



Children learn to grow their own food

5 Health and Sanitation

- Developing values and health habits of children in schools, within the family, and in the community for healthy living.
- Ensuring that children get basic medical attention, including immunization, physical examination, and treatment of opportunistic infections.
- Encouraging communities to ensure availability of adequate sanitation and clean water for schools.

6. Gender and HIV

- Spreading knowledge and raising awareness about HIV and AIDS and related issues, such as vulnerability of the girl child.
- Capacitating teachers and caregivers to be able to address HIV/AIDS and gender issues in schools and communities.
- Providing technical support to organizations that interact with the schools.
- Raising awareness about the vulnerability of women and the girl child.



WHAT ARE THE BENEFITS OF SCCS?

Children, especially orphaned and vulnerable children benefit by getting:

- better care at home;
- a better chance of getting to school, staying there and performing well;
- more emotional support;
- help with developing the life skills they urgently need;
- help to build resilience; and
- the opportunity to have fun with other children

Teachers and school committee members benefit from:

- improved skills and resources for teaching key subjects like Life Skills Education and integrating issues like HIV and AIDS into the curriculum;
- better skills in counseling;
- improved enrolment, attendance, discipline and academic performance;
- strengthened teamwork and team spirit amongst teachers and school committee members;
- a closer, better relationship and sharing of resources with other schools;
- a strengthened working relationship with the wider community of local authorities, NGOs and businesses; and
- a community of parents that supports and values the school.

Community households benefit from:

- improved access to education for OVC;
- counseling, care and support from others in the community;
- improved skills of caregivers in families; and
- awareness and appreciation of education programmes in the community.

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SCHOOLS AS CENTRES OF CARE AND SUPPORT

Swaziland



unicef 

WHAT IS “SCHOOLS AS CENTRES OF CARE AND SUPPORT”?

“Schools as Centres of Care and Support (SCCS)” is an initiative of the Ministry of Education and UNICEF in collaboration with the Media in Education Trust (MIET). This programme seeks to reduce the impact of poverty and HIV and AIDS on children and their associated school communities, by introducing a comprehensive, integrated and targeted school-based model of care and support. The initiative was first piloted by the Departments of Education in collaboration with MIET in KwaZulu Natal and Eastern Cape provinces in South Africa.

WHY DOES SWAZILAND NEED SCCS?

In Swaziland, normal support systems provided by families, communities and government have been compromised by the impact of HIV and AIDS. Other contributing factors include deepening poverty, an increased rate of unemployment, recurrent drought and food insecurity. As a result, there has been a rapid increase in the number of orphans and other vulnerable children, which in turn has put a severe strain on conventional care and social support systems, especially education services. Hence the need for school communities to be capacitated to respond to the new challenges of HIV and AIDS.

WHAT IS THE GOAL OF SWAZILAND'S SCCS PROGRAMME?

The overall goal of the SCCS programme in Swaziland is to reduce the negative impact of HIV and AIDS, and poverty in targeted school communities. This programme advocates for:

- school communities that care for all children, both in and out of school, teachers and families affected by poverty and HIV and AIDS, as well as protects the rights of girls and orphans;
- schools that adopt and use a child-friendly approach in dealing with HIV and AIDS, gender, violence and other related issues; and
- an Education Ministry that manages, sustains and takes the SCCS initiative to scale.

Organisational Structure of the SCCS Programme

The SCCS is coordinated by a hierarchy of multi-sectoral teams, ranging from a National Coordinating

Unit - made up of Government Ministries (MoE, MoHSW, MoRDYA, RSP), NGO partners, UN Agencies; a Regional Coordinating Team (in each of the four regions) and a School Support Team that operates at each school-community level. The six-member School Support Team, comprising two teachers, two children and two community members, work towards achieving strategic objectives of the programme components as outlined below:



School staff meet with community members

1. School-Community Partnership

- Sensitizing schools and school communities to work together towards developing educational institutions as places for provision of care and support to children.
- Mobilizing and building capacity of communities to establish and manage community structures that provide non-school-going children with non-formal education and life skills training.
- Linking schools and communities to share facilities, expertise and support each other in creating and maintaining a protective environment for children.

2. Safety and Protection

- Raising awareness of in-school and out-of-school children, teachers, parents and guardians, and the community at large, about the need for a safe and protective environment for children.
- Developing good communication between the school, parent community and a wider support network of government departments and NGOs to ensure child protection policies are put in place.

- Establishing referral systems to ensure child abuse cases are dealt with swiftly and in a sensitive manner.

3. Psychosocial Support

- Identifying children whose health and well-being are at risk and ensuring that they get care and medical attention.
- Identifying children that are out of school or missing school so that communities can organize support for their education.
- Establishing children's clubs to provide support to their peers, especially orphaned and vulnerable children.
- Strengthening school guidance and counselling programmes

4. Food Security

- Ensuring children have enough to eat through the introduction and/or expansion of school feeding programme, especially in food insecure areas.
- Establishing food gardens at schools and alternative learning centres so that children can learn to grow their own food and also get a nourishing meal.
- Raising awareness of communities regarding the benefits of good nutrition.
- Encouraging communities to participate in school feeding activities and eventually take ownership of the programme.



School children line up for their mid-day meal