and support programmes and services provided through the education sector and monitor education outcomes. Different indicators, identified from the elements or service areas will form the core indicators of a common M & E framework that will be developed and used for collection, use and analysis of data, and reporting from school, to regional, to national levels of the system.

The NCU, RCU and SSTs will be responsible for consolidating, analysing and reporting on the country's, region's and schools' progress in achieving CSTL goals and objectives, based on the information provided across the different levels.

