



# Care and Support for Teaching and Learning Initiative

## REGIONAL SCOPING STUDY REPORT

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## Disclaimer

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The opinions and recommendations expressed in this report do not necessarily represent the views of the author or of MIET Africa: all statements regarding perceived research needs reflect the views of the persons and organizations interviewed for this scoping study. The author has tried to reflect the interviewees’ views as accurately as possible, based on interview notes and records. Through secondary research, the author did try to validate all facts, names and statistics mentioned during interviews. However, as certain programmes and initiatives mentioned in this report have not yet been published online, the author cannot guarantee the accuracy of all facts quoted.

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## Abbreviations and acronyms

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ACC	African Centre for Childhood
AIDS	Acquired immune deficiency syndrome
CAMFED	Campaign for Female Education, Zambia
CSTL	Care and support for teaching and learning
DDR	Disarmament, Demobilization and Reintegration, DRC
DRC	Democratic Republic of Congo
EBS	Educational Broadcasting Service, Zambia
ECD	Early Childhood Development
FAWEZA	Forum for African Women Educationalists in Zambia
FDC	Foundation for Community Network, Mozambique
FICA	Flemish International Cooperation Agency
GRP	Gender responsive pedagogy
HIV	Human immunodeficiency virus
HIV+	HIV positive
ILO	International Labour Organisation
IRI	Interactive Radio Instruction programme, Zambia
IT	Information Technology
JAM	Joint Aid Management, Mozambique
JICA	Japanese International Cooperation Agency
KM	Knowledge Management
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MoE	Ministry of Education
NCC	National Curriculum Centre, Swaziland
NCCU	National Children's Coordination Unit, Swaziland
NCP	Neighbourhood care points
NCU	National Coordination Unit
NERCHA	National Emergency Response Council on HIV and AIDS, Swaziland
NGO	Non-governmental organization
NPA	National Plan of Action
OVC	Orphans and vulnerable children
PSS	Psycho-social support
REPSSI	Regional Psycho-social Support Initiative
SADC	Southern African Development Community
SCCS	Schools as Centres of Care and Support
SERA	Swaziland Education Research Association
SST	School Support Team
UKZN	University of KwaZulu-Natal
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV and AIDS
USAID	United States Agency for International Development
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WFP	World Food Programme
WLSA	Women and Law in Southern Africa
ZARD	Zambian Association for Research and Development

# 1 Executive Summary

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## Background

Care and Support for Teaching and Learning (CSTL) is a SADC initiative, which aims to assist SADC Member States to mainstream care and support into their education systems and ensure that schools in the SADC region become inclusive centres of learning, care and support where every learner, especially the most vulnerable, can learn. One of the CSTL initiative's strategic objectives is to increase learning and knowledge of care and support strategies across the region. To contribute to this, the SADC Secretariat will develop a regional research agenda on care and support for teaching and learning. This research agenda will provide guidance for coordinated, harmonized research that is relevant to issues of care and support for teaching and learning in the region and is driven by the Member States.

## The scoping study

To contribute to the development of the regional research agenda, a scoping study was carried out in four of the five Member States engaged in CSTL Phase 1: Swaziland, Zambia, Mozambique and the Democratic Republic of Congo. The purpose of the scoping study was to identify relevant national research agendas, research gaps and priorities, good practices and lessons learnt, as well as potential research partners. South Africa, the fifth Member State, did not participate in the scoping study but will participate in a revised process. During the consultative meeting for the development of the regional research agenda, representatives of the South African MoE and a South African researcher will contribute information on research priorities from the South African perspective.

A second objective of this scoping study was to analyse research challenges within and among Member States: that is, challenges which might need to be addressed through regional collaboration and mutual support, such as the development of the regional research agenda.

Within the context of this particular study, the term *research gap* is used to describe under-researched areas which lack information and data (qualitative or quantitative), while *research priorities* suggests in which areas it would be useful to conduct further research. *Potential good practices* in this study refers to programmes, projects or initiatives which went particularly well, and which would be suitable for case study research to be shared at a national and regional level. The term *Lessons learnt*, on the other hand, refers to any factors preventing the successful implementation of programmes or projects, to be researched and documented in order to avoid their replication.

## Methodology

The scoping study is based entirely on qualitative research methods, using two complementary research tools: key informant interviews with research partners of the Ministry of Education (or other relevant government ministries), and focus group discussions with the CSTL National Coordination Units. This report aims at providing a balanced 'snapshot' overview of research needs related to care and support for teaching and learning in each of the four participating Member States, based on the input of a diverse range of interviewees.

## Results per country

**Swaziland** The scoping study in Swaziland was based on an ample and diverse range of partner organizations and researchers interviewed, and can be considered a success. A wealth of information was

obtained from different sectors (public and non-governmental), different levels (national and school level), and from actors in different geographical locations within Swaziland. The following priority research areas were identified: 1. School feeding schemes, 2. Psycho-social support, 3. Multi-sectoral collaboration and school-community partnerships, 4. Leadership skills and training needs of headmasters.

Examples of potential good practices included the successful training of community carers, and neighbourhood care points (NCP) which provide food and recreational space for children, just to mention a few. An example of a lesson learnt was the inadequate referral system in cases of child abuse, highlighting children's lack of direct access to existing referral systems.

**Zambia** The in-depth interviews and group discussion in Zambia brought to light a particular concern around issues of child protection. This includes the following research areas: 1. Sexual abuse of children, including abuse of learners by teachers, 2. Teenage pregnancies, 3. Child abuse reporting channels, 4. Psycho-social support. From a national perspective, the quality of education was seen as a priority concern, with suggestions for research studies to investigate issues of educational and operational efficiency.

The discussions among Zambian programme implementers brought up a particularly rich array of potential good practices and practical recommendations. Some examples are: the inclusion of men in mother-support-groups to promote messages against child abuse; the success of community schools in providing education in otherwise neglected areas; and Interactive Radio Instruction (IRI) to reach children in rural areas who lack access to schools.

**Mozambique** Due to exceptional circumstances in Mozambique at the time of the scoping study (a nationwide strike, as explained in section 8.2) the participation of NCU members and researchers was very limited. Consequently, the scoping study results regarding research priorities at a national level lack inferential value - it would be problematic to draw definite conclusions or recommendations from them. Similar to other participating Member States, Mozambique reflects a lack of clarity on the concept of psycho-social support. Research on child protection issues was suggested, including the criteria for OVC identification and the underlying causes for child abuse.

Importantly, a need for a validation process for potential good practices became clear, in order to avoid one-sided and subjective evaluations of any practice or programme. A concrete example was the contradictory evaluations of the children's parliament during the group discussion: while some stakeholders considered the parliament a successful practice, implementers at a provincial level voiced the impression that the parliament did not achieve a great impact. This further highlights the need for effective communication and an exchange of experiences among stakeholders working at different levels of research, programme planning and implementation.

**DRC** A well-organized and well-attended NCU meeting contributed towards the successful execution of the scoping study in the DRC. However, in the context of a nation in a humanitarian crisis with violence still ravaging large parts of the country, there are many barriers to education. Faced with a multitude of challenges to the education system, the interviewees found it difficult to prioritize one research area clearly over another. A clear distinction was made between urgent *programme* needs and *research* needs, as those two categories do not necessarily coincide. Research needs that were named with most frequency and given great importance by the scoping study participants included: 1. Sexual violence and gender inequality as a barrier to education, 2. PSS needs of traumatized children, 3. Documentation of innovative and efficient ways of meeting the multiple needs of OVC.

A potential good practice in the DRC is the Remedial Education Centres which allow OVC who have missed several years of schooling (such as former child soldiers, displaced children and children working in mines) to be reintegrated into the formal education system. Lessons learnt from the DRC include a lack of learner support resulting in drop-out, and the need for consultation between funding partners and local implementers, among others.

### **Conclusion and recommendations**

Lack of overall collaboration and knowledge sharing between different stakeholders was mentioned as a cross-cutting area of concern in the four Member States. The scoping study brought to light that this deficit extends to the field of research. Limited dissemination and utilization of existing research studies became evident as some interviewees identified 'research gaps' in areas which other interviewees considered to be well-researched. This may be attributed to the lack of overarching national research bodies in all four countries. To maximize the utility of existing data and knowledge, a wider dissemination of research studies and stronger collaboration between different stakeholders is recommended, for example through the establishment of national research coordination bodies or central clearing houses, the development of knowledge management systems and the organization of research symposia.

The documentation of good practices and lessons learnt has the potential to be extremely useful to fellow CSTL Member States, if these practices and lessons are successfully shared with programme implementers and development practitioners in the region. To guarantee the accuracy of the information shared, the CSTL regional knowledge management strategy proposes discussing and validating potential good practices within the NCU before they are shared at a regional level with fellow CSTL Member States.

## **2 Background**

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### ***2.1 Introduction to CSTL***

Care and Support for Teaching and Learning (CSTL) is a SADC initiative which aims to assist SADC Member States to mainstream care and support into their education systems and ensure that schools in the SADC region become inclusive centres of learning, care and support where every learner, especially the most vulnerable, can learn. Numerous local and national programmes within the SADC Member States are already directed towards achieving care and support through education centres: for example, the 'SCCS' programme (Schools as Centres for Care and Support) in Swaziland, Zambia and South Africa; or the 'Child-friendly schools' programme in Mozambique, among others. There are also many smaller-scale projects run by local NGOs. CSTL acts as an umbrella initiative which aims to embrace all existing programmes and function like a regional coordination mechanism. Five Member States (the Democratic Republic of Congo, Mozambique, South Africa, Swaziland and Zambia) are currently participating and there are plans to phase in all Member States by 2015.

### ***2.2 Developing a regional research agenda***

One of the CSTL initiative's strategic objectives is to increase learning and knowledge on care and support strategies across the region. To contribute to this, a SADC regional research agenda on care and support for teaching and learning will be developed which aims to guide research relevant for CSTL to be conducted in the region. The objectives are:

- to understand essential **core elements** necessary for the provision of care and support to teachers and learners via education systems;
- to document and disseminate current **good practices** as well as **lessons learnt** from both successes and failures in care and support for teaching and learning;
- to build on existing **national research agendas**, identifying **research gaps and priorities** regarding care and support for teaching and learning.

The regional research agenda will be informed by the findings of the CSTL literature review and the scoping study report. The Phase 1 CSTL Member States will jointly develop the research agenda during a consultative regional meeting, coordinated by SADC and facilitated by MIET Africa.

### ***2.3 Explanation of Scoping study***

The scoping study was carried out to identify the following: relevant national research agendas; research gaps and priorities; good practices and lessons learnt; and potential research collaborators and partners. A second objective of the study was to analyse research challenges within and among the Member States which might need to be addressed through regional collaboration and mutual support. The development of the regional research agenda could provide these support elements. The results of the scoping study will be presented at a consultative regional meeting where the CSTL regional research agenda will be developed.

As part of the scoping study a delegation from MIET Africa (the SADC's Secretariat's implementing agent for the CSTL initiative) visited four participating Member States, namely Swaziland, Zambia, Mozambique and the Democratic Republic of Congo, to hold meetings with research institutes, researchers and programme implementers. The scoping study was conducted as part of the CSTL country-level baseline study validation workshops, which took place between July and September of 2010 in the four Member States.

In the fifth CSTL Member State, South Africa, this workshop has to date not been scheduled, and a revised process was adopted, agreed with the Ministry of Education. Representatives of the South African MoE and a South African researcher will participate in the consultative meeting for the development of the regional research agenda, where they will contribute information on research gaps and priorities, good practices and lessons learnt from the South African perspective. This will ensure that the South African research needs will be fully represented in the final regional research agenda.

## **3 Methodology**

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The scoping study aimed at identifying national research agendas, existing and emerging research relevant to CSTL, and potential research partners, as well as collecting data on research gaps and research priorities, good practices and lessons learnt. Within the context of this particular study those concepts are defined as follows<sup>1</sup>:

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<sup>1</sup> Please note that for the scoping study, the definitions of these concepts are kept rather general. In the meantime, a CSTL Knowledge Management Strategy has been developed which defines the concepts in a more comprehensive manner, distinguishing between success stories, good practices and lessons learnt.



- **Research gaps** refers to under-researched areas which lack information and data (qualitative or quantitative);
- **Research priorities** refers to those areas in which it would be most useful to conduct further research;
- **Potential good practices** refers to programmes, projects or initiatives which went particularly well, and which would be suitable for case study research that is shared at a national and regional level;
- **Lessons learnt** from failures, on the other hand, refers to any factors preventing the successful implementation of programmes or projects, to be researched and documented in order to avoid their replication.

The scoping study is entirely based on **qualitative research methods**. The following stakeholders were consulted:

- National Coordinating Unit (NCU) and CSTL implementing team in the four phase 1 Member States (Swaziland, Zambia, Mozambique, DRC);
- Ministry of Education researchers in the four phase 1 Member States, and researchers from other relevant government ministries;
- Key research partners of the Ministry of Education or CSTL (e.g. research institutes, UN agencies, NGOs).

Data was collected using two complementary research tools:

Firstly, **informal semi-structured interviews with key informants**, based on **purposive, non-random sampling** (see the interview outline in Appendix IV A). National CSTL focal points were requested in advance to arrange interviews with suitable research partners. The purpose was to select information-rich interviewees who would be able to provide insights related to the central issues being studied. The **sample frame** consisted of actual and potential research partners, both internal and external to the relevant Ministries, including the Ministries' research departments, the universities' research departments, research institutes and independent researchers. From this sample frame, the **final sample** was chosen. The choice is based, ideally, on criteria such as expertise, experience and the Ministries' judgement of who would be most appropriate for the study. However, a risk with this sampling method is that a selection bias may influence the study's results.

The second research tool applied was **semi-structured group discussions** based on **purposive, non-random sampling** (see group work instruction sheet in Appendix IV B). The group discussions were organized as part of interactive two-day workshops, following the presentation of the baseline study findings which stimulated discussions about good practices in the countries. Participants included the NCU and CSTL partners who were invited by the MoE to participate in the scoping study. The **sample frame** included all NCU members, national and sub-national level implementing partners, as well as national and international funding partners.

The field of potential research related to CSTL is very wide, covering many programme areas at both national and school levels. Therefore, a guide was provided to interviewees and group discussion participants, listing potential research areas, including core elements and modalities of the CSTL initiative, as defined in the CSTL MER framework (see the full guide in appendix IV C). The guide was developed to facilitate the discussions by reminding participants of the different areas relevant for CSTL.

- **Core elements** refer to the six pillars of the CSTL initiative, necessary to provide care and support to teachers and learners through education systems: 1. Protection and safety, 2. Psycho-social support

(PSS), 3. Food security/nutrition, 4. Health, 5. Water and sanitation, 6. Social and welfare services – material support.

- **Core modalities** refer to *how* care and support for teaching and learning is being achieved. This includes: multi-sectoralism, mainstreaming care and support, schools as delivery hubs, mobilization of communities, volunteerism, capacity-building and child participation, among others.

### ***3.1 Limitations of the methodology***

It must be acknowledged that besides **financial and time constraints**, unexpected **logistic and political inconveniences** (e.g. a major strike in Maputo which led to the cancellation of all interviews) obstructed the implementation of the scoping study to varying degrees in the different countries.

Due to a lack of availability of selected key informants (because interviews were not arranged on time by the Member States, or interviewees cancelled at short notice), the purposive sampling in several instances had to be replaced by **convenience sampling and ‘snowball’ sampling**. In practical terms, this implied that MIET interviewed any relevant researcher who was available to participate in the scoping study; the research interviewees would then in turn suggest further research contacts available at short notice. This compromised the representativeness of the respondents in relation to the entire sample population and limits the study results’ inferential value.

**Linguistic and translation issues** during the data collection further compromised the results of the study. Some misunderstandings that occurred during group discussions impacted negatively on the relevance of responses obtained from these sessions. In addition, some of the documents, studies and publications collected were entirely in French or Portuguese and could not be translated in time.

In conclusion, the scoping study is not a scientific representative study. Rather, it aims at providing a **balanced ‘snapshot’ overview of research priorities and needs** in relation to CSTL in each Member State, based on the input of a diverse range of interviewees.

## **Information by country**

### **4 Swaziland**

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#### ***4.1 Swaziland’s background and history of involvement with CSTL***

The Schools as Centres of Care and Support (SCCS) programme was initiated by MIET Africa in 2003 as part of a broader strategy of education support for vulnerable learners. This model was presented to Ministries of Education in several Southern Africa Development Community (SADC) countries and it was decided to pilot the model in Swaziland - now referred to as the Care and Support for Teaching and Learning (CSTL) programme.

Swaziland’s Ministry of Education has been leading the implementation of the Schools as Centres of Care and Support programme for the past three years, targeting 40 pilot schools in the first phase. Drawing on three years of experience with SCCS programme implementation, the partners involved at the different levels were able to identify a whole range of important research gaps and priorities, as well as to share a wealth of good practices and lessons learnt with fellow Member States.

Swaziland's estimated population is over 1,3 million, 39.4% of which comprises children under 15 years of age. HIV prevalence has rapidly increased among the population, with 19% currently infected with the virus<sup>2</sup>. One of the devastating outcomes of the AIDS epidemic has been a growing number of orphans and vulnerable children. As a response, the Government of Swaziland developed a National Plan of Action for Orphans and Vulnerable Children which was implemented from 2006-2010. A key strategy of the government is to ensure the school enrolment and retention of orphans and vulnerable children and the provision of HIV and AIDS life skills education<sup>3</sup>.

## 4.2 Results of the scoping study

The following section presents the results of the scoping study conducted in Swaziland:

### 4.2.1 National research agendas in Swaziland

Interviewees were asked to identify national research agendas related to education, and care and support for teaching and learning.

#### Findings:

- Swaziland has **no functioning National Research Council**: plans to establish a National Research Council are in progress but are not likely to be finalized in the near future. Hence research activities are not coordinated at a national level and it is difficult to define national research agendas.
- NERCHA (The National Emergency Response Council on HIV/AIDS in Swaziland) is in the process of developing a **National HIV research agenda**.
- The University of Swaziland is currently developing a **university-wide research agenda**.

### 4.2.2 Existing and emerging research relevant to CSTL in Swaziland

It would be beyond the scope of this study to list all research projects in Swaziland related to care and support for teaching and learning. This summary lists some current research projects which were considered relevant by the interviewees:

- A small-scale **survey of teacher training provision and gaps in this area** is planned by UNICEF, with a focus on quality of education, access to education and vulnerability.
- A wide range of **recent studies and publications by UNICEF** Swaziland are related to CSTL research areas (among others) and include: a situation and needs assessment of child-headed households in drought prone areas; child poverty and disparities in Swaziland; a study on human capital investment in Swaziland focusing on drop out and repetition; a vulnerability assessment and analysis; a situation analysis of children and women in Swaziland; a national study on violence against children and young women; an assessment of alternative care for children without parental care (*full titles in Appendix I*)
- **Research on curriculum development** appears to be well covered: in October 2010 the National Curriculum Centre (NCC) organized a research conference on curriculum studies. Further, the University of Swaziland's curriculum centre conducts curriculum research.
- A **study on psycho-social support** was conducted by the NCCU together with NGOs; however the publication of the study has been delayed and little information was available regarding the content of the study.

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<sup>2</sup> Swaziland Central Statistical Office (June 2007). Swaziland Demographic Health Survey 2006-2007: Preliminary Report. <http://www.saf aids.net/files/Swaziland.pdf>

<sup>3</sup> NERCHA. National Strategic Framework for HIV and AIDS 2009-2014. Pages 49-54

### 4.2.3 Perceived research gaps in Swaziland

Interviewees were asked to identify possible research gaps in relation to care and support for teaching and learning. 'Research gaps' refers to under-researched areas which lack information and data (qualitative or quantitative).

Thematic area	Research gap	Explanation	Identified by:
Protection, PSS	<b>Child abuse</b>	A research gap was identified regarding the extent of children's awareness and knowledge about abuse, their rights and available protection mechanisms such as Childline and PSS services.	NCU; school level programme implementers
Health	<b>Modes of HIV transmission</b>	There is a lack of qualitative data which explain how and why transmissions occur in different groups within the population, including OVC.	National level programme coordinators
Health, Protection, Multi-sectoral collaboration	<b>HIV+ out-of-school orphans</b>	There is a need for research which looks at their situation: i.e. at any existing systems of care and support as well as follow-up procedures after their parents' death: e.g. HIV testing, referral to social services and integration into schools.	School level programme implementers; researcher
Teacher support	<b>Support for HIV+ teachers</b>	Information is lacking on how to assist HIV+ teachers in order to ensure provision of quality education.	Researcher; school level
Health	<b>Water and sanitation</b>	There is no comprehensive information on the provision of water and sanitation facilities in schools or on innovative multi-sectoral solutions.	Researcher; NCU
M&E	<b>'Schools as Centres of Care and Support' (SCCS) Programme</b>	No SCCS programme impact assessment has been conducted to date. This was seen as a research gap.	National level programme implementer
Policy	<b>Free Primary Education Act</b>	In 2009, the government introduced free primary education to be phased in over the upcoming years. A need was identified for an impact assessment of the first phase, to identify factors hindering successful implementation of the act.	National level

### 4.2.4 Perceived research priorities in Swaziland

Interviewees were asked to comment on possible national research priorities, and to suggest in which specific areas (related to care and support for teaching and learning) it would be most useful to conduct further research.

Thematic area	Research priority	Explanation	Identified by:
PSS	<b>Psycho-social support (PSS)</b>	PSS is a recent development and clarity is still lacking around the concept: many stakeholders do not fully understand the concept of PSS and require further information and training, e.g. PSS is being confused with career counselling or other life skills education programmes. The very limited number of periods assigned to giving PSS in schools reflects how little priority is still given	Researcher; national level; sub-national and school level; programme implementers; NCU

		to it. It was proposed that research focus on the different stakeholders' understanding of PSS, existing PSS services, and the need of learners and OVC for PSS, among other aspects.	
Protection	<b>Attitudes towards child abuse: the "culture of silence"</b>	A "culture of silence" on child abuse was reported to exist in many communities and within schools, preventing denunciation of abuse and abusers and the proper follow-up of child abuse cases. This "culture" includes traditional practices which are harmful to children or may even tolerate sexual abuse. It was proposed that research focus on the underlying causes and the impacts of this phenomenon and, further, on successful ways of changing attitudes and behaviour towards explicit rejection of child abuse and determined prosecution of abusers.	NCU
Protection	<b>OVC identification methods</b>	A need was expressed for research that would facilitate the development of standardized vulnerability assessment criteria and methods to be used throughout the country.	National level; researcher
Education	<b>Cultural barriers to education</b>	Proposed research would focus on the need for sensitizing communities to the value of education, and on how to create a 'culture of education'.	Researcher; programme implementer
Multi-sectoral collaboration	<b>Community participation</b>	Research was proposed on success stories of substantive community involvement in schools, documenting ways of getting teachers, learners and communities to work together.	Researcher; national level; school level; NCU
Child participation	<b>Child participation and peer education</b>	An identified priority was research into successful child participation initiatives, so as to document success factors for achieving real child participation at different levels.	Researcher
Materials evaluation	<b>Life skills education materials</b>	A study of existing life skills education materials is needed, to assess their utility and to pool and improve the materials, with the aim of developing one consistent and comprehensive package of life skills education materials.	National level

#### 4.2.5 Potential 'good practices' from Swaziland

Interviewees were asked to suggest programmes, projects or initiatives which went particularly well, and which would be suitable for case study research on potential 'good practices', to be shared at a national and regional level:

- School feeding programmes:** There was a strong proposal for documentation of positive practices in school nutrition programmes across the country, including: feeding scheme committees; giving OVC food to take home; cooperation of donors and parents in providing breakfast at schools; coordinated lunch time supervision to guarantee that all learners are fed. An array of good practices was identified. These should ideally be documented and shared with schools and programme implementers across the country, to incentivize and facilitate replication of existing successful practices.

- **Leadership skills of headmasters:** It was suggested that examples of strong leadership skills be documented as these are key skills for successful programme implementation. This research should focus on leadership/management skills acquisition, administrative and IT skills, staff management and proactive project management (for example, securing funding and resources for schools).
- **School community partnerships:** Positive examples were given of schools and communities coming together to identify needs and available resources, e.g. building classrooms and fences together (as in schools in 'Libombo' and 'Timbora'). Community engagement at the level of decision-making creates a sense of ownership and responsibility.
- **Multi-sectoral collaboration:** Cases of successful and innovative collaboration should be documented: not only collaboration between schools and communities, but also collaboration with the government (connecting schools to existing social services) and the private sector (businesses in communities supporting schools).
- **School cluster approach:** Cases of school clusters which are functioning well should be documented, with attention to the success factors identified (just as, on the other hand, case studies of unsuccessful clusters were suggested for 'lessons learnt').
- **School Support Teams (SST):** Positive examples that could be documented include SST community carers visiting child-headed households and OVC.
- **Community carers:** The training of both community and school carers was considered a successful practice worth documenting and replicating.
- **Training course on psycho-social support for care givers:** A long-distance PSS training for care givers is offered by the African Child Centre (ACC) within the University of Kwazulu-Natal (UKZN). This certificate programme, encouraging care givers' participation, was considered very successful. It was suggested that the training course be replicated at a national level.
- **Neighbourhood care points (NCP):** NCP were quoted as 'good practice' for providing food and recreational space for children, amongst other aspects.
- **Children's parliament:** This initiative was named as an example of successful child participation at both the local and national level.
- **HIV prevention through sports and games:** Activities that provided positive case studies of experiential life skills learning for HIV prevention were mentioned.

#### 4.2.6 Lessons learnt from Swaziland

Interviewees were asked to identify factors preventing the successful implementation of programmes or projects. These could be researched and documented as 'lessons learnt' from failures, to avoid the replication of such practices at the national and regional level.

- **Non-collaboration between communities and schools:** Due to a lack of dialogue and communication many non-school bodies (e.g. community police, community bodies) do not see the school as their area of responsibility.
- **School Support Teams (SST) vs School committees:** *School support teams*, comprising parents, teachers, learners and community members, tend to be inefficient due to a lack of budget, policy and actual influence, as well as lacking the leadership and support of headmasters and school committees. Further, the composition of the SST is problematic: although the concept of child participation is expressed through children's presence on the SST, in reality the children are not able to express themselves openly amongst adults, due to a strongly hierarchical culture. *School committees*, on the other hand, do have a budget and decision-making power. They include teachers and have the principal's/headmaster's support. However, they urgently need to include issues of care and support in their responsibilities and agenda.
- **'Sensitization' of head teachers:** Experience showed that it is not enough to 'sensitize' headmasters. It is also necessary to provide in-depth capacity training and participation of headmasters in decision-making processes in order to guarantee their buy-in into care and support initiatives. It was recommended that training, counselling and monitoring be provided.

- **Quality of teacher training:** Concerns were voiced regarding low-quality teacher training, resulting in low quality education; further, there is a lack of IT and management skills training for principals and school staff, currently resulting in inadequate school administration (reflected, for example, in poor documentation of learner information).
- **Residential training:** Training courses organized in central, urban training centres are too costly and these venues are not practical for follow-up training and monitoring. It was suggested that the modalities of training be reviewed, and community-based training be considered.
- **Common training workshops:** Training teachers, parents and learners together in the same workshop was found to be unsuccessful; it was recommended that separate trainings tailored to the different target groups be organized.
- **School cluster approach:** A need to review the current clusters was voiced. Some are seen to be impractical due to large distances between schools, such that transport issues prevent access to the 'nuclear' school.
- **School garden initiatives:** It was suggested that the factors which thwarted success should be researched: for example, where there is no clear definition of the school garden's purpose (school feeding vs. livelihood skills training). Further factors include lack of skills, lack of suitable land, and droughts.
- **Health staff:** Due to a lack of transport, time and resources, health staff are not permanently present in schools, resulting in irregular health checks. Alternatives suggested included the training of school staff and community members in basic health services, to enable them to respond to immediate health needs.
- **Psychosocial support space:** A separate space is required for adequate PSS counselling, but this is often not available or is not used properly.
- **Attitudes towards physical and sexual child abuse:** The 'culture' of accepting and hiding abuse within families, communities and schools represents a great barrier to preventing abuse. This field requires further research, documenting both failures and successes.
- **Referral systems in cases of child abuse:** The referral of child abuse cases is reportedly not functioning well: awareness, knowledge and access to existing abuse referral systems are all insufficient. Children tend to lack direct access (for example, they do not have access to a phone). Instead, they have to go through a teacher or parent, which may prevent referral, especially when the school or family are involved in the abuse.
- **Policing:** A lack of collaboration between police and schools was reported, resulting in limited use of existing protection mechanisms such as the 'Childline'.
- **Coordination of NGO activities:** Schools voiced concerns about repeated visits by NGOs whose actions were uncoordinated and/ or duplicated, and who made empty promises.

#### 4.2.7 Potential research partners in Swaziland

The following potential research partners were suggested by interviewees for future collaboration in the field of care and support for teaching and learning:

- University of Swaziland: Centre for Agriculture and Education; Planning Centre
- Swaziland Education Research Association (SERA)
- University of Kwazulu-Natal (UKZN) research units, including HEARD (Health Economics and HIV/AIDS Research Department), and ACC (African Centre for Childhood)
- National Curriculum Centre (NCC)
- NERCHA
- NCCU
- UNICEF
- Save the Children
- Red Cross

### **4.3 Summary Swaziland**

Based on an ample and diverse range of partner organisations and researchers interviewed, the scoping study in Swaziland can be considered a success. A wealth of information was obtained from different sectors (public and non-governmental), different levels (national and school level), and from actors of different geographical locations within Swaziland. The objective to gain a balanced ‘snapshot’ of the country’s situation was achieved, resulting in a diverse list of recommendations regarding potential research areas. Throughout the scoping study, it became evident that certain issues were of cross-cutting concern to most stakeholders from different sectors, levels and geographical regions. Priority issues were identified by means of quantity (the amount of interviewees who listed the issue) as well as in qualitative terms (the issues were reported to be of particularly high concern by a range of different types of interviewees). The areas repeatedly brought up across all interviews and group discussions, indicating a priority concern, were:

- 1. School feeding schemes**
- 2. Psycho-social support**
- 3. Multi-sectoral collaboration and school and community partnerships**
- 4. Leadership skills and training needs of headmasters**

Furthermore, a **lack of overall collaboration and knowledge sharing between different stakeholders** was mentioned as a cross-cutting area of concern. The scoping study brought to light that this includes the field of research. A failure to communicate and disseminate existing research studies became evident as some interviewees identified ‘research gaps’ in areas which other interviewees considered to be well covered by research. It became clear that research institutes and implementing organizations seem to lack awareness of other actors’ ongoing studies and programmes. This could be attributed to the lack of an overarching national research body. To maximize the utility of existing materials and knowledge, a wider dissemination of research studies and stronger collaboration between different programme implementers is recommended.

## **5 Zambia**

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### **5.1 Zambia’s background and history of involvement with CSTL**

Nearly 50% of Zambia’s 12.9 million inhabitants are children under 15 years of age. HIV and AIDS have had a severe impact on the population, with one in four children being orphaned.<sup>4</sup> Zambia's education system is suffering acutely from the effects of the HIV and AIDS epidemic. Further, a gender gap is still prevalent in education, particularly in rural areas. In 2006, an estimated 80% of the Zambian rural population was poor.<sup>5</sup> The economic crisis from 1975 to 1990 resulted in cuts in the government’s education budget and community schools developed as a response to learners being unable to access places in government schools. The community schools, run by Parent School Community Committees, continue to play a central role in the Zambian education system.<sup>6</sup>

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<sup>4</sup> UNAIDS. 2008 Report on the Global AIDS Epidemic. <http://www.unaids.org/en/KnowledgeCentre/HIVData/GlobalReport/2008>

<sup>5</sup> UNICEF. 2008 Situation Analysis of Children and Women in Zambia.

<sup>6</sup> Policy and Operations Evaluation Department (IOB). Primary Education in Zambia. April 2008.



The SCCS programme in Zambia was piloted in 2006 in the Western and Eastern Provinces. Forty schools in two districts per province were identified, with interventions focusing on four key areas: creating an effective learning environment; providing psychosocial support (PSS) to learners; girls' education; and HIV and AIDS. Since January 2009 Zambia has been part of the SADC CSTL initiative. The existing SCCS country programme structure and activities form the framework for CSTL and are being amended over time to align with this programme's goal and objectives.

Zambia thus draws on four years of SCCS experience in providing care and support to learners through schools, which enables the country to share lessons learnt and potential practices with other Member States at a regional level. Equally, previous involvement in SCCS enables Zambia to identify research gaps with some clarity, as well as research priorities for continued improvement of the programme.

## **5.2 Results of the scoping study**

Due to logistical and organizational difficulties during the fieldwork in Zambia (several interviewees were unavailable) no interviews were conducted with external researchers from the university or research institutes. The following results are based entirely on interviews with representatives from the MoE and the NCU. This included a large number of school level and sub-national level programme implementers such as NGOs, with less input obtained from a national-level and an academic perspective.

### **5.2.1 National research agendas in Zambia**

Interviewees were asked to identify national research agendas related to education and to care and support for teaching and learning.

A **National Education Sector Research Symposium** was organized by the Ministry of Education in 2009, titled "Promoting results-oriented and evidence-based decision-making in the education sector". Based on the suggestions made by educational researchers and managers attending the symposium, a draft for a national education research agenda was developed (*see the complete draft in Appendix V*). However, the National MoE research agenda has not yet been finalized or followed up, and no studies have been commissioned to date. It was observed that CSTL focus areas were not at the core of the symposium discussions; for example, barriers to education, PSS and school feeding schemes were not covered.

A second research symposium to finalize the research agenda is in the early planning stages; details are still to be confirmed.

The **University of Zambia** also plans to organize further research symposia.

### **5.2.2 Existing and emerging research relevant to CSTL in Zambia**

It would be beyond the scope of this study to list all research projects in Zambia related to care and support for teaching and learning. This summary lists a few current research projects which were considered relevant by the interviewees:

*Recent research conducted by the MoE policy and research section includes:*

- **Re-entry policy research:** a review of the re-entry policy (girls re-entering schools after pregnancy) is being conducted by the University of Zambia; the study is nearly finalized.
- **Teacher-pupil contact time:** research was initiated by the MoE with the University of Zambia on the amount of time teachers interface with pupils, but the project is currently on hold due to problems in the research process; the study will be resumed in the future.

- The National Examinations Council conducts extensive quantitative research to **track learner results** in different grades; a small-scale study is currently being carried out on how to **explain poor performance** of learners; a second (ongoing) study is focused on the **predictive power of learner performance** in different grades, aiming to rationalize education beyond grade 7.
- Father M.J. Kelly, an education practitioner and academic in Zambia who was interviewed for the scoping study, published (in conjunction with UNICEF) the study: **'The Education of Girls in Zambia'** (1999), highlighting the challenges faced by girls in an education system "designed for boys".

### 5.2.3 Perceived research gaps in Zambia

Interviewees were asked to identify possible research gaps in relation to care and support for teaching and learning; 'research gaps' refers to under-researched areas where information and data (qualitative or quantitative) is lacking.

Thematic area	Research gap	Explanation	Identified by:
Girls' empowerment	<b>Equity issues</b>	Female poverty is a significant problem in Zambia. To facilitate evidence-based policy development to address gender inequalities, data is needed on equity issues such as the effect of poverty on female learners: including the causes, impact and scope of the problem.	NCU; implementers at school level
M&E, Teacher support	<b>Information management systems in schools</b>	A knowledge gap was identified with regard to factors which either impede or enhance the efficiency of information management at school level (storing learner data etc.). The results of a potential study could feed into teacher training.	Researcher
PSS, Protection, Teacher training	<b>PSS component in teacher training</b>	Reportedly there is an acute lack of PSS components in teacher training, leading to a demand for research on PSS training needs and effective training materials/methods.	NCU; programme implementers at national and school level
Multi-sectoral collaboration	<b>Modalities of collaboration</b>	It was suggested that a study should explore the different ways in which sectors and organizations collaborate, in order to identify enabling conditions, including factors for success (e.g. assigning clear roles and responsibilities), and failure (e.g. incompatible ideologies, or competition amongst NGOs).	Researcher; NCU
Community involvement	<b>Attitudes and knowledge of community members</b>	A need was expressed to document communities' disposition towards collaborating with schools on the different focus areas of CSTL (e.g. protection and safety, water and sanitation, nutrition etc.).	Implementers at national level
Cross-cutting: Protection, Health, Nutrition, PSS	<b>Needs of HIV positive learners</b>	With the roll-out of ARVs more HIV positive children survive and are entering schools; HIV in learners is a cross-cutting issue (it relates to protection, safety, nutrition, PSS and counselling on sexuality during puberty etc.) which requires greater attention in terms of research.	Development practitioner at school and national level
Protection	<b>Customary</b>	Such practices and norms have an enormous	Development

	<b>practices, including gender norms</b>	impact on children’s education; however, in Zambia this remains an under-researched and unclear, ambiguous area.	practitioner at school and national level
Protection	<b>Child abuse</b>	Comprehensive data on child abuse is lacking (i.e. data on the scope, type, causes and impacts). Zambia relies mainly on anecdotal evidence.	NCU; development practitioner at school and national level
Protection	<b>“Sexually transmitted grades”</b>	Reportedly teachers are engaging widely in romantic and sexual relationships with learners in exchange for favours and passing grades. This includes rural practices such as early marriage of underage girls with their teachers, often encouraged by parents due to financial hardship. However, more reliable information is needed on the scope, underlying causes and impacts of this phenomenon to make the issue visible in public debate. Importantly, preventive factors need to be identified.	Development practitioner at school and national level; NCU
Protection	<b>Sexual abuse by teachers</b>	According to the NGO ‘Equality Now’ “rape of schoolgirls by their teachers is rampant – 33 cases of such rape are reported each week by the University Teaching Hospital in Lusaka” <sup>7</sup> . Research is urgently needed to bring the dimensions of this phenomenon to light.	NCU; national, sub-national and school level
Protection	<b>Abuse reporting channels</b>	Research on existing child abuse reporting channels was suggested, towards improving the current system for prevention and follow-up, as well as increasing awareness and knowledge about the reporting channels at all levels (government, schools, community, parents and children). FAWEZA is presently developing guidelines for the MoE on how to handle abuse cases involving teachers. The NGO further plans to create directories for communities with information on the nearest points for reporting child abuse.	NCU; programme implementers at national and school level
Protection	<b>Teenage pregnancies</b>	Since the high number of teenage pregnancies is an issue of serious concern in Zambia, it was seen as imperative to research and document the underlying causes (social, cultural, structural, economic etc.), as well as identifying successful interventions to lower pregnancy rates.	NCU; programme implementers at national and school level
<b>Well-covered research areas</b>			
Infrastructure, Multi-sectoral collaboration	<b>Access to education, in terms of infrastructure development</b>	It was reported that certain aspects of ‘access’ to education already receive a lot of attention in terms of research e.g. the area of infrastructure development was said to be well-covered.	National level

<sup>7</sup> Equality Now Zambia: <http://www.equalitynow.org/english/index.html>

## 5.2.4 Perceived research priorities in Zambia

Interviewees were asked to comment on possible national research priorities, to suggest in which areas (related to care and support for teaching and learning) further research would be most useful.

Thematic area	Research priority	Explanation	Identified by:
Health, Protection	<b>Sexual education</b>	This is an urgent but problematic research area: the question is how to encourage <i>responsible</i> sexual behaviour in a sensitive but effective manner, bearing in mind that Zambian law does not allow condom promotion in schools. There is a need to investigate how teachers currently address sexual education and present the information, and to document 'youth friendly corners' organized by NGOs, which provide information on sex, pregnancies & HIV etc., but do not provide condoms.	Sub-national and school level programme implementers
PSS	<b>PSS methods and content</b>	Research was needed on the advantages and disadvantages, successes and failures of different PSS <i>methods</i> (one-on-one, groups counselling, peer-to-peer, conducive environments etc.) and <i>content</i> of PSS trainings (aiming at prevention, response or follow-up).	PSS programme implementers at school, national and regional level
Quality of education	<b>Efficiency at the different levels of education</b>	A demand was expressed for research into modalities of increasing efficiency in the education system, such as maximizing the usage of time and resources.	National level
Teacher support, Quality of education	<b>Interaction between teachers and learners in class; quality education</b>	A concern was expressed that the "T" of CSTL is too silent, meaning that not enough emphasis is given to the actual teaching component of the programme. Improving the quality of education is a great concern in Zambia, as the levels of learning achievement are low. Hence, research into the factors impeding or enabling high-quality teaching was considered a priority, to investigate why the levels of learner achievement are so low and what can be done to improve them. This includes research into improving teaching methods, and a focus on learning both inside and outside the classroom.	NCU; Programme implementers; national level
Teacher support	<b>Support and incentives to retain teachers</b>	Educators in rural settings work under difficult conditions, which raises questions about which combination of incentives would increase their motivation and performance levels and thus prevent high turnover. When studying incentives for teachers, it is important to take into account that they are parents, role models and community members as well.	Researcher; development practitioner at national and school level
Nutrition; Multi-sectoral	<b>School-based nutrition</b>	Further research was suggested into: identifying specific types of support that schools require in	Researcher; NCU

collaboration	<b>programmes</b>	order to develop sustainable feeding programmes; how to involve communities successfully; recording ideas and innovations (e.g. the potential good practice of exchanging seeds for a share of the produce).	
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### 5.2.5 Potential ‘good practices’ from Zambia

Interviewees were asked to suggest programmes, projects or initiatives which went particularly well, and which would be suitable for research and documentation as potential ‘good practices’, to be shared at a national and regional level.

- **Mother support groups:** Mothers’ groups receive training and work as community “watchdogs”, identifying issues of security and carrying out income-generating activities to support OVC who are at risk of dropping out of school. This is considered a successful practice: for example, at Kopa Basic School in the Northern Province of Zambia mother groups identified and took up an abuse case. Mother groups are organized by both CAMFED (Campaign for Female Education) and FAWEZA (Forum for African Women Educationalists of Zambia).
- **“Back to back” programme:** This is an initiative organized by FAWEZA, based on the concept of mutual support and teaching between mothers and children. Children teach mothers basic literacy and numeracy; in exchange mothers teach children practical livelihood skills such as sewing and knitting. Sewing machines are provided by the NGO, and the profit from products sold is used to support OVC in the communities.
- **Including men in ‘mother-support-groups’:** this innovative practice includes males not only for performing physically strenuous tasks, but - most importantly - for sensitizing other males towards child abuse. Male-to-male outreach is perceived to be more convincing in passing messages; for example, messages against child abuse and on gender issues.
- **Transit schools:** Short-term schools for out-of-school children are an opportunity to catch up to a level which enables them to join mainstream schools. Transit school teachers are employed and financed by NGOs.
- **‘Centre of Excellence’ model schools:** A number of projects and interventions have been implemented in a ‘model’ school by FAWEZA since 2005. There is documentation of the case study of Kamlanga High School, where measurable impacts such as decreasing teenage pregnancies have been achieved. The interventions include: the “Tuseme” project for training of **peer-educators** to enhance open dialogue on issues affecting learners; **gender-responsive pedagogy (GRP)** training for teachers; formation of **parent/community committees** to assist the school (for example, in PSS, learner supervision, safety and maintenance); a **safe house** for girls to avoid long unaccompanied travel to school during the week.
- **Safe spaces:** A project providing safe spaces to protect girls from abuse, funded by ‘Equality Now’, was suggested as a potential good practice.
- **Safe clubs:** Youth clubs have been established for peer-to-peer education and outreach activities, including life skills training, PSS, drama performances as well as fundraising activities. Safe clubs are based on voluntary participation (in high schools and basic schools) for both boys and girls. Peer mentors receive training and support by mentors.
- **Agricultural production units:** A WFP school feeding programme was suggested as a good practice because it was said to meet demands for sustainability, based on different productive components including vegetable gardens at schools.
- **Hand-washing practice:** A simple but very effective practice was suggested as ‘good practice’ in the field of sanitation, hygiene and health promotion in schools: pouring water when washing hands rather than sharing a bowl of water among many learners has proven to be effective in limiting the spread of diseases.
- **District water, sanitation and hygiene committees:** It was reported that multi-sectoral district committees successfully promote the provision of water and hygiene in schools by bringing together

specialists and key stakeholders, including the MoE, NGOs, UNICEF, schools and community representatives. Networking through the committees resulted in small-scale partnerships, e.g. to fund boreholes for schools.

- **De-worming** offered through schools is considered a very good practice. **Weakness:** a great need for further interventions remains due to high levels of bilharzia and other worms.
- **Community schools:** The wide-spread model of community-run schools in Zambia is considered a good practice, as it not only provides education to children in otherwise neglected areas, but also allows for great community participation at the decision-making level and in the provision of care and support. **Weakness:** although community schools were suggested as a potential good practice, it was expressed that the schools urgently require additional financial and technical support from the MoE.
- **PAGE: Programme for the Advancement of Girls' Education:** This programme, which ran from 1996 to 2006, was named as a good practice due to its relative success in highlighting the importance of education for girls, through the sensitization of parents and communities. The number of female learners is slowly on the rise.
- **Interactive Radio Instruction:** The MoE's Educational Broadcasting Service (EBS) designs lessons and airs them on the national radio for children who live in areas without access to schools. EBS trains mentors – identified and supported by the communities - to manage the daily instruction at local community centres. The initiative substitutes for schools in remote rural areas and has a wide outreach which extends also to community members who join the lessons.
- **A cash transfer programme** aimed at the poorest 10% of the population was piloted successfully and suggested as a good practice. **Weakness:** There is a need to scale up this successful programme: however, due to extremely low levels of birth registration, data is missing on the precise number of OVC in need.

### 5.2.6 Lessons learnt from Zambia

Interviewees were asked to identify factors preventing the successful implementation of programmes or projects; these could be researched and documented as 'lessons learnt' from failures, to avoid the replication of such practices at the national and regional level.

- **Retired teachers as matrons:** An attempt to hire retired teachers as matrons for safe houses was unsuccessful, because they were not sufficiently committed and were unwilling to move into the safe houses. It was necessary to employ and train new matrons (on issues such as HIV and pregnancy prevention)
- **Misuse of PSS rooms:** Reportedly, there is a danger of PSS rooms turning into a space where sexual abuse takes place (since those rooms usually have beds or couches).
- **Same-sex counselling teachers:** It was recommended that counsellors assigned for PSS be the same sex as the relevant learners, in order to avoid romantic or sexual engagement between counsellor and learner.
- **National Education Sector Research Symposium:** Lessons learnt from this symposium included the importance of developing **a more focused approach**: that is, narrowing down the research areas and being more selective in inviting presenters, for example setting a stronger focus on MoE research priorities related to CSTL. A second lesson learnt is that that *quality* should be prioritized over *quantity* of research presentations: that is, that fewer presenters should be invited and more time allocated to each research topic, in order to **achieve in-depth discussions and meaningful research recommendations**.
- **Unequal/unfair spending patterns:** It was reported that some NGOs working in the field of PSS spent large amounts of money on a small number of learners, while only a very limited budget was allocated to a much greater number of children. The unequal treatment which resulted in frustration among both learners and implementers was partially explained by donor requirements which were specifically aimed at benefitting certain groups of learners over others (based on gender or age).
- **Irrational donor requirements and time pressure:** In some programmes, OVC were provided with luxury goods (for example, items imported from the UK) due to pressure to spend donor money within a

limited amount of time; in other cases, unnecessarily large sums of money were purposefully (and irrationally) allocated to specific programme aspects by donors. This highlights the importance of including local implementers in programme planning, in order to limit the negative effects of irrational donor demands regarding how to allocate programme budgets.

- **Benefiting children without taking family context into account:** Some programmes benefit a child as an isolated, independent unit (especially when material support is given directly to the learner), but do not support the child's family or siblings. Negative results include alienation of the child from his/her family, community and entire social background .

### 5.2.7 Potential research partners in Zambia

The following potential research partners were suggested by interviewees for future collaboration in the field of care and support for teaching and learning:

*A number of individual researchers were recommended for further research:*

- Dr. John Chileshe, working with JICA (Japanese International Cooperation Agency)
- Dr. Sichelwe Kasanda, Curriculum Development Centre
- Father M.J. Kell
- Dr. Izenge Chondoke, Open University of Zambia
- Zambia Association for Research and Development (ZARD)

## 5.3 Summary Zambia

The scoping study in Zambia was successful in the sense that a large amount of detailed and relevant input was obtained from the researchers and MoE officials interviewed and through a dynamic NCU group discussion. However, the lack of interviews with external researchers from the university or research institutes partially compromises the representative value of the scoping study results. Therefore, priority areas had to be determined by means of qualitative analysis only (that is, through the emphasis and importance placed on an issue by the interviewees). The results may be influenced by the large amount of school level programme implementers interviewed. The in-depth interviews and group discussion brought to light a particular concern around issues of child protection, including the following research areas:

1. **Sexual abuse of children, including abuse of learners by teachers**
2. **Teenage pregnancies**
3. **Child abuse reporting channels**
4. **PSS**

From a national level perspective, the **quality of education** was seen as a priority concern, with research studies suggested to investigate issues of **educational and operational efficiency**.

The in-depth discussions among Zambian programme implementers brought up a particularly rich array of potential good practices. Zambia's practical recommendations have the potential to be of great use to fellow CSTL Member States, if they are successfully shared with programme implementers and development practitioners in the region.

## 6 Mozambique

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### 6.1 Mozambique's background and history of involvement with CSTL

Unlike other CSTL Member States, Mozambique was not previously involved in the piloting of the SCCS programme. However, in Mozambique the MoE was already implementing a similar initiative, the 'Child-Friendly Schools' programme (with support from UNICEF), which enables that country to share ideas and learning from their experience of providing care and support through schools. The CSTL country programme has recently commenced in Mozambique, with 41 schools being targeted in the initial pilot phase.

It is estimated that more than half of Mozambique's 18 million inhabitants are children younger than 15 years. HIV is increasingly affecting the population, which included an approximate 510,500 AIDS orphans in 2010.<sup>8</sup> The impact of poverty and AIDS has placed additional responsibilities on schools. Since the mid-1990s, following a long civil conflict which dealt a serious blow to the education infrastructure, the education system has rapidly expanded to accommodate the vast number of children requiring admission. Despite school fees for primary education (grades 1-7) being abolished in 2005, much remains to be done to improve the quality of education. A large proportion of primary school teachers do not have adequate training, there is a serious shortage of classrooms, materials and teachers, and completion rates remain low.<sup>9</sup>

The purchase of school uniforms and learning materials implies additional costs to be borne by parents which may prevent learners from attending school. Despite the MoE's Direct Support to Schools grants, many schools suffer from budget shortages and cannot offer basic services, such as health, nutrition and water to learners.

### 6.2 Results of the scoping study

It is important to note that due to a major strike in the country during the time of the MIET visit to Mozambique, only very few NCU members arrived at the meeting (6 of the 40 invited). No NGOs or civil society members were represented, and no senior MoE staff member was present during the group discussion. Only one researcher could be interviewed, while all other interviews were cancelled due to the tense political situation at that time. One additional follow-up interview was conducted at a later stage with INDE, the National Institute of Education Development.

Therefore the results of the scoping study have limited inferential value and may not be considered representative of the entire NCU, nor of the academic research and knowledge available in the country.

#### 6.2.1 National research agendas in Mozambique

Interviewees were asked to identify national research agendas related to education, and care and support for teaching and learning.

- Mozambique does **not have a national research coordination body**, thus research taking place in the country was described as "scattered and un-coordinated".

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<sup>8</sup> INE et al, *Demographic Impact of HIV/AIDS in Mozambique*, September 2008.

<sup>9</sup> UNICEF Mozambique: <http://www.unicef.org/mozambique/education.html>



- Some research projects on health-related issues are required to register and receive approval from the **National Bioethics Committee within the Ministry of Health**; hence that committee might have a comprehensive overview of health-related research areas and research needs.
- The **Ministry of Science and Technology** lists ongoing research projects and creates annotated bibliographies; consequently they might be able to provide an overview of national research projects.
- The Ministry of Science and Technology, with support from UNAIDS and UNICEF, published an **“Analysis of research needs in the field of HIV/AIDS in Mozambique”** in 2007 which gives a detailed outline of HIV and AIDS-related research gaps and priorities, some of which are relevant for the CSTL initiative (*see a summary of this document in appendix VI*).
- The **MoE’s strategic plan** identifies issues and areas to be researched, which guide the National Institute of Education Development’s research

### 6.2.2 Existing and emerging research relevant to CSTL in Mozambique

It would be beyond the scope of this study to list all research projects in Mozambique related to care and support for teaching and learning. This summary lists a few current research projects which were considered particularly relevant by the interviewed stakeholders.

- To inform the National Plan of Action, a rapid assessment and appraisal (RAAP) was conducted in 2003 in conjunction with UNICEF, **assessing the situation of vulnerable children** in the country and developing a definition for OVC.
- The organisation WLSA (Women and Law in Southern Africa) in 2004 conducted a **study on sexual relations between teachers and learners** in Mozambique, highlighting the “systematic and constant impunity of teaching staff that sexually abuse their pupils”<sup>10</sup>.
- The Boston University’s Centre for Global Health and Development in collaboration with the Eduardo Mondlane University and GSC Research Global Surveys in Mozambique, is conducting a three-year cohort study (from 2009 until 2011) to **evaluate the effectiveness and impact of programmes and interventions designed to improve the welfare of OVC** in the country.<sup>11</sup>
- Save the Children organized an (internal) **workshop on child participation** in 2004, the results of which are relevant to CSTL as a basis for potential further research.
- The National Institute for Education Development (INDE) is currently conducting cross-cutting research to **evaluate the first cycle of primary education**, which feeds into a report for SACMEQ.

### 6.2.3 Perceived research gaps in Mozambique

Interviewees were asked to identify possible research gaps in relation to care and support for teaching and learning. ‘Research gaps’ refers to under-researched areas which lack information and data (qualitative or quantitative).

Thematic area	Research gap	Explanation	Identified by:
Protection; Material support	<b>Out-of-school OVC vs in-school learners with special needs</b>	Those two groups of children have different needs which need to be researched in order to be clearly distinguished in the provision of care and support.	Researcher
PSS	<b>Unclear concept of PSS</b>	PSS is a relatively new area which remains unclear to many stakeholders at both the national and school level, and thus requires further research. In	Researcher

<sup>10</sup> WLSA Mozambique: [http://www.wlsa.org.mz/?target=Art\\_PregnancySchool](http://www.wlsa.org.mz/?target=Art_PregnancySchool)

<sup>11</sup> Boston University, Centre for Global Health and Development: <http://www.bu.edu/cghd/projects/ovc-care-mozambique>

		<p>2003 the National Plan of Action defined six basic service areas for OVC, with PSS being one of these areas. However, a general lack of understanding of what constitutes PSS became apparent during an M&amp;E study: many non-PSS activities, including soccer tournaments, physical education and even the provision of food, were reported as PSS components of programmes.</p> <p>Schools lack formal PSS systems and teachers are not trained in the provision of PSS. It was suggested that the current availability of PSS and the training needs be researched, as well as good PSS practices involving schools, parents, communities and peer support.</p>	
Protection	<b>Child abuse and denunciation</b>	<p>A research gap became evident with regard to current practices in cases of child abuse in schools, at home and in communities (in terms of denouncing on the one hand or remaining silent on the other). Reliable data on harmful cultural practices and beliefs leading to child abuse is also lacking: for example, when a daughter is seen as her father's 'property', giving him the right to sexually abuse her. Further research could shed light on the realities on the ground and serve as a basis for developing meaningful programme interventions, such as clarifying reporting channels on child abuse.</p>	Researcher; national and provincial level education coordinators
Protection	<b>Teenage pregnancies</b>	<p>Research is needed to explore the causes for teenage pregnancies, as well as potential preventive measures.</p>	Provincial level
Access to education	<b>Cultural practices as a barrier to education</b>	<p>Some cultural practices such as initiation rites require learners to leave school for a long time (especially in the north of the country); information is lacking on good practices for achieving re-integration of learners into the ongoing school year, (to prevent permanent drop-out, for example through extended holiday times or seeking alternative sources of education).</p>	Researcher; National and provincial level education coordinators
Cross-cutting: HIV, Health, Protection, PSS, Nutrition, Community Involvement	<b>HIV and children</b>	<p>Several research needs in relation to HIV and children were identified:</p> <p>Firstly, it was reported that Mozambique lacks comprehensive information on the <b>situation and needs of HIV+ children</b>.</p> <p>Secondly, learners have limited access to information about HIV and sexual education; only few schools have 'counselling corners'. A need was identified for research into effective ways of <b>creating awareness of HIV among learners</b>, including teacher training and community capacitating.</p> <p>Thirdly, the <b>Ministry of Technology and Science's analysis of research needs in the field of HIV and</b></p>	Researcher; Provincial level education coordinators; Study by UNAIDS and Ministry of Technology & Science

		<p><b>AIDS</b> lists many HIV and AIDS-related research gaps, some of which are particularly relevant for CSTL.</p> <p>Within the category of ‘mitigation of consequences’ the study identifies the need for data on <b>child-headed households</b>, documentation of good practices in <b>educational support for OVC</b>, and the overall <b>impact of HIV and AIDS at the individual, family and community level</b>.</p> <p>Regarding ‘stigma and discrimination’, the study recommends research on the <b>production, reproduction and dynamics of stigma</b>.</p> <p>In the field of prevention, the role of <b>traditional values and beliefs and their impact on HIV transmission</b> was prioritized as a research need. <i>(For a complete list of HIV and AIDS research gaps please refer to the study by the Ministry of Science and Technology<sup>12</sup>. A summary is available in appendix IV).</i></p>	
Learning achievements	<b>The impact of care and support interventions on learning achievement</b>	While comprehensive studies are in place to evaluate the overall achievement of learners, the impact of care and support interventions on the actual learner performance has not been evaluated. It was suggested to evaluate the impact of care and support interventions, such as MoE bursaries to female learners, special education provided for children requiring special attention, or direct funding to schools.	National level

### 6.2.4 Perceived research priorities in Mozambique

Interviewees were asked to comment on possible national research priorities, to suggest areas (related to care and support for teaching and learning) in which it would be most useful to conduct further research.

Thematic area	Research priority	Explanation	Identified by:
Protection, M&E	<b>Clear criteria for OVC identification</b>	<p>At present different local criteria are used in communities to define OVC; anecdotal evidence shows that some of these criteria are harmful to the children in question and may lead to orphans being stigmatized and isolated. It is important to investigate “existing vulnerability criteria on the ground”, and to research the whole range of criteria used at different levels, with the aim of developing one clear common set of practical criteria to be used for OVC identification.</p> <p>In this context it was reported that USAID had developed local criteria for defining OVC at</p>	Researcher

<sup>12</sup> Ministry of Science and Technology (2004). DIAGNÓSTICO DAS NECESSIDADES DE PESQUISA SOBRE HIV/SIDA

		community schools.	
PSS, Community involvement	<b>Non-financial support to children</b>	During fieldwork in rural areas it was witnessed that parents and communities tend to neglect the various means of supporting children other than financial support. Therefore it was suggested to document and disseminate information about “simple things” the different stakeholders can do to support children even without finances, such as playing and spending time with children, identifying their mental state (e.g. sadness as a potential indicator of abuse), and providing informal PSS.	Researcher
Protection	<b>Children’s rights vs children’s duties</b>	In rural areas a key question is how to reconcile children’s duties necessary for survival (e.g. fetching water or harvesting), with the right of education for all children. Suggestions identified research on relevant cultural practices, as well as research into communities’ understanding of child labour and child abuse in relation to child rights, all towards developing an understanding of local realities rather than “imposing unrealistic standards” in the design of education, care and support programmes.	Researcher
Support to teaching	<b>Teacher support for quality education</b>	Worry was expressed that many learners lack basic skills such as reading and writing even in higher grades. Reportedly, teachers show difficulties in applying teaching methodologies, which results in low levels of learning among learners. Research was suggested into which kind of support teachers require in order to provide high quality education e.g. capacity building, methodological updates, teacher support groups etc.	National and provincial level education coordinators

### 6.2.5 Potential ‘good practices’ in Mozambique

Interviewees were asked to suggest programmes, projects or initiatives which went particularly well, and which would be suitable for research and documentation as potential ‘good practices’, to be shared at a national and regional level.

- **Children’s parliament:** The Mozambican children’s parliament was mentioned as a good practice in the field of child participation. Regular sessions bring together learners in the different regions to express their concerns and opinions on issues affecting their lives. **Weakness:** however, other stakeholders questioned the validity of the children’s parliament as a ‘good practice’, explaining that despite its excellent organization, the initiative failed to have a real impact on the lives of Mozambican children (beyond the limited number of learners participating in the parliament).
- The **“Green Line”:** A phone line for reporting and denouncing abuse was set up by the Foundation for Community Development (FDC). **Weakness:** while this initiative was considered as a potential good practice, concerns were voiced that children in rural areas continue to lack access to phones in general, and as a consequence lack access to the green line.

- **Positive examples of community support to schools:** Many individual cases of community engagement were named as potential good practices, e.g. the communal construction of classrooms, boreholes and cisterns in primary schools, which are managed collectively by the school and the community. Other communities built teacher homes to supplement the limited government support teachers receive in rural areas. Further examples include community members and learners taking turns to help their teachers in the household.
- **Incentives for health staff:** FICA (Flemish International Cooperation Agency) developed incentives for staff working in the health sector, namely start-up packages as incentives to work in remote areas, and performance-based bonuses such as rewards for the 'best' health workers. It was suggested to replicate this good practice in the education sector, developing similar policies to raise teacher motivation and performance.
- **"Jornadas científicas" (student competitions):** Reading, writing and knowledge competitions are organized in schools to incentivize learner performance and to instil habits of learning; the best learners receive prizes such as school uniforms and educational materials.
- **"Jornadas pedagógicas" (teacher forums):** To improve the quality of teaching, capacity training is organized for teachers at "ZIP" schools (nuclear schools). The "jornadas" further function as teacher forums, based on mutual support and the exchange of experiences between teachers: for example, analysing teaching methodologies; practical class simulations.
- **Transfer of knowledge from schools to communities:** With financial and technical support from the NGO "JAM", agricultural production and vegetable gardens are built in schools in Inhambane, where local community members actively participate in order to learn about agricultural production. This initiative was suggested as a potential good practice based on the mutual benefit between the school and the community.
- **Locally relevant extracurricular livelihood classes:** Extracurricular training for learners is tailored to different geographical locations. Learners are gaining locally relevant livelihood skills through practical teaching (for example: arts and crafts, growing vegetables and producing food, depending on the region).
- Two programmes by the Ministry of Women and Social Welfare were suggested as potential good practises to be replicated elsewhere: firstly, a **foster family system**, and secondly, a programme targeting **child-headed households**, to integrate and accommodate them in the neighbourhood (this programme also receives support from NGOs)

### 6.2.6 Lessons learnt from Mozambique

Interviewees were asked to identify factors preventing the successful implementation of programmes or projects; these could be researched and documented as 'lessons learnt' from failures, to avoid replication of such practices at the national and regional level.

- **Support given exclusively to orphans:** Anecdotal evidence was cited as a lesson learnt from failures: when financial support was given to orphans *only* (as opposed to vulnerable children in general), a child reportedly stated that "he wished his mother had died, too" so he would also have access to the support. Orphans are not necessarily more vulnerable than children whose parents are alive, therefore clear vulnerability criteria are necessary to make sure the support reaches those children most in need.
- **Lacking a clear link between the school and the community:** when the community members do not understand the value of having a school in their community, theft and vandalism is witnessed. Therefore

it has shown to be crucial to develop a strong, continuous relationship between the school and the community.

### **6.2.7 Potential research partners in Mozambique**

The following potential research partners were suggested by interviewees for future collaboration in the field of care and support for teaching and learning:

- Polytechnic University (Universidade Politecnica)
- University of Pedagogy (Universidade Pedagogica)
- INDE (National Institute of Education Development)
- The NGO “Rede da Crianca” (Child Network) was suggested as an organization to contact for potential collaboration, as they might offer further knowledge and support on issues regarding CSTL.
- UNICEF
- EFA movement (Education For All)

## **6.3 Summary Mozambique**

Due to the exceptional circumstances during the scoping study in Mozambique (a nationwide strike, as explained in section 8.2) the scoping study was only partially successful in achieving its objective. Because of the limited participation and the resultant homogeneity of group discussion members (exclusively MoE, national and provincial levels) it was not possible to obtain a balanced overview of the research gaps, priorities, good practices and lessons learnt in the country. However, it must be acknowledged that the few NCU members who were able to participate, displayed great commitment to the subject and made a strong effort to contribute valuable input to the scoping study. During an intense group discussion, relevant information was collected on potential good practices and lessons learnt in Mozambique, which may be of great use to other countries in the region. In addition, the follow-up interview with INDE complemented the information gathered during the scoping study.

During the scoping exercise in Mozambique, the need for validation of potential good practices became clear. A concrete example is provided by the contradicting statements and evaluations of the children’s parliament: while some stakeholders considered the parliament a successful practice, implementers at a provincial level voiced the impression that the parliament did not achieve a great impact. This further highlights the need for effective communication and an exchange of experiences among stakeholders working at different levels of research, programme planning and implementation.

In conclusion, it is important to avoid one-sided, subjective evaluations of any practice or programme. Therefore, the CSTL regional knowledge management strategy proposes discussing and validating potential good practices within the NCU before the practice is shared at a regional level with fellow CSTL Member States.

Due to the limited participation in the scoping study, and the consequent lack of inferential value regarding the research priorities at a national level, it is problematic to draw a final conclusion or recommendations.

## 7 Democratic Republic of Congo

### 7.1 *The DRC's background and history of involvement with CSTL*

Unlike other CSTL Member States, the DRC is new to the programme and was not previously involved in the piloting of the SCCS programme (Schools as Centres of Care and Support). Three government ministries are providing educational services in the DRC: the Ministry of Higher and University Education; the Ministry of Primary, Secondary and Professional Education (MPSE); and the Ministry of Social Affairs (MAS) which provides skills training in Centres for Social Promotion. All three Ministries are involved in the CSTL country programme which is still in the planning stages, with 40 schools being selected for the first pilot phase from both MAS and MPSE schools.

The DRC has been ravaged by several wars which left the country in the grip of a humanitarian crisis. Amnesty International reports that one disturbing feature of the ongoing conflict has been the widespread and systematic use of children as soldiers, porters, domestic servants or sexual objects by armed groups and government troops.<sup>13</sup> Sexual violence continues to be used as a humiliating and cruel weapon of war, disproportionately affecting girls and women in the DRC. Very high numbers of children have been uprooted and displaced, as well as orphaned. In addition, the OVC population will continue to grow as HIV incidence rates increase.<sup>14</sup>

In 2003, as part of a national peace process, the government launched a countrywide programme for the **disarmament, demobilization and reintegration (DDR)** into civilian life of troops and fighters, including an estimated 30,000 children.<sup>15</sup> By 2006, the government reported that more than 19,000 child soldiers were demobilized. Yet the child DDR programme continues to face serious difficulties, especially in reintegrating released children into civilian life and formal education systems. During the scoping study group discussion it was highlighted that the demobilization process is highly complex and goes far beyond the mandate of the Ministry of Education. In order to avoid the abandonment, impoverishment or even re-recruitment of released children, it is crucial to recognize their high degree of vulnerability and to work towards meeting their multiple needs. Importantly, this includes their need to be formally re-integrated into society through attending schools or educational centres. However, as a result of years of conflict and under-investment in education, the Congolese state education system is severely degraded. Within this unique context, a serious of research gaps and priorities, potential good practices and lessons learnt were identified.

### 7.2 *Results of the scoping study*

#### 7.2.1 National research agendas in the DRC

Interviewees were asked to identify national research agendas related to education, and care and support for teaching and learning.

- **No national level research coordination body** exists, and consequently a national research agenda has not been developed.

<sup>13</sup> Amnesty International DRC: <http://www.amnestyusa.org/document.php?lang=e&id=engaf620172006>

<sup>14</sup> Orphans and Vulnerable Children. The United States President's Emergency Plan for AIDS Relief: [http://www.pepfar.gov/strategy/prevention\\_care\\_treatment/133367.htm](http://www.pepfar.gov/strategy/prevention_care_treatment/133367.htm).

<sup>15</sup> Amnesty International DRC: <http://www.amnestyusa.org/document.php?lang=e&id=engaf620172006>

- Individual government departments have research units, and University faculties have research centres; however, these work independently and **do not coordinate their research activities** with other institutes at a national level.

## 7.2.2 Existing and emerging research relevant to CSTL in the DRC

It would be beyond the scope of this study to list all research projects in the DRC related to care and support for teaching and learning. This summary lists a few current research projects which were considered particularly relevant by the interviewed stakeholders.

- **A World Bank-funded study analysed educational partnerships** in Kinshasa and Mbuji-Mayi. The findings illustrated how education in the DRC is built on partnerships between the government, religious institutions, the private sector and parents. Parents were found to be the most important partners as they fund the education system through school fees, or so-called “primes”.
- A research study explored the issue of **single motherhood and its consequences**; the findings include that sexuality is a taboo topic, and open dialogue is missing between parents and children. Both factors are contributing to the high prevalence of teenage pregnancies. In the context of skyrocketing poverty levels, boys often deny their responsibilities as fathers, while girls risk becoming outcasts from society and dropping out of school.
- The CSTL baseline study researcher Magloire Mgunza Benga contributed to a recently published USAID **study on gender-based violence in schools** and the development of a teaching manual. Further, a programme addressing gender-based violence in schools was recently initiated in Lumbambashi, targeting 50 schools plus 30 control schools. It remains to be seen whether the programme can be considered a ‘good practice’.
- **A study conducted on the state of rural schools** found that rural education centres are in extremely poor condition, lacking basic infrastructure, such as sanitation and water; classrooms are overcrowded and no courtyards are available for learners to play in. It was reported that under these tense circumstances even hotels are being turned into schools. Additionally, the study reports that teachers receive poor salaries and are insufficiently skilled, resulting in the deteriorating quality of education.
- A study of the Diocese Kenge (close to Kinshasa) highlighted the problem that some **villages do not have schools** at all. To avoid **educational disparities** and inequalities within the country, the researchers urge the government to establish schools in those areas.
- An available **study on orphans at school** in the Equator Province “Centre Gbadolite” found that the great majority of orphans living with extended family were “more comfortable at their schools than at home”. The majority of orphans further engaged in small business activities after school hours, in order to generate a livelihood. Two thirds of the orphans failed their examinations, which the study attributes to a lack of mentoring and supervision. The study recommends the establishment of an appropriate structure to provide **mentoring to learners**, especially to OVC.

## 7.2.3 Perceived research gaps in the DRC

Interviewees were asked to identify possible research gaps in relation to care and support for teaching and learning. ‘Research gaps’ refers to under-researched areas which lack information and data (qualitative or quantitative).

Thematic area	Research gap	Explanation	Identified by:
Protection	<b>Sexual violence</b>	High levels of rape and other forms of sexual and gender-based violence remain pervasive in the	Programme implementer



		DRC, particularly in the war-torn east. According to Amnesty International, perpetrators of sexual violence are seldom brought to justice, while rape victims are routinely stigmatized, and suffer social and economic exclusion. <sup>16</sup> Sexual violence is part of a broader pattern of endemic discrimination against females. Although the issue has been well covered by media, NGOs and international institutions, there are research gaps regarding the underlying causes for the unusually high levels of sexual violence in the DRC, affecting girls from a young age. Reliable information is also lacking on the reportedly high levels of impunity for perpetrators, and lack of follow-up. A study was suggested to assess the scope and impact of sexual violence in families, communities and schools, and to investigate potential factors and interventions that reduce sexual violence.	at national, provincial and school levels; researcher
Protection	<b>Sexual abuse in schools</b>	A research gap exists on the prevalence of sexual abuse of learners by teachers. Learners reportedly do not dare to speak out about such traumatizing experiences. Cultural barriers to open dialogue about sex and to denunciation of sexual abuse worsen the situation. The phenomenon remains under-researched, with data missing on the causes, impacts, and potential preventive measures against the occurrence of sexual abuse in the school environment.	Provincial and school level programme implementers
Child participation	<b>Child participation</b>	Children in the DRC were reported to be largely unheard in decision-making processes in families, communities and schools. Children in special situations, such as orphans, street children, and displaced children, particularly lack participation in decisions regarding their re-integration into society. It was suggested that a research study gather information on the scope and impact of the issue, and on means to achieve real child participation at the different levels.	NCU; national level; provincial level
Cross-cutting: HIV, Health, Protection	<b>Stigmatization and silence around HIV and AIDS</b>	Stigmatization was named as the key reason for the relative silence around HIV and AIDS in communities and schools, and for the little solidarity or support shown by communities for people affected by HIV. In this context a number of potential research gaps emerge: the impact of HIV and AIDS on learners; the situation and needs of HIV positive learners; and effective ways of communicating HIV-prevention messages in an environment which lacks open dialogue about sex	Researcher; provincial level implementers; NCU

<sup>16</sup> Amnesty International: <http://www.amnestyusa.org/all-countries/congo-dem-rep-of/background-information-on-sexual-violence-in-the-democratic-republic-of-congo/page.do?id=1041157>

		and HIV between parents, teachers and learners.	
Protection	<b>Impact of music on children</b>	The influence of “pop-culture and violent music” on the youth in the DRC was named as an issue of concern. Current phenomena witnessed among the DRC youth are high levels of “immoral behaviour”, including involvement in criminal activities, early sexual debut, drug abuse, drop-out from school and lack of respect for females and parents. A research gap was seen regarding the potential relation between exposure to violent music and immoral behaviour.	School level programme implementer

### 7.2.4 Perceived research priorities in the DRC

Interviewees were asked to comment on possible national research priorities, and to suggest areas (related to care and support for teaching and learning) in which it would be most useful to conduct further research.

Thematic area	Research priority	Explanation	Identified by:
PSS	<b>Psycho-social support (PSS)</b>	As a consequence of war and poverty, the DRC witnesses high levels of trauma amongst the learner population, negatively affecting their academic performance. Yet there is an acute lack of PSS services available to meet the needs of traumatized children. In the past, some schools assigned individuals to provide ‘psycho-social follow-up’ to learners; but PSS tends to be rendered informally and improvised by people lacking adequate training. There is a need for systematic PSS services in schools to address widespread learner trauma. The PSS needs of vulnerable learners and existing forms of PSS in the DRC should be documented, to facilitate the development of comprehensive PSS models, tailored to the specific context and needs of different vulnerable children, such as former child soldiers, street children, children working in mines, and sexually abused children.	NCU; programme implementers at provincial and school level; Researcher
Protection	<b>Children’s rights</b>	According to the stakeholders interviewed in the scoping study, there is a general lack of awareness of children’s rights among teachers, principals, parents and learners. The degree of awareness and different understandings of children’s rights was suggested as a subject of research, towards amassing a solid foundation of data for programmes aimed at promoting children’s rights in schools and communities.	Researcher
Cross-cutting: Protection; Quality Education; potentially	<b>Mentorship for vulnerable learners</b>	It was proposed that issues related to mentorship for OVC in the DRC be researched; firstly, documenting the need of OVC for mentoring and supervision in order to succeed in school, and secondly, documenting existing mentorship	Researcher

Community participation		programmes (both good practices and lessons learnt).	
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### 7.2.5 Potential ‘good practices’ in the DRC

Interviewees were asked to suggest programmes, projects or initiatives which had gone particularly well and would be suitable for research and documentation as potential ‘good practices’, to be shared at a national and regional level.

- “I denounce” campaign:** Cultural barriers, such as fear of stigmatization and loss of honour, among other factors, prevent the denunciation of crime, violence and sexual abuse in the DRC. A nationwide awareness-raising campaign was launched by the government in 2009 and is still ongoing. Under the slogan “I denounce, I say ‘No’ and I act” citizens are called upon to report crimes of violence and abuse. The campaign, seen as an important first step to end impunity, was presented as a potential good practice towards nurturing a “culture of denouncing”.

**Weakness:** Notwithstanding the broad outreach of the campaign, it was mentioned that the level of denunciation remains relatively low due to frustration about a lack of follow-up, corruption and continued impunity of perpetrators.
- “Rattrapage Scolaire” / Remedial Education Centres:** A national programme, initiated in 2005, aims at reintegrating out-of-school children into the formal education system through the provision of remedial education. Educational “catch-up” centres have been set up for OVC aged 9 – 15 years who have missed several years of schooling, such as former child soldiers, displaced children and children working in mines. In the past five years, the programme has been successful in re-integrating OVC into secondary school or vocational training, and it was therefore recommended as a potential good practice.

**Weakness:** It must be added that a lack of financial and human resources leaves much space for improvement of the programme. A complete list of necessary improvements and scale-up was developed during the scoping study group work, including: support to learners (nutrition, health, PSS); better monitoring and follow-up of learners entering the formal education system; better training and support for teachers; infrastructure improvements; and (most importantly) an expanded network of partners for funding and support, to achieve sustainability of the programme.
- Learner representation in school committees:** The inclusion of learners in school committees was proposed as a potential good practice of child participation. Participation is achieved through learner elections within each class and at a school level; elected learner representatives participate in school committees where they have the opportunity to bring forward learners’ issues to teachers, parents and headmasters.
- Children’s parliament:** In 2002 a successful multi-sectoral collaboration between the UN, NGOs and the Ministries of Education, resulted in the launch of a children’s parliament. It has since grown into a well-respected body advocating justice in matters involving children. Children are represented at the community, provincial and national level. The children’s parliament hears many cases from children who may be abused or neglected, and lobbies for children’s causes; for example, for the release of child prisoners.<sup>17</sup> The initiative was mentioned as a potential good practice. **Weakness:** Nevertheless, it was also acknowledged that not enough children are reached through the parliament.
- “Petite jeune fille” leadership programme:** This programme establishes clubs for teenage girls, who receive support in their education, life skills guidance and leadership training with a strong focus on promoting girls’ rights and gender equality. The “petite fille” club model was considered a good practice of female empowerment in an otherwise widely unequal and patriarchal cultural context.

<sup>17</sup> IFSW Website, “DRC Children’s Parliament”, visited on 06.10.2010: <http://www.ifsw.org/p38001003.html>

- **Girl empowerment interventions:** Interviewees reported that during several studies in rural areas, gender imbalances became evident. A prevailing mindset in the DRC values girls less than boys, who tend to be privileged by their families in terms of access to education. Addressing the need for girl empowerment interventions, some Catholic schools encourage female learners to study a diverse range of subjects (e.g. philosophy) by waiving their study fees (financed by a German organization).
- **“Ecole Assainie” (Sanitized Schools) programme:** A complex programme to sanitize schools, run by the Ministries of Primary, Secondary and Vocational Education, with support from UNICEF and international donors, was suggested as a source of potential good practices as well as lessons learnt. A combination of programme interventions is implemented to improve hygiene and health in schools. Programme pillars include the establishment of health norms and standards to be complied with by schools, as a prerequisite to receive support; teacher training in health and environmental education; infrastructure improvements (construction of latrines and water supply systems); and the establishment of school health brigades involving learners.  
**Potential good practices** drawn from the “Sanitized Schools” programme are case studies of **communities taking ownership** of the programme after the initial funding terminated. On the other hand, a **lesson learnt** is the **lack of sustainability** due to continued dependence on donor funds, and a limited sense of ownership among communities and the government; for example, in providing maintenance of installations.

## 7.2.6 Lessons learnt from the DRC

Interviewees were asked to identify factors preventing the successful implementation of programmes or projects so that these could be researched and documented as ‘lessons learnt’ from failures, to avoid the replication of such practices at the national and regional level.

- **Lack of learner support resulting in drop-out:** It was reported that in many schools, especially remedial education centres, vulnerable learners tend to drop out to seek work for survival. A lack of support in schools (for example, of school feeding programmes, and/or healthcare) results in the failure to retain learners.  
 The WFP, for example, provided school feeding programmes in some schools across the country; but sustainability was not achieved due to a lack of commitment by government to taking ownership of the programme and providing funding. When the WFP discontinued the provision of food in schools, some learners dropped out in search of income-generating activities.
- **The importance of the social, cultural and psychological dimensions of HIV:** A national-level HIV information and sensitization campaign for schools had limited success, because no prior study was conducted to analyse the social, cultural and psychological dimensions of the issue. Without sufficiently considering those aspects of HIV in the learner population, the campaign’s information materials were not adequately tailored to the learners’ context and needs. This resulted in a low degree of responsiveness among the targeted learners. For the design of suitable, relevant health interventions, it is recommended not only to study the realities on the ground, but also to include provincial and local levels in the design and management of programmes.
- **Consultation between funding partners and local implementers:** During a programme by the DRC Ministry of Youth and Sports aimed at restructuring vocational training centres, purchases of materials and kits did not meet the needs of the beneficiaries, due to a lack of prior consultation between partners (the purchases were made in Europe). This example once more shows that communication and coordination between all relevant stakeholders are critical in the planning phase as well as during the implementation.

- **Low public and government involvement:** In the same programme (vocational training centres), low community and government involvement resulted in a lack of sustainability. To achieve programme sustainability, it is necessary to ensure government support and community involvement. During the scoping study group discussion it was repeatedly stressed that “donors are there to support, but the government and the population must take ownership of activities”.
- **Lack of management and administrative skills:** A third lesson learnt from the vocational training centre initiative is the urgent need for strong management and administrative skills at the local implementation level (in this particular programme, accounting documents were missing). A lack of simple accounting and administrative skills can have severe implications for future collaboration with funding partners.
- **Need for realistic planning and budgeting:** An example was given of a government initiative aimed at incorporating IT programmes in secondary education and universities. A serious lack of equipment (computers), materials and skills limited the programme’s success. Lesson learnt: when developing ambitious interventions such as IT programmes, planning needs to be realistic, based on available financial and human resources.

### 7.2.7 Potential research partners in the DRC

The following potential research partners were suggested by interviewees for future collaboration in the field of care and support for teaching and learning:

- The University of Kinshasa’s research departments
- STADDE (Statistics for Development and Democracy), the research consultancy which conducted the CSTL baseline study
- The NGO “Defence de droits des eleves et enfants” (Defence of learners’ and children’s rights) which forms part of the NCU, was suggested as a potential partner for research on issues related to sexual abuse of learners and children.
- All three Ministries involved with CSTL do have research units (Ministry of Primary, Secondary and Professional Education; Ministry of Higher and University Education; and Ministry of Social Affairs). Unfortunately no research is being conducted because resources and capacity are lacking. Further, being part of the government, the research units tend to be influenced by politics and may not be entirely independent.

## 7.3 Summary DRC

A well-organized and well-attended NCU meeting contributed towards the successful execution of the scoping study in the DRC. The participants represented a wide array of stakeholders from the national, provincial as well as school level and from different parts of the country. Both the public and the non-governmental sector contributed towards the discussions from their respective viewpoints on research priorities in the DRC. Unfortunately, linguistic problems posed an obstacle to the smooth implementation of the scoping study. Some misunderstandings based on translation issues negatively influenced the group work sessions, limiting the relevance of the interviewees’ responses by creating, for example, confusion between “research gaps” and “programme weaknesses”.

With more than 50 % of the DRC’s children still lacking access to education based on insufficient availability of (free) schooling<sup>18</sup>, the first priority in terms of research is – and, it was argued, should be – how to achieve

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<sup>18</sup> Amnesty International (2006). “Back to school? The incapacity of the public education system threatens successful reintegration”:

<http://www.amnestyusa.org/document.php?lang=e&id=engaf620172006>

the provision of basic education services to all children. In the context of a nation in a humanitarian crisis with violence still ravaging large parts of the country, barriers to education are many. Faced with a multitude of challenges to the education system, the interviewees found it difficult, if not impossible, to clearly prioritize one research area over another. Some interviewees appeared to be overwhelmed by the task of identifying research priorities, because many issues are pressing and require immediate attention. The view was expressed by several interviewees that at present “it is not *data* that is lacking, but *resources*”.

A clear distinction was made between urgent **programme needs** and **research needs**, as those two categories do not necessarily coincide:

For example, *programme needs* for school feeding schemes and health services in schools are well documented, but a lack of resources and commitment still prevents those needs from being met.

*Research needs*, on the other hand, refer to issues that remain unclear and require further investigation and data collection. But those may not be perceived as the most pressing issues to be immediately addressed through programme interventions (for example, the research gap on child participation).

**Research needs** that were named with most frequency and given great importance by the scoping study participants included the following:

1. **Sexual violence and gender inequality as a barrier to education**
2. **PSS needs of traumatized children**
3. **Generally, the documentation of innovative and efficient ways of meeting the multiple needs of OVC (e.g. school nutrition through multi-sectoral collaboration, or remedial education centres)**

Additionally, a series of practical ‘lessons learnt’ (derived from programme successes and failures in the DRC) were identified, to be potentially documented and shared at a national and regional level.

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## 8 Conclusion

### 8.1 Cross-country research needs

Regarding the **type of research areas** proposed, the scoping study captured research suggestions both for **evaluating existing programmes or policies**, and also for **generating new knowledge** to fill research gaps where further information is needed to explain a particular phenomenon (for example, to create public awareness on the issue, and to inform the development of relevant interventions).

While many national research gaps and priorities reflect the unique cultural, social, geographic, economic and political situation of the respective country, there are several research needs which all four Member States have in common.

This included a strong common concern about issues related to **child protection**, particularly a concern about the high prevalence of **sexual abuse of female learners**, be it at home, in the community or even in the school environment. It was suggested that research should develop a better understanding of the underlying causes and factors which lead to child abuse, and also of the impacts on learners’ lives. It should identify and document effective means of preventing the occurrence of abuse, and should include an analysis into existing child abuse referral systems. Potential good practices in the prevention of sexual abuse included mother support groups acting as community ‘watch-dogs’, and – innovatively - the inclusion of men in those groups, in order to target other males in the community with messages against child abuse (male-to-male outreach).

A second research gap in the field of child protection became evident across most countries: the concept of **psycho-social support** remains unclear among stakeholders and actors at the school, sub-national and national levels. Further research was proposed into existing PSS methods and training needs, and the documentation of innovative and successful PSS practices. Lessons learnt from Zambia in relation to PSS included assigning same-sex counsellors, and the adequate supervision of counselling rooms in order to avoid their misuse. Peer-to-peer counselling and the establishment of safe clubs were among the potential good practices named in relation to PSS.

**School nutrition** was mentioned as a programme priority in all four countries. Several research suggestions were made not only to investigate the specific interventions needed to improve school feeding schemes, but also to document a series of practical lessons learnt, in order to develop recommendations and guidelines for schools. Examples of such lessons included the coordinated oversight of lunchtime food distribution, the establishment of feeding scheme committees involving the community, and giving OVC food parcels to take home, among others.

Further issues of widespread concern, which were suggested as potential research priorities include: the documentation of successful (versus unsuccessful) **multi-sectoral collaboration and community involvement**; analysing factors impeding or promoting **quality education**; and identifying the **multiple needs of OVC**, particularly of **HIV positive learners**.

These potential research areas are commonalities between all four countries but do not do justice to the wealth of information collected on research gaps and priorities within each country, as described in detail in this report. The following matrix provides a schematic overview of research suggestions, potential good practices and lessons learnt per country.

## 8.2 Matrix: overview of results per country

### 8.2.1 Perceived research needs per country

Country Research area	Swaziland	Zambia	Mozambique	DRC
<b>Protection and Safety</b>	Learners' awareness about child abuse, their rights and existing protection mechanisms	PSS training needs of teachers	Needs of out-of-school OVC vs. in-school learners with special needs	Scope and impact of sexual violence: underlying causes, impunity and lack of follow-up; potential factors and interventions to reduce sexual violence
	OVC identification methods and criteria	Customary practices and their effect on education	Teenage pregnancies	Sexual abuse in schools (causes and impact, preventive measures)
	Attitudes towards child abuse and barriers to denunciation	Scope, type, causes and impacts of child abuse	Child-headed households of HIV orphans	Impact of 'violent' music on children`
	Traditional practises which are harmful to children	"Sexually transmitted grades"	Production, reproduction and dynamics of stigma related to HIV	Stigmatization and silence around HIV
		Sexual abuse by teachers	Current (local) criteria for OVC identification	Awareness and understanding of children's rights
<b>Psycho-social support</b>	Different stakeholders' understanding of PSS	Abuse reporting channels	Children's rights vs. duties	
	Existing PSS services	Teenage pregnancies	The concept of PSS, the different understandings	PSS needs of different types of vulnerable children
		PSS methods	Current availability of PSS	
		Content of PSS training		

(PSS)	Learners' and OVC's needs for PSS		Training needs	Existing forms of PSS
			Good PSS practices	
<b>Nutrition</b>	Document good practices	Types of support needed for school-based nutrition programmes Innovations in school feeding		
<b>Health</b>	Modes of HIV transmission	Needs of HIV+ learners	Situation and needs of HIV+ children HIV awareness and prevention measures	Ways of communicating HIV prevention messages
	The situation of HIV+ out-of-school orphans	Sexual education	Traditional values and beliefs: impact on HIV transmission	Impact of HIV and AIDS on learners and needs of HIV+ learners
<b>Water and Sanitation</b>	Comprehensive data on provision of water in schools Innovative multi-sectoral solutions			
<b>Education</b>	Cultural barriers to education	Quality of education: efficiency at different levels of the education system		Need for mentorship of vulnerable learners and existing programmes
<b>Gender equity</b>		Equity issues, effect of poverty on female learners Gender norms		
<b>Child participation</b>				Child participation regarding re-integration into society: means of achieving true participation
<b>Multi-sectoral collaboration</b>	Community involvement in schools	Modalities of collaboration Attitudes and knowledge of community members	Non-financial support to children (by community members)	
<b>Teacher support</b>	Support for HIV+ teachers	Factors impeding or positively influencing information management at schools PSS component in teacher training Teaching methods Support and incentives to retain teachers	Teacher training on HIV awareness and prevention messages Types of teacher support required to enable provision of high quality education	
<b>Policy</b>	Impact assessment of the Free Primary Education Act			
<b>M&amp;E</b>	SCCS programme impact assessment	Information management systems in schools		
	Evaluation of life skills education materials			

## 8.2.2 Potential good practices and lessons learnt per country

POTENTIAL GOOD PRACTICES			
Swaziland	Zambia	Mozambique	DRC



<p><b>School feeding:</b> Feeding scheme committees, giving OVC food to take home, breakfast in schools, coordinated oversight of lunch-time food distribution</p>	<p><b>Mother support groups:</b> community “watchdogs”, support to OVC</p>	<p><b>Children’s parliament:</b> successful child participation (debated)</p>	<p><b>“I denounce” campaign:</b> nationwide awareness-raising campaign, first step to end impunity, nurturing “a culture of denouncing”.</p>
<p><b>Leadership skills of headmasters:</b> Leadership and management skill acquisition as a key to successful programme implementation</p>	<p><b>“Back to back” programme:</b> mutual support and teaching between mothers and children</p>	<p><b>“Green Line”:</b> a phone line to report and denounce abuse</p>	<p><b>“Rattrapage Scolaire” - Remedial Education Centres:</b> reintegrating out-of-school children into the formal education system</p>
<p><b>School community partnerships:</b> community engagement at the decision-making level</p>	<p><b>Including men in ‘mother-support-groups’:</b> sensitize men towards child abuse through male-to-male outreach</p>	<p><b>Community support to schools and teachers:</b> construct classrooms, boreholes, teacher homes; help teachers in household</p>	<p><b>Learner representation in school committees:</b> child participation through learner elections</p>
<p><b>Multi-sectoral collaboration:</b> between schools and communities, the government and the private sector</p>	<p><b>Transit schools:</b> short-term remedial schools for out-of-school children</p>	<p><b>Incentives for health staff:</b> start-up packages and performance-based bonuses (suggested to replicate for education staff)</p>	<p><b>Children’s parliament:</b> advocating justice in matters involving children, child participation</p>
<p><b>School cluster approach:</b> case studies which are functioning well</p>	<p><b>‘Centre of Excellence’ model school:</b> a combination of interventions implemented in a ‘model’ school</p>	<p><b>“Jornadas scientificas” (student competitions):</b> reading, writing and knowledge competitions</p>	<p><b>“Petit e jeune fille” leadership programme:</b> life skills guidance and leadership training, girl empowerment</p>
<p><b>School Support Teams (SST):</b> SST community carers visit child-headed households and OVC</p>	<p><b>Safe spaces:</b> to protect girls from abuse</p>	<p><b>“Jornadas pedagogicas” (teacher forums):</b> capacity training at “ZIP” schools, mutual support and exchange of experiences</p>	<p><b>Girl empowerment interventions:</b> some schools waive study fees for girls</p>
<p><b>Local training of community carers</b></p>	<p><b>Safe clubs:</b> youth clubs for peer-to-peer education and outreach</p>	<p><b>Transfer of knowledge from schools to communities:</b> community members actively participate in school agricultural production to acquire skills</p>	<p><b>“Ecole Assainie” (Sanitized Schools) programme:</b> improve hygiene in schools through health norms and standards and school health brigades, communities took ownership</p>
<p><b>Training course on PSS for care givers:</b> a long-distance certificate course by ACC</p>	<p><b>Agricultural production units:</b> school feeding based on different productive components</p>	<p><b>Locally relevant extracurricular livelihood classes</b> tailored to different geographical locations; practical teaching</p>	
<p><b>Neighbourhood care points (NCP):</b> providing food and recreational space for OVC</p>	<p><b>Hand washing practice:</b> pouring water when washing hands limits spread of disease</p>		
<p><b>Children’s parliament:</b> successful child participation at the local and national level</p>	<p><b>District water, sanitation and hygiene committees:</b> multi-sectoral district committees; networking and small-scale partnerships</p>		
<p><b>HIV prevention through sports and games:</b> experiential life skills learning</p>	<p><b>De-worming:</b> offered through schools</p>		
	<p><b>Community schools:</b> provide education to children in neglected areas; strong community participation</p>		
	<p><b>PAGE: Programme for the Advancement of Girls’ Education:</b> sensitization of parents and communities</p>		
	<p><b>Interactive Radio Instruction:</b> substitutes for schools in remote rural areas</p>		
	<p><b>Cash transfer programme:</b> aimed at the poorest 10% of the</p>		

LESSONS LEARNT			
Swaziland	Zambia	Mozambique	DRC
<p><b>Non-collaboration between communities and schools:</b> lack of dialogue</p> <p><b>School Support Teams (SST) vs. School committees:</b> weakness were pointed out in both types of organization</p> <p><b>‘Sensitization’ of head teachers is insufficient:</b> need to provide in-depth capacity training</p> <p><b>Quality of teacher training:</b> low-quality teacher training, lack of IT and management skills training</p> <p><b>Residential trainings:</b> too costly and not practical</p> <p><b>Common training workshops failed:</b> need for separate training tailored to different age and target groups</p> <p><b>School cluster approach:</b> impractical due to large distances between schools</p> <p><b>School garden initiatives:</b> confusion regarding the purpose; lack of skills; lack of suitable land; and droughts</p> <p><b>Health staff:</b> irregular health checks</p> <p><b>Separate PSS space:</b> lack or misuse of allocated space</p> <p><b>Attitudes towards physical and sexual child abuse:</b> ‘culture’ of accepting and hiding abuse prevents successful interventions</p> <p><b>Referral systems in cases of child abuse:</b> inadequate access, lack of follow-up</p> <p><b>Policing:</b> lack of collaboration between police and schools</p> <p><b>Coordination of NGO activities:</b> NGO actions are uncoordinated</p>	<p><b>Retired teachers as matrons:</b> hiring retired teachers as matrons was unsuccessful as they were unwilling to move into the safe houses</p> <p><b>Misuse of PSS rooms:</b> risk of sexual abuse taking place in PSS rooms</p> <p><b>Same-sex counselling teachers:</b> to avoid romantic or sexual engagement between counsellor and learner</p> <p><b>National Education Sector Research Symposium:</b> need for focused approach, narrowing down research areas, carefully selecting presenters</p> <p><b>Unequal/unfair spending patterns:</b> unequal treatment and financial support frustrated learners and implementers</p> <p><b>Irrational donor requirements and time pressure:</b> pressure to spend donor money fast; unnecessarily large sums of money were allocated to specific programme aspects by donors; need to involve local implementers</p> <p><b>Benefiting children without taking family context into account:</b> the child may become alienated from his/her family, community and social background.</p>	<p><b>Support given exclusively to orphans:</b> Orphans are not necessarily more vulnerable than children whose parents are alive; need for clear vulnerability criteria to reach those children most in need</p>	<p><b>Lack of learner support resulting in drop-out:</b> without receiving food &amp; health services at schools, vulnerable learners tend to drop out to seek work for survival</p> <p><b>The importance of social, cultural and psychological dimensions of HIV:</b> in the design of programme interventions those factors need to be studied and taken into account</p> <p><b>Consultation between funding partners and local implementers:</b> communication and coordination between stakeholders are critical in planning and implementation</p> <p><b>Low public and government involvement:</b> results in a lack of sustainability; government and population must take ownership; e.g. “Sanitized schools” programme - lack of sustainability due to continued dependence on donor funds</p> <p><b>Lack of management and administrative skills:</b> urgent need for strong management and administrative skills at the local implementation level</p> <p><b>Need for realistic planning and budgeting:</b> planning needs to be realistic and based on available financial and human resources</p>

and duplicated			
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### ***8.3 The SADC Regional HIV and AIDS Research Agenda***

In 2008, a SADC Regional HIV and AIDS Research Agenda was developed to guide the Secretariat, Member States, researchers and stakeholders in prioritizing and harmonizing research on HIV and AIDS in the region. Research priorities were identified by Member States during a SADC HIV and AIDS consultation meeting. The areas of research articulated in the research agenda constitute research priority areas for researchers who are interested in conducting HIV and AIDS research in the region, with a focus on the following four overarching areas :<sup>19</sup>

1. Social and behavioural research
2. Bio-medical research
3. Epidemiological studies
4. Assessment of interventions and programmes

The impact of HIV and AIDS on the SADC region is directly linked to the provision of care and support for teaching and learning. Providing health services through schools, including addressing the multiple impacts of HIV and AIDS on learners, comprises core elements of CSTL. In the CSTL scoping study, research was proposed in several areas related to HIV and AIDS. In fact, research priorities related to HIV and AIDS and CSTL research priorities are strongly interconnected and are likely to overlap in certain areas, especially in ‘social and behavioural research’ and ‘assessment of interventions’. Therefore it is important for Member States to take the SADC HIV and AIDS research agenda into account when the CSTL regional research agenda is developed.

### ***8.4 Common research challenges across the four Member States***

The scoping study brought to light a lack of overall collaboration and knowledge sharing between different stakeholders, apparent in the field of research as elsewhere. It became evident that research studies tend to be insufficiently disseminated and utilized at a national and sub-national level, resulting in a lack of awareness of information that is available within the country and the region. A concrete example from the scoping study was that some participants identified ‘research gaps’ where others perceived well-researched areas. The current lack of communication between local, national and international researchers, implementers and policy makers not only hinders the maximum utility of existing knowledge and data. It also heightens the risk of duplicating research at the cost of wasting funds and frustrating local and school level implementers, who reported that “different NGOs will research the same issues over and over in the same school, without offering solutions for the problems identified”.

The present lack of coordination in the field of research, which was described by some interviewees as “research taking place in a scattered and uncoordinated manner” may be attributed to the lack of overarching and operational national research bodies in all four countries. While the Zambian MoE has attempted to develop a national education research agenda by organizing a national research symposium, the remaining three countries did not have any national research agendas.

<sup>19</sup> SADC REGIONAL HIV AND AIDS RESEARCH AGENDA (March 2008)

## 8.5 The CSTL Knowledge Management Strategy

To guide the development and sharing of knowledge on care and support strategies across the region, a CSTL Knowledge Management (KM) Strategy has been developed. The strategy defines specific mechanisms and tools for the exchange of knowledge within and among Member States, in order to increase the knowledge base necessary for developing CSTL interventions. The KM strategy is based on several 'building blocks'<sup>20</sup> to increase collaboration and knowledge sharing by capturing and sharing emerging and recognized good practices, lessons learnt and success stories to be shared across the region. To guarantee the accuracy and relevance of the information shared, the KM strategy proposes a quality assurance process, which involves discussing and validating *potential* good practices within the NCU (which may then pronounce them to be *actual* good practises) before they are shared at a regional level.<sup>21</sup> If successfully shared with researchers, programme implementers, development practitioners and policymakers in the region, the documented good practices and lessons learnt have the potential to add considerable value to the implementation of CSTL in all participating Member States.

## 9 Recommendations

To maximize the utility of existing materials and knowledge, a wider dissemination of research studies and stronger collaboration between different programme implementers is recommended. Possible ways of increasing research collaboration include:

Regional level	National level
<ul style="list-style-type: none"> <li>Organize <b>research symposia and regional forums</b> for researchers from all Member States to share research findings, studies and experiences. Further, symposia and forums are platforms to facilitate networking of researchers and CSTL partners across the different Member States, aiming at establishing regional research partnerships, collaborative knowledge production and knowledge sharing.</li> </ul>	<ul style="list-style-type: none"> <li>Establish a <b>national research coordination body or central clearing house</b> to facilitate the dissemination of research studies and to coordinate national research activities e.g. by organizing national research symposiums. This would help to avoid the duplication of research and could guide research towards meeting relevant research gaps and priorities.</li> </ul>
<ul style="list-style-type: none"> <li>Create a <b>regional research database</b> on issues related to care and support for teaching and learning, which serves as a platform to share national research with fellow Member States, as well as with national and international stakeholders in the field of education, care and support. The regional research database should</li> </ul>	<ul style="list-style-type: none"> <li>Create a <b>national research database</b> to disseminate all national research findings and studies with researchers, programme implementers and policy makers within the country, as well as with fellow Member States and other regional stakeholders.</li> </ul>

<sup>20</sup> Building blocks are models that promote the creation of a knowledge sharing and learning environment wherein knowledge is captured and shared.

<sup>21</sup> For further information regarding the regional KM system, please refer to the CSTL KM Strategy document, published in October 2010. The KM strategy provides detailed information on the process of knowledge sharing, the tools to be used, and the roles of the key players involved with regard to the KM strategy.

<p>be accessible to the public, so that all researchers, programme implementers and CSTL partners can independently access the research studies.<sup>22</sup></p>	<ul style="list-style-type: none"> <li>• <b>Member States participate and use the CSTL knowledge management system actively,</b> building a community of practice to share knowledge and experiences in the roll-out of the CSTL initiative in their countries.</li> </ul>
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To conclude, the coordination of research activities and the rapid and effective dissemination of research findings and appropriate recommendations are critical in contributing towards the CSTL objective of turning schools in the SADC region into inclusive centres of learning, care and support where every learner, especially the most vulnerable, can learn. The CSTL literature review, the scoping study and the establishment of a regional knowledge management system all contribute towards achieving this important objective.

The CSTL regional research agenda in particular aims at strengthening regional collaboration, knowledge sharing and networking in CSTL-related research. By defining key research priorities at a national and regional level, the regional research agenda will provide guidance for coordinated, harmonized research relevant to issues of care and support for teaching and learning in the region.

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<sup>22</sup> Examples of similar databases exist, such as the SADC research database on issues related to HIV and AIDS. Another example of an international knowledge sharing platform is “The Communication Initiative”, which allows researchers, NGOs and international organizations to share their research findings and reports with development practitioners worldwide: [www.cominit.com](http://www.cominit.com)

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## II Dates of country visits

Country	Date visited
Swaziland	26-30 July 2010
Zambia	25-27 August 2010
Mozambique	30 August - 2 September 2010
DRC	7-9 September 2010

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## IV Research tools

### A: Outline of interview questions

1. Do you know of any existing ***national research agendas*** related to education and care and support (*at government level, university level or other*)?

2. Are you involved in or do you know of any **research that might be relevant** in relation to care and support for teaching and learning?
  - Is the research completed, ongoing or planned?
  - Who commissioned, funds and conducts the research? What is the timeframe?
  - Do you know of any sub-regional research? (e.g. research conducted in your country and neighbouring countries)
3. What do you consider to be current **research priorities** in your country, in relation to education, care and support?
4. Do you see any **research gaps** in relation to care and support through education systems? Why do these gaps exist? Are there significant barriers to obtaining the relevant data?
5. Which **potential research partners** do you suggest for future collaboration in the field of care and support for teaching and learning?  
(*researchers you have worked with before, and who you consider suitable for research on CSTL*)

***The following questions are particularly relevant if you are involved in research or programme implementation related to education, care and support:***

6. Is there any programme, project or specific aspect of programme implementation that you consider a success, and which you would like to suggest as a **potential 'good practice'**?  
*The aim is to research and document potential good practices to be shared across the region.*
  - If possible, please provide us with details on the potential good practice (name of the school or province, person to contact for further information).
7. On the other hand, are there any **lessons learnt from failures** in the field of education, care and support?  
*Potential 'lessons learnt' could be documented and shared across the region to avoid the replication of unsuccessful practices.*
  - If possible, please provide us with contact information or documentation regarding the unsuccessful practice.

## **B: Group discussion guide**

**Purpose:** to contribute towards the development of the CSTL regional research agenda by identifying existing national research agendas, research gaps and priorities, CSTL good practices and lessons learnt, and potential research partners in your country.

**Task:** Please divide into groups of maximum 8 members and discuss the questions below.

On a separate sheet, you will find a list of the CSTL core elements and core modalities. This might be helpful to guide your discussions, e.g. by looking at 'good practices' or 'research gaps' in relation to the core elements. But your answers do not have to be limited to the topics mentioned on the list!

Please choose a scribe to document your responses and a reporter to give feedback to the plenary session. You have a maximum of 7 minutes to report back.

### **Questions:**

1. Please identify any programmes, projects or specific aspects of programme implementation that went very well, and which you would like to suggest as **potential 'good practices'**?  
(*The aim is to research and document successful practices to be shared across the region.*)
  - a. If possible, please provide us with details on the potential good practices  
(name of the schools or province, persons to contact for further information?)
2. On the other hand, are there any **lessons learnt from failures** in the field of education, care and support? Could you name any programme, project or aspect of programme implementation that did not work so well?  
(*Potential 'lessons learnt' could be researched, documented and shared across the region to avoid the replication of the unsuccessful practice.*)
  - a. Please provide us with as much information as possible, e.g. contact information or documentation regarding the unsuccessful practice.
3. From your engagement with care and support for teaching and learning at the different levels in your country, are there any **questions arising** which you would like to be answered?  
Do you feel that more in-depth information is required on any particular area in relation to care and support for teachers and learners?
4. What do you consider the most relevant **research priorities** and **research gaps** in relation to care and support for teaching and learning in your country? Which areas require further research?
  - a. Why do the research gaps exist?
  - b. Are there significant barriers to obtaining the relevant data?
5. Please name any potential **research partners** you would like to suggest for future collaboration on the regional research agenda?

### **C: Potential research areas outline**

This document was given to participants to facilitate the group discussions:

**CORE ELEMENTS** – *What* is necessary to provide care and support to teachers and learners through education systems? The six pillars of the CSTL initiative are:

#### **1. Protection and Safety**

(e.g. systems to investigate, monitor and manage child-abuse cases; school policies on safety; gender training for teachers and girls empowerment programmes; addressing harmful attitudes, customs and practices in schools and communities.)

#### **2. Psycho-social support (PSS)**

(e.g. training for counsellors in schools and communities, gender-specific psycho-social support, innovative ways of providing PSS e.g. through formation of health and support clubs or Neighbourhood Care Points.)

#### **3. Food security/Nutrition**

(e.g. food gardens and school feeding schemes, training of teachers and peer educators on livelihood initiatives)

**4. Health**

(e.g. on-site health screening, treatment and referral; environmental health assessment of schools; awareness campaigns and education about health issues, including reproductive health and HIV prevention.)

**5. Water and sanitation**

(e.g. innovative techniques of providing safe drinking water; water purification systems, sanitary facilities, hygiene facilities, waste collection and disposal systems)

**6. Social and welfare services – material support**

(e.g. schools as entry points for providing social and welfare services; school visits by social workers, birth registration at schools etc.)

**CORE MODALITIES** – *How* is care and support for teaching and learning being achieved?

- ***Multi-sectoralism***  
Implementing programmes through a partnership of stakeholders, including government departments, international organizations, donors, NGOs, community-based organisations, faith-based organizations.
- ***Mainstreaming care and support***  
Putting in place policies and practices that promote care and support for teaching and learning; allowing these to infuse the whole system of education delivery, including strong collaboration of activities between interest groups.
- ***Schools as delivery hubs***  
Using schools as entry points and community hubs for care and support services to orphans and vulnerable children.
- ***Mobilization of communities***  
Engaging in ongoing community advocacy to enlist support from all levels of communities; links to pre-existing community support structures in order to guarantee community ownership.
- ***Volunteerism***  
Many programmes rely on volunteers from the community to act as facilitators, coordinators, caregivers etc. In analysing the successes and failures of community volunteerism the volunteers' own needs for assistance are to be taken into account.
- ***Capacity-building***  
Pre- and in-service training for implementers at all levels of the programmes.
- ***Child participation***  
Building child participation as a cornerstone of care and support programme interventions, including consulting children on how they are best assisted, child advisory teams, peer-education and youth-to-youth outreach.

**FURTHER AREAS** potentially relevant to CSTL

- **Support to teachers, beyond skills training**, e.g. PSS for teachers, support for HIV-positive teachers: to guarantee quality education.
- **Incentives and barriers to teachers' commitment**
- **Capacity-building and education for parents and caregivers**, e.g. evening school to allow parents to support children in their education.
- **Outreach to children during holidays**
- **Complementary education systems** (complementary to formal education), e.g. for out-of-school-youth and older-for-grade children.
- **Follow-up on children and youth graduating from school**, e.g. facilitate transitions to higher education, adolescent livelihood programmes.

## ***V Mozambique Ministry of Science and Technology & UNAIDS - Study on research needs in the field of HIV/AIDS***

A summary of the findings is provided below (only available in Portuguese):

DIAGNÓSTICO DAS NECESSIDADES DE PESQUISA SOBRE HIV/SIDA –  
MINISTÉRIO DA CIÊNCIA E TECNOLOGIA



MAPUTO, SETEMBRO DE 2007

Paginas 59 e 60:

### **V. CONCLUSÕES**

Em termos de **capacidade de pesquisa em HIV/SIDA**, a situação é similar à tendência geral de pesquisa em Moçambique, caracterizada por falta de definição de planos de desenvolvimento institucional, incluindo definição de áreas de pesquisa e parceiros, considerando as prioridades locais, e que acaba por traduzir-se na ausência ou insuficiência de meios e equipamentos para a condução de pesquisa e investigação sobre o HIV e do SIDA. Assim capacidade existente acaba gerando uma percepção de ela ser apenas capaz de realizar estudos de tipo descritivo e expositivo, em detrimento de estudos de carácter experimental ou quasi-experimental, contribuindo para a fragilização da segunda dimensão de estudos.

Quanto as **necessidades e prioridades temáticas de pesquisa**, o estudo revela que na área da **prevenção**, foram priorizado temas como, o papel das práticas e valores, crenças e valores tradicionais e culturais na transmissão do HIV; magnitude da mortalidade por SIDA ao nível da comunidade e da população sexualmente activa; estudos de seroprevalência a escala nacional; locais de concentração de pessoas, sexo ocasional e comércio de sexo; movimentos migratórios; e estudos de seroprevalência a escala nacional.

Na área de **advocacia**, foram priorizados temas sobre políticas e estratégias ligadas a direitos das PVHS, processos de sua implementação e respectivos impactos, a nível político, económico, comunitário (desde o nível central ao mais periférico); e análises de necessidades de advocacia



para grupos considerados como não vulneráveis ou de risco.

Na área do **estigma e discriminação**, a priorização focaliza levantamentos estatísticos das decisões com recurso específico a Lei 5/2002; aconselhamento jurídico as pessoas vivendo com o HIV/SIDA, levantamento das actividades de combate ao HIV/SIDA com cobertura legal insuficiente, análises que buscam compreender, processos de produção, reprodução e dinâmicas do estigma e discriminação, incluindo aspectos de gestão do estigma e discriminação, e questões como sobre dinâmicas de transmissão em elites e SIDA no país, bem como impactos associados.

No tocante à área de **mitigação de consequências** foram indicados estatísticas sobre agregados familiares chefiados por crianças e/ou idosos; boas práticas de apoio educacional as crianças órfãs e vulneráveis; interacção entre pobreza, desnutrição e vulnerabilidade; impacto do HIV/SIDA em sectores estratégicos, e consequências do HIV/SIDA a nível individual, familiar e comunitário.

Quanto a área do **tratamento**, são como prioritários, temas sobre o acesso ao tratamento de infecções oportunistas por parte das mulheres, crianças, pessoas idosas, portadoras de deficiência e toxico-dependentes; plantas medicinais para o tratamento de doenças oportunistas; estudos para avaliar a qualidade dos serviços de diagnóstico, tratamento e seguimento do HIV/SIDA e infecções oportunistas; pesquisas operacionais para monitorar a aderência e resistência a MARV e pesquisa sobre conhecimento local de plantas medicinais e nutricionais.

Na área de **investigação**, análises sociais deverão ser mais abrangentes em termos geográficos e sociais; são ainda de considerar análises sobre imunologia explorando outros *stressores* químicos e ambientais que podem estar a contribuir para a questão da debilidade imunológica dos indivíduos; análises às ITS's, respectivas prevalências e impactos associados, bem como temas sobre o manejo de instrumentos perfuro cortantes, e de segurança de sangue; e ainda triangulação de dados sobre eficácia dos vários meios postos a disposição da prevenção, nomeadamente a promoção da abstinência, fidelidade e do uso do preservativo, com dinâmicas de abortos, partos, crescimento populacional e dinâmicas das prevalências, que aparentam algumas contradições ou inconsistências.

Na área da **coordenação**, são de considerar o levantamento das necessidades de formação e capacitação do pessoal envolvido na recolha e análise da informação ao nível central, provincial e distrital no sector da saúde; estudos sectoriais sobre o perfil e situação de vulnerabilidade ao HIV/SIDA e seus impactos no trabalho e na produtividade e análise da situação do sector sobre a vulnerabilidade ao HIV; bem como análises aos processos de gestão e administração do controle ao SIDA no país; exercícios de monitoria e avaliação, e implicações da abordagem multisectorial e respectivos alcances na gestão da questão do HIV/SIDA em Moçambique.

## ***VI Zambia National Education Sector Research Symposium – Draft research agenda***

## **Appendix D: PARTICIPANTS' SUGGESTED TOPICS FOR MOE RESEARCH AGENDA, 2009-2010**

The following research questions were derived from suggestions made by educational researchers and managers attending the Education Sector Research Symposium.

### **Governance Issues**

1. Which adults are involved in school governance at various levels of the system; how are they involved; and how do various approaches to school governance impact access, quality, and equity in education?
2. How and to what extent are students involved in the governance of educational institutions at various levels of the system; what enables/constrains their involvement in governance; how does/can the "knowledge, attitudes, and practices" survey contribute to enhancing student involvement in governance; and what positive/negative effects does student involvement in governance have on access, quality, and equity in education?
3. What roles do (or should) students and community members play in curriculum development; how does such involvement affect (or is perceived to affect) the quality and relevance of the curriculum at various levels of the education system?

### **Organizational Issues**

1. How and to what extent has the restructuring of the MoE contributed to improving access, quality, and equity in education?
2. What are the positive/negative effects of recent efforts to decentralize the process of book procurement in basic education and what are the perceived strengths, weaknesses, opportunities, and threats of decentralizing book procurement for high schools?
3. How have periodic reviews of the basic school curriculum affected:
  - a. access, quality, and equity within primary schooling?
  - b. the quantity and quality of primary school teachers and the quality of their pre-service and in-service teacher preparation?
4. What kinds of services are currently being provided by Resource Centres; how valuable are these services perceived to be; who makes use of these services, and what impact are these

services perceived to have on improving access, quality, and equity in the Education Sector?

### **Technology Issues**

1. What has been the *impact on access, quality, and equity of introducing ICT* in basic and high schools?
2. What has been the *impact on management effectiveness of introducing ICT* in basic and high schools?
3. How is technology managed in educational institutions at various levels of the system; what challenges are faced in *technology management*; what strategies are being pursued to meet these challenges; and what impact does the management of technology have on access, equity, and quality of education?

### **Curricular Issues**

1. What areas of the (pre-school through university) curriculum are perceived by various stakeholders to be more or less *relevant to promoting national development*?
2. What are the strengths and weaknesses of existing *linkages between basic education and vocational training*?
3. How and to what extent are *issues of entrepreneurship* a focus in the (general and vocational/technical school) curriculum at various levels of the education system; and what impact does it have on students' knowledge about, attitudes towards and plans for going into business after completing their education?
4. How and to what extent are *vocational subjects* a focus in the (general and vocational/technical school) curriculum at various levels of the education system; and what impact does it have on students' knowledge about, attitudes towards, and plans for pursuing various kinds of work careers after completing their education?
5. How and to what extent is *Human Rights Education* implemented at various levels of the education system; and what impact does it have on students' attitudes and actions in and outside of school?
6. Why do various stakeholders believe that *Environmental Education* should (or should not) be introduced as an examinable and separate subject from pre-school to the tertiary level; and what are the challenges/opportunities for doing so?

### **Pedagogy / Learning Issues**

1. What are the main challenges of *enhancing student learning* at various levels of the education system and what strategies can/have been pursued to meet such challenges?
2. To what extent do teachers in basic and high schools use *active-learning, reflective, and student-centered pedagogies*; what factors enable/constrain their use of such teaching methods; and what impact do such instructional approaches have on students' attendance, conduct and learning?
3. What *policies, administrative practices, and community actions* affect the following components of *opportunity to learn*: school openings/closure, teacher attendance, student attendance, daily hours in classroom, teacher/student time on task?
4. Controlling for other factors that may affect student learning/achievement, to what extent do the above-mentioned components of *opportunity to learn affect student achievement* (literacy, mathematics, etc.)?

### **Equity Issues**

1. Which *family background/circumstance factors* and other characteristics have the greatest effect on students' access, attendance, achievement, and attainment at various levels of the system; and what policies/practices reduce the negative effects of these factors?
2. To what extent do female/male *community school students* complete basic education; score high marks on 5<sup>th</sup>, 7<sup>th</sup>, and 9<sup>th</sup> Grade examinations; enter high schools; achieve high grades in high school; score high marks on 12<sup>th</sup> grade exams; graduate from high school; and enter different types of tertiary education? What factors affect their relative success at various levels?
3. What manager, teacher, student, and parent characteristics/behavior variables help explain exam performance of students between *government* and *grant-aided schools*?
4. What are teacher/parental *attitudes towards the inclusion* of differently abled person in general educational classes and what classroom and parent education strategies have enhanced teachers'/parents' acceptance of such diversity in their schools?
5. How do the following *cross-cutting issues affect the quality of education* (and what has/can be done to improve the quality of education in relation to these issues):

- a. gender?
- b. students with special education needs?
- c. orphans and vulnerable children?
- d. HIV/AIDS?

7. How has the “*Re-Entry*” *Policy* (concerned with students who have become mothers) been implemented and what positive/negative impacts has such had on access, quality, and equity in education?

8. What has been the impact on access, quality, and equity (in both general and technical education) of efforts to *include girls in technical schools*?