## **KEEPING CHILDREN SAFE**

(CBE), has mentioned, the 17 Sustainable Development Goals, which aim to end poverty and protect the planet by 2030, need attention from all of us. As these goals are interconnected, each one needs to be taken into account when addressing any one of the goals. Goal 4 'Quality Education' is at the heart of the CIE's endeavours. The CIE aims, not only to promote quality education, but to enable this to take place in a positive climate, underpinned by Gospel values where respectful relationships exist. By assisting schools be safe and caring places Goal 3 'Good health and Well-being' is to addressed along with the CIE's primary health screening project. The *Education Access Programme* provides funding to low fee independent schools, giving children the opportunity to remain in school. CIE's Building Peaceful *Schools* programme not only supports

both Goals 3 and 4 but is closely aligned to Goal 16 'Peace and

in changing the reality of South African citizens.

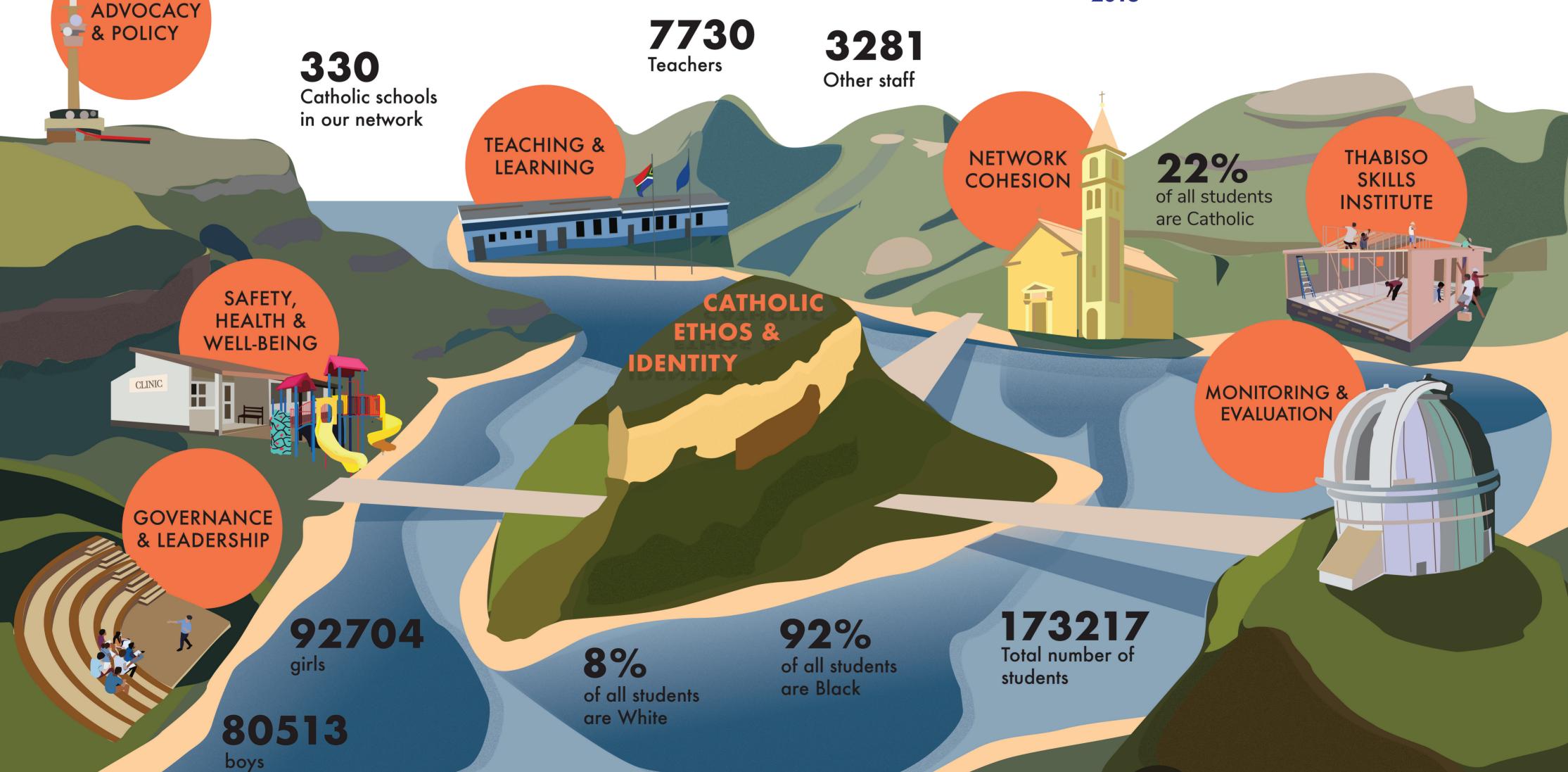
The CBE adopted a new, updated Child Safeguarding Policy and 2018 saw schools being introduced to the policy and the need for a Designated Child Safeguarding Person to be appointed. The Designated Child Safeguarding Pope Francis in his Apostolic Exhortation Evangelii Gaudium says "we Person's role is to ensure that all in the school community know about the schools to become safe places of peace and justice.

The efforts of the CIE Thabiso Skills Institute support Goal 8 'Decent work employment, education or training (NEETS). CIE serves 25 faith based aims to support schools in this important task. skills centres in order to assist them in strengthening their governance,

As Sr Kathy Gaylor, the Chairperson of the Catholic Board of Education Justice and Strong Institutions'. The CIE's work is further aligned with the leadership and financial system and supports them in the complex terrain South African National Development Plan which sees education as pivotal of compliance. Just as the Church has a long standing partnership with the Department of Basic Education, so too, much work has been done to foster a partnership with the Department of Higher Education and Training, in order to serve the common good.

> must not allow ourselves to be robbed of hope!" (n. 86). Further in the policy and that the requirements of the policy are carried out. Along with latest document from the Congregation for Catholic Education, Educating the Building Peaceful Schools Programme this forms the foundation for to Fraternal Humanism, the emphasis is placed on the Catholic school's mission to promote 'globalizing hope.' We are called not to lose hope but to offer hope to the global world of today.'

> and Economic Growth'. It is heartening that the South African government Through offering both intellectual and moral formation the Catholic school and businesses are attempting to address the needs of those not in can become a beacon of hope and give 'soul' to a global world. The CIE



# Catholic Institute of Education



**Annual Report** 2018

## NETWORK COHESION

CIE continued to serve the Catholic education network through its role as the The CIE partnership with Bridge, Matthew Goniwe School of Leadership and Secretariat to the Catholic Board of Education, as well as serving in the same Governance, Wits School of Governance and Sasol Inzalo, held three Principals capacity on the Regional Catholic Boards of Education. We also responded to Upfront leadership seminar. CIE was responsible for one on Restorative Justice individual schools, skills centres and owners.

A most important aspect of network cohesion is the Principals' Fora where Two significant network events in 2018 were the Digital Pathfinding conference Principals of Catholic schools come together to share their successes and and the Leave Your Print campaign. The latter raised money from learners for challenges, supported by CIE Regional Managers.

CIE arranged and hosted two gatherings of the CIE and Catholic Schools Offices. All schools and owners were surveyed in preparation for the 3rd National The CIE reported to the Department of Christian Formation, Liturgy and Culture Catholic Schools Congress to be held in September 2019. The magazine *Catholic* of the Southern African Catholic Bishops' Conference (SACBC) and addressed *Education* and school and skill centre newsletters helped keep the network their administration board.

CIE continues to hold the Chair of the National Alliance of Independent Schools Associations (NAISA). This enables attendance and input at a variety of national education committees.

> **TEACHING &** LEARNING and the second s

### **TEACHING** AND LEARNING

School leadership is key to quality teaching and learning. The Funda Ukafunda Learning Communities continued to show results. The work in Lesotho also literacy programme in 20 schools assisted School Management Teams to focused on developing local partnerships to ensure sustainability once CIE is no understand their responsibility in leading the curriculum and assisting teachers longer present. with literacy in their classrooms. The Lesotho Lead Teachers Professiona

informed. CIE attended the International Catholic Education Council meeting

## THABISO SKILLS INSTITUTE

The CIE Thabiso Skills Institute serves as the central co-ordinating body for the Community Education and Training Colleges. 25 faith-based skills centres. Its role is to assist the centres to become centres of excellence. The broad outline of the Thabiso Skills model for centre support, focusses on programme offerings; centre accreditation; life skills programme; implementing effective systems; monitoring and evaluation and workplace based learning leading to skills development; improved employability and poverty alleviation in their communities. An essential component for learners to achieve a SETA statement of results is workplace experience. In 2018 the Thabiso team focussed on finding workplace experience for learners in the various skills programmes which resulted in an improved number of learners being placed.

The CIE Thabiso Skills Institute is currently involved in the recently established Community Education and Training sector. The CIE Thabiso has established a good working relationship with the relevant principals and management of the

The skills centres, with their established infrastructures and track records, provide an attractive, affordable partnership option to the Department of Higher Education and Training's plans for Community Education and Training Colleges (CETC). In 2018 the Minister, Mrs Naledi Pandor, asked that the existing Memorandum of Understanding between the CIE and the DHET be formalised and detailed, through a framework document. Once this document is approved, it will serve as the blueprint for the partnership between the CETC and Not-for-Profit skills centres under the auspices of the Catholic Church, thus serving the common good.

### ADVOCACY

🔛 & POLIC Y

## POLICY AND ADVOCACY

- associations and committees which enables them to advocate for both Catholic public and independent schools.
- Meetings took place with MECs of the Free State, Limpopo and Northern Cape and officials of provincial education departments in other provinces on a regular basis.
- Learning (CSTL) conference organised by the DBE, UNICEF and MIET.
- CIE attended a National Education Collaborative Trust (NECT) meeting on
  A submission was made on the Draft National Policy on the Prevention a new social compact on reading.
- CIE has been endorsed by the South African Council for Educators (SACE) to offer Continuous Professional Teacher Development (CPTD) points for various programmes CIE offers.

• CIE personnel serve on a number of • CIE was invited by the DBE to be part of the steering committee that planned the 2018 National School Safety Summit and has since been asked to serve on the National School Safety Steering Committee.

> • CIE in partnership with Bridge, Matthew Goniwe School of Leadership and Governance, Wits School of Governance and Sasol Inzalo continued to offer Principals Upfront leadership seminars, held three times per year. CIE was the keynote speaker at one and shared the Building Peaceful Schools

CIE attended and presented at the Care and Support for Teaching and • CIE also serves on the Teacher development and Curriculum Management committee at the DBE and at the EDTP SETA in two chambers.

> and Management of Learner Pregnancy in Schools. CIE highlighted the complexity and the inaccessibile language of the policy, and objected to the manner in which termination of pregnancy was promoted.

> > **MONITORING 8**

## SAFETY, HEALTH AND WELL-BEING

child safeguarding persons

to understand and be able to

ensure that their schools are safe

places for children and young people.

SAFETY,

HEALTH &

WELL-BEIN C

GOVERNANCE

& LEADERSHIP

experiences.

Peer Mediation has continued in seven schools, using the same methodology as the BPS programme. The young people have accepted the programme enthusiastically and are able to pinpoint behavioural issues within their Safeguarding own schools and plan interventions with positive results. Peer Education, a Policy. All those who further aspect of learner involvement is a learner led HIV/AIDS prevention serve Catholic schools programme, where older learners help younger ones to understand life choices. were trained and required to train principals and designated

The Digital Pathfinding Conference was held on 13-14 September 2018. The conference was co-hosted by the Jesuit Institute South Africa to raise awareness of digital issues in schools and offer schools resources on how to address some of the challenges.

A comprehensive toolkit was offered to Health screening took place in selected areas as well as deworming in lowschools as well as a referral poster entitled fee independent schools. Activities that were carried out as part of the health the Umbrella of Care on which schools can list screening implementation plan consisted of different models that varied from important referral agencies such as the South one region to another. The focus was on Grade R and Grade I learners as well African Police service, the local clinic, child protection as on special referrals. Secondly, a simpler and a more cost-effective model is agencies etc. A further poster with reporting details was being introduced in the Kokstad schools. This model will be run by the CIE also given to every school. School support and boarding staff local office in partnership with local nurses. The objective is to maintain and were then trained as well. Schools were more open to the policy sustain the impact of the previous health screening interventions.

CIE implemented a project funded by Terre des Hommes in five schools in the Eastern Cape with play a cross-cutting requirement of this donor. CIE CIE introduced Child Safeguarding to the Lead Principals in Lesotho. They implemented a module on play which does not refer to sport or play organised shared aspects of the CBE policy and how to identify abuse. CIE was invited by an adult. Play is something that children do spontaneously and creatively. by a funder to attend two child safeguarding meetings, one in London and In 2018, CIE delivered a practical workshop on play in each of the five schools one in Harare. In addition CIE visited Botswana, Namibia and eSwatini to for teachers to understand the importance of play. A meaningful component of survey their Child safeguarding needs. These all proved valuable learning the project was the development of child-led groups through workshops with grade 6 learners entitled, The Journey of Hope. The learners, with the help of the supervising teacher, determined the activities they wanted to do at their school such as bullying prevention, collecting clothing for needy learners and morning porridge

## **GOVERNANCE AND LEADERSHIP**

support to principals and skills centre managers. A person from national CIE understanding of a Catholic public school. With new School Governing Bodies attends the first Principals' Forum of the year and regional managers provide being voted in during 2019 schools governing body training took place across assistance to these fora. Skills centre managers were offered three leadership regions seminars during 2018; Leading the Centre Team, Leading Quality Training and Leading Human Resources. The centre managers have responded positively to the seminars and change has been observed by Thabiso Skills staff.

during 2018 than when the first policy was offered in 2013, indicating that

Closely linked to the Child Safeguarding policy is the Building Peaceful

Schools (BPS) programme which was in its 6th year. Given the violence

experienced in South African society and some schools it has become

imperative to give teachers and learners the abilities to manage conflict and

they are more aware of the issues around child safety and well-being.

The following came from one centre: "We attended workshops of Leadership There were also presentations on instructional leadership based mainly on how Management courses offered by CIE on a regular basis. Today we could see the principals can take the lead in curriculum management. Much time was dedicated results of it all, activities been implemented which we learned from it. Some of to principals discussing their challenges with regard to teacher appointments and the changes we have made have resulted in improved results from our students." discipline in schools. These are a source of stress for principals.

CIE Regional managers and Thabiso Skills staff continued to offer one-on-one A serious challenge within the school sector is new principals who have little



### **EVALUATIC** MONITORING AND EVALUATION

In 2018, our Monitoring and Evaluation programme expanded and we donors and key decision makers, discussing and experimented with different ways of working with data and evaluating our work. reflecting on it among ourselves, and most We undertook an Internal Review of the Building Peaceful Schools Programme, importantly taking it back to those who in which we developed instruments and processes for distilling what impact our helped us to get it. By closing the loop and work was having, and the pathways that change takes in the schools involved. discussing data with learners, teachers Once again we collected both quantative and qualitative data which enhanced our and leaders in schools, we were able to understanding of how our work is experienced in schools.

We also engaged in a Design Thinking approach to our reporting, and especially the ways we can improve how we monitor and report on the work we do. Our In addition our M & E effort has enabled us to report in a meaningful use of the data has been the major focus of 2018: analysing and presenting it to 👘 way for our Board and funders.

use it in planning strategies tailored to each school

THABISO **NETWORK** SKILLS **COHESION** INSTITUTE

in schools.

held in Nairobi.

toilets at less resourced schools

The Catholic Board of Education requires restore relationships, bringing peace to schools. The school climate survey every Catholic school in South moved into its 3rd year showing a lower prevalence of corporal punishment than Africa to adopt and implement in previous years, indicating that schools have begun to take this issue more the revised and seriously. CIE carried out an internal review of the programme which found renewed Child that the behavioural change engendered by it takes time to be achieved and that this change follows a specific pattern, moving from internal to external, and awareness precedes behaviour.

Mary-Glory Pitjeng and Mduduzi Qwabe co-facilitated a leadership conference for principals in the region. The presentations included a reminder on what it means to be a Catholic school with reference to curriculum and pastoral care.

## CATHOLIC ETHOS & IDENTITY

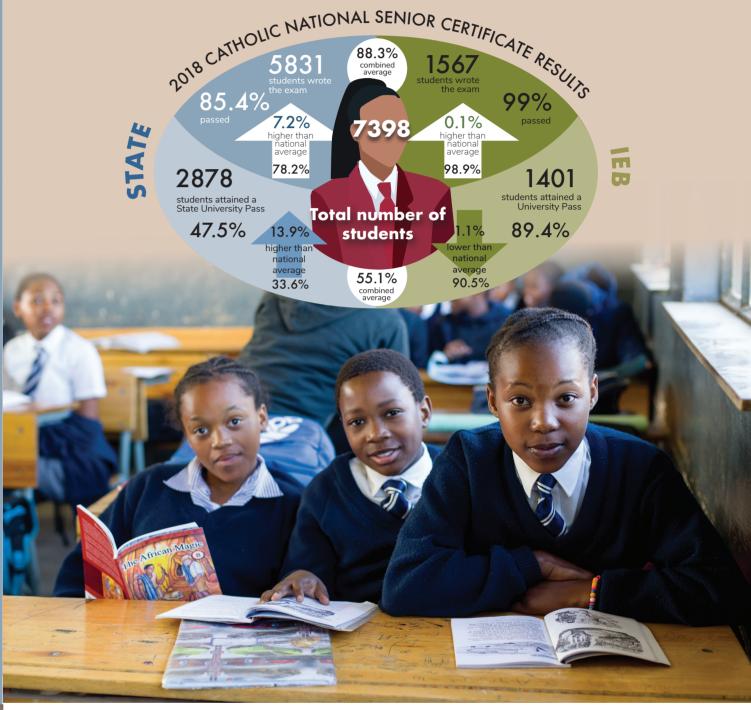
The Catholic identity of CIE, schools, and skill centres is expressed through the commitment to the dignity of each person and their development, institutional integrity, the common good, and the sacramentality of creation. While this ethos permeates all areas of CIE's work, some items - and a key challenge – are singled out for attention here:

- The Life Skills programme used in Skills Centres
- Support for Religious Education in Catholic Schools through the availability of the Lifebound and CORD materials. Effort to promote the idea of a core curriculum for Religious Education continued, and a third edition of Fostering Hope, the policy for Religious Education in Catholic Schools, was published in 2018.
- Formation for teachers of Religious Education ranged from classroombased lesson observations, to regional conferences, to workshops on

Christian Meditation. Educators signed up with the Professional Society of Religious Educators received regular Newsletters and five editions of Roots and Wings a year. Development of a distance Advanced Certificate in

Religious Education in partnership with the Theological Education by Extension College (TEEC) continues.

Often the focus on the vulnerability of Religious Education falls on teachers and schools. However, this challenge is also ours. It is necessary that the Catholic Board of Education (CBE), CIE, Regional Catholic Boards of Education and Schools' Offices urgently address the vulnerability in our own capacities for Religious Education.





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