



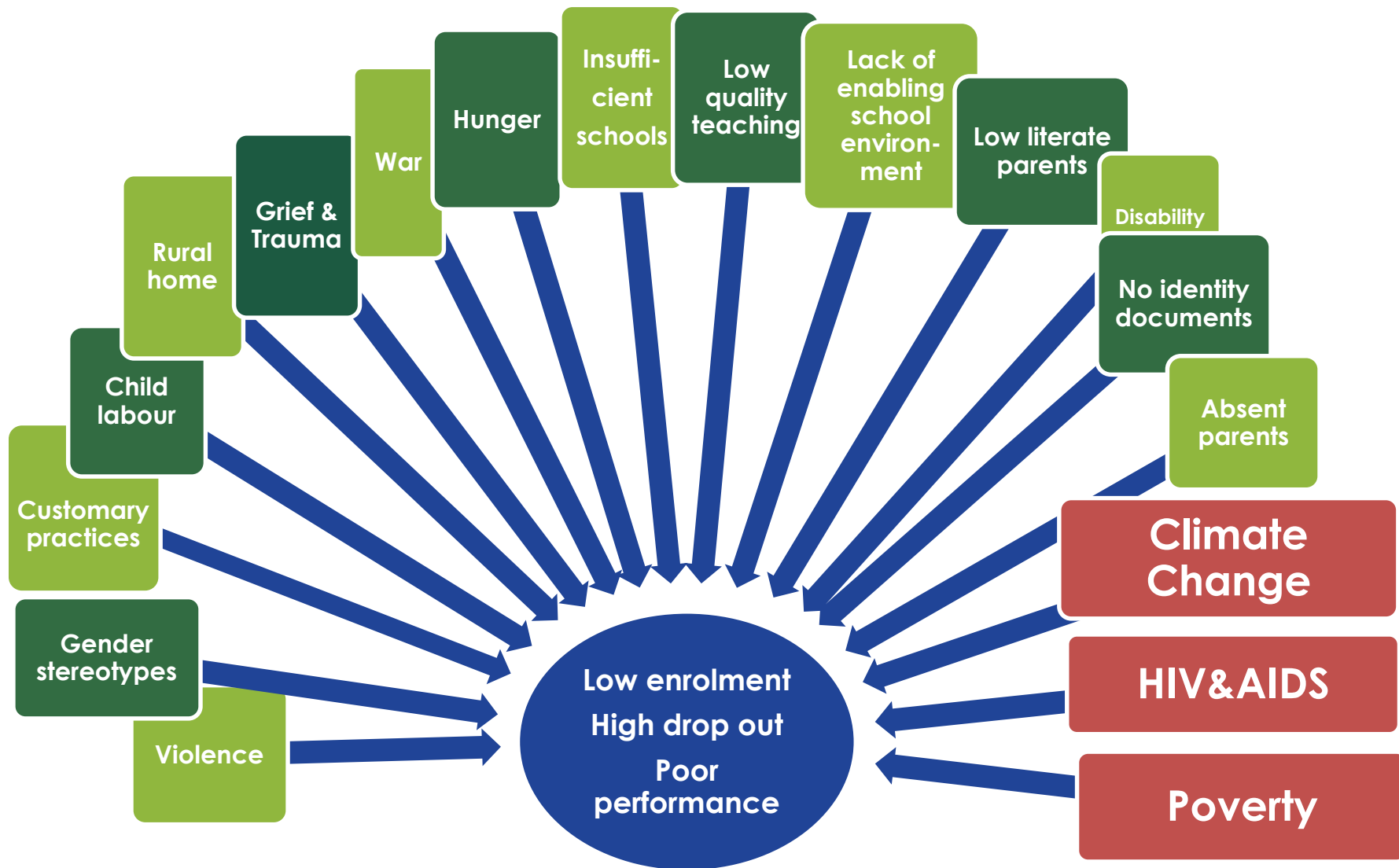
**Care and
Support for
Teaching and
Learning**

and

FutureLife-Now

Realising the education and health rights of children and youth

Intersecting vulnerabilities resulting in exclusion



Education – critical lever for change

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

“Education is the primary vehicle by which economically and socially marginalised adults and children can lift themselves out of poverty.....”

UN Committee on Economic, Social and Cultural Rights, 1999



Dual role of education in defeating marginalisation, discrimination, exclusion



Protective Factor



Opportunities for social, political & economic participation

Why schools?



What is Care and Support for Teaching and Learning (CSTL)?

CSTL is a **systemic** model that responds to the various vulnerabilities that hinder children and youth in the SADC region from realizing their right to education and development



The CSTL Model

Children and youth realise their right to education

**Mainstreaming
process**

*Integrate
support into
all
components
of education
system*

**Systems
strengthening**

Partnerships

*Promote and
coordinate
services
provided by
partners*

**Multi-sectoral
collaboration**

**CSTL Policy
Framework**

*Harmonize
policies to
support
regional
development
goals*

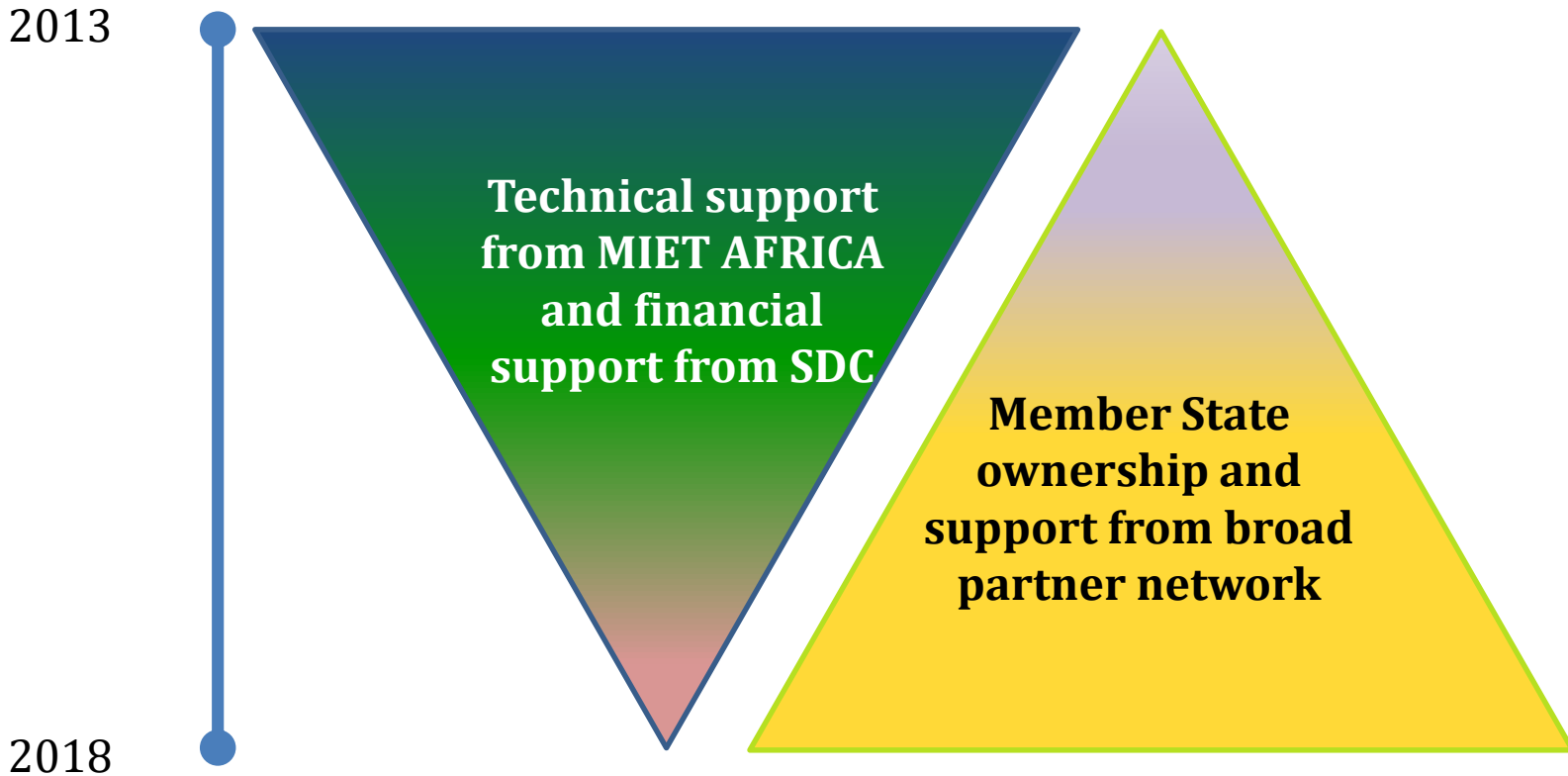
**Policy
harmonization**

Alignment of FutureLife-Now with the CSTL framework



MoE fulfils education mandate by delivering <i>core</i> services	MoE leads multi-sectoral collaboration for delivery of <i>complementary</i> services
Creates an enabling learning environment by strengthening all elements of the system	Prioritised, targeted interventions through partnerships (context specific)
<ul style="list-style-type: none">➤ Policy➤ Planning & resourcing➤ Human Resources➤ Human Resource development➤ Structures➤ Curriculum➤ Infrastructure➤ Advocacy➤ M&E (EMIS)	<ul style="list-style-type: none">➤ Health – HIV/SRHR/ART adherence➤ Gender equality➤ Climate Change➤ Water & Sanitation➤ Nutrition➤ Community participation

Ownership and Sustainability model



- This modus operandi agreed in 2008 by Education Ministers
- Will continue using this approach with FutureLife-Now

FutureLife-Now: addressing HIV&AIDS/SRHR/ART adherence using the CSTL platform

Overall goal

New HIV infections are reduced and adherence to ART increased amongst youth in the SADC Region by building on gains made through Care and Support for Teaching and Learning

- Brings together two critical elements for human development - education and health
- Builds on and utilises CSTL systems' strengthening and policy development (CSTL Policy Framework)
- Leverages the unique advantages of schools

Key intervention areas

FLN is designed to contribute to:

- Prevention - increasing competencies in HIV&AIDS, SRHR and ART adherence, making youth-friendly HIV&AIDS and SRHR services and support more accessible and advancing gender equality by addressing specific needs of boys and young men
- Viral Suppression – providing ART adherence education, support and services for Adolescents Living with HIV (ALHIV)
- Policy - strengthening education sector HIV-related policies and their adoption into national and regional mandates and strategies

Regional and national-level strategies

Regional: 16 SADC Member States – focus on policy, knowledge development, sharing good practice, capacity building

National: 3 pilot studies in Zimbabwe, Zambia, Malawi - 15 schools in each

1. HIV/SRHR services (SDG 3: Good health and wellbeing: Target 3.3: Ending the crippling AIDS epidemic by 2030)

- Testing a package of school-based HIV/SRHR services and support

2. Gender equality (SDG 5: Advancing gender equality)

- Gender-sensitive planning, targeting and provision of services across all strategies
- Testing a package of support for boys/young men

3. Climate Change (SDG 13: Urgent action to combat climate change and its impacts; Target 13.3 – improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning; SDG 6: Ensure availability and sustainable management of water and sanitation for all)

- Support the education sector's contribution to their national CC learning strategies
- Raise awareness, increase knowledge, encourage positive action amongst youth and school communities to reduce the risks associated with climate change (Blue Schools Toolkit)

SDG 4: Equitable and quality education; Target 4.7 - by 2030 all learners acquire knowledge and skills needed to promote sustainable development

Impact of CC on education

Education - important for combatting impacts of climate change, but climate change also poses threat to educational access and provision

- Effects of extreme weather events - heavy rains, flash floods, strong winds, hail storms; drought and increasing temperatures lead to poor harvests and food scarcity - associated with decreased educational outcomes (access, attendance, attainment)
- Extreme weather events reduce availability of safe drinking water, compromise sanitation, increase incidence of diseases such as malaria, cholera
- Secondary impacts on education - arising from ways households respond to/cope with/adapt to climate change - income supplementing activities of household members, migration and child marriages

Impact of CC on PLHIV

HIV and Climate Change Complex (HAAC) – identifies key pathways that exacerbate spread of HIV/AIDS in situations of climate change:

- Deterioration of food security, affecting nutrition and resistance to disease;
- Creates favourable conditions for other infectious diseases, worsening condition of PLHIV;
- Destruction of infrastructure and facilities, worsening burden of disease;
- Increase in mobility of migrants/refugees, aggravates gender inequalities increasing frequency of transactional and coercive sex.
- Populations with high rates of HIV most vulnerable to worsening or prolonged epidemic due to climate change
- People of sub-Saharan Africa at greatest risk

UNITAR-MIET Africa partnership - benefits

UNITAR (through UN CC: Learn)	MIET Africa
Global reach and influence	Existing strong partnerships with 3 participating ministries of education
Global coordination and approaches	Strong presence in SADC Region - relationship with the SADC Secretariat
Climate Change expertise and capacity	Platform created through the Care and Support for Teaching and Learning – extensive reach (27m+ learners reached with services in 2018)
Ability to leverage resources	FutureLife-Now, youth-focused initiative bringing together health, education, gender and climate change, to address most pressing challenges confronting youth in the SADC region
Facilitator of international sharing and learning	Knowledge and understanding of the SADC context – expertise in strengthening education systems



Thank you!

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