

KEEPING CHILDREN SAFE

As Sr Kathy Gaylor, the Chairperson of the Catholic Board of Education (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 to be safe and caring places Goal 3 'Good health and Well-being' is 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

Justice and Strong Institutions'. The CIE's work is further aligned with the South African National Development Plan which sees education as pivotal 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 Person's role is to ensure that all in the school community know about the policy and that the requirements of the policy are carried out. Along with the Building Peaceful Schools Programme this forms the foundation for schools to become safe places of peace and justice.

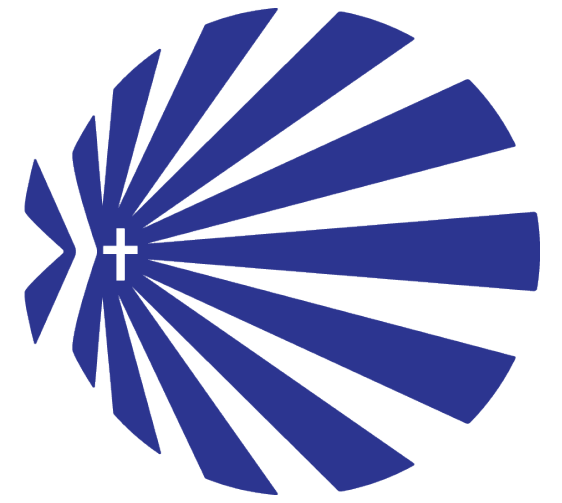
The efforts of the CIE Thabiso Skills Institute support Goal 8 'Decent work and Economic Growth'. It is heartening that the South African government and businesses are attempting to address the needs of those not in employment, education or training (NEETS). CIE serves 25 faith based skills centres in order to assist them in strengthening their governance,

leadership and financial system and supports them in the complex terrain 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.

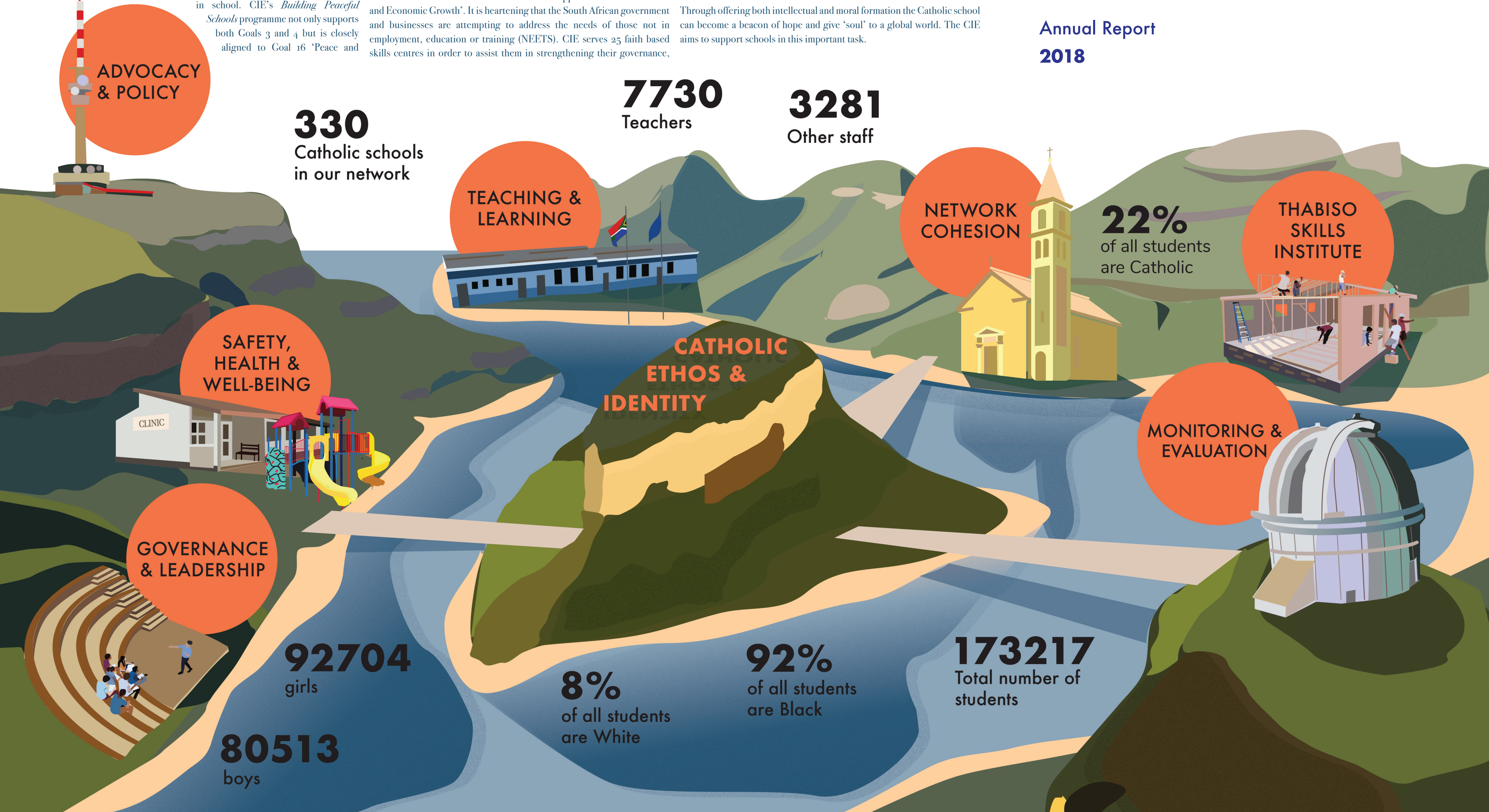
Pope Francis in his Apostolic Exhortation *Evangelii Gaudium* says "we must not allow ourselves to be robbed of hope!" (n. 86). Further in the latest document from the Congregation for Catholic Education, *Educating to Fraternal Humanism*, the emphasis is placed on the Catholic school's mission to promote 'globalizing hope.' We are called not to lose hope but to offer hope to the global world of today.'

Through offering both intellectual and moral formation the Catholic school can become a beacon of hope and give 'soul' to a global world. The CIE aims to support schools in this important task.

Catholic Institute of Education



Annual Report
2018



NETWORK COHESION

CIE continued to serve the Catholic education network through its role as the Secretariat to the Catholic Board of Education, as well as serving in the same capacity on the Regional Catholic Boards of Education. We also responded to individual schools, skills centres and owners.

A most important aspect of network cohesion is the Principals' Fora where Principals of Catholic schools come together to share their successes and challenges, supported by CIE Regional Managers.

CIE arranged and hosted two gatherings of the CIE and Catholic Schools Offices. The CIE reported to the Department of Christian Formation, Liturgy and Culture of the Southern African Catholic Bishops' Conference (SACBC) and addressed 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 AND LEARNING

School leadership is key to quality teaching and learning. The Funda Ukafunda literacy programme in 20 schools assisted School Management Teams to understand their responsibility in leading the curriculum and assisting teachers with literacy in their classrooms. The Lesotho Lead Teachers Professional

THABISO SKILLS INSTITUTE

The CIE Thabiso Skills Institute serves as the central co-ordinating body for the 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



CIE personnel serve on a number of 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.

CIE attended and presented at the Care and Support for Teaching and Learning (CSTL) conference organised by the DBE, UNICEF and MIET.

CIE attended a National Education Collaborative Trust (NECT) meeting on 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.

In 2018, our Monitoring and Evaluation programme expanded and we experimented with different ways of working with data and evaluating our work. We undertook an Internal Review of the Building Peaceful Schools Programme, in which we developed instruments and processes for distilling what impact our work was having, and the pathways that change takes in the schools involved. Once again we collected both quantitative and qualitative data which enhanced our understanding of how our work is experienced in schools.

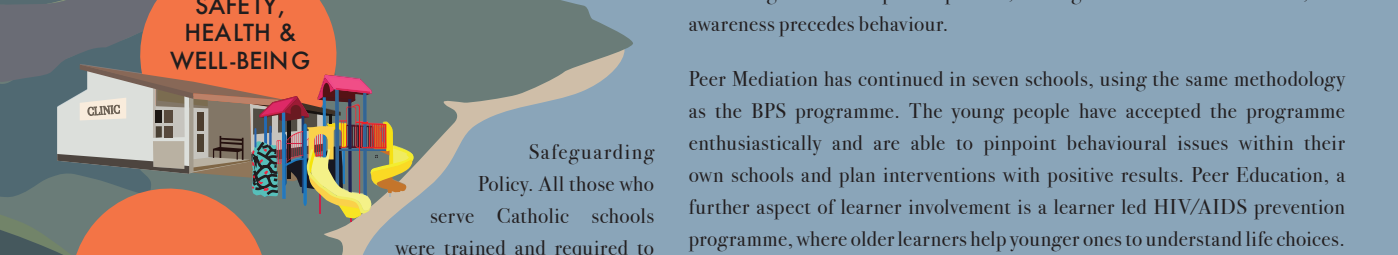
We also engaged in a Design Thinking approach to our reporting, and especially the ways we can improve how we monitor and report on the work we do. Our use of the data has been the major focus of 2018: analysing and presenting it to

donors and key decision makers, discussing and reflecting on it among ourselves, and most importantly taking it back to those who helped us to get it. By closing the loop and discussing data with learners, teachers and leaders in schools, we were able to use it in planning strategies tailored to each school.

In addition our M & E effort has enabled us to report in a meaningful way for our Board and funders.

SAFETY, HEALTH AND WELL-BEING

The Catholic Board of Education requires every Catholic school in South Africa to adopt and implement the revised and renewed Child



Safeguarding Policy. All those who serve Catholic schools were trained and required to train principals and designated child safeguarding persons to understand and be able to ensure that their schools are safe places for children and young people.

A comprehensive toolkit was offered to schools as well as a referral poster entitled the Umbrella of Care on which schools can list important referral agencies such as the South African Police service, the local clinic, child protection agencies etc. A further poster with reporting details was also given to every school. School support and boarding staff were then trained as well. Schools were more open to the policy during 2018 than when the first policy was offered in 2013, indicating that they are more aware of the issues around child safety and well-being.

CIE introduced Child Safeguarding to the Lead Principals in Lesotho. They shared aspects of the CBE policy and how to identify abuse. CIE was invited by a funder to attend two child safeguarding meetings, one in London and one in Harare. In addition CIE visited Botswana, Namibia and eSwatini to survey their Child safeguarding needs. These all proved valuable learning experiences.

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

GOVERNANCE AND LEADERSHIP

CIE Regional managers and Thabiso Skills staff continued to offer one-on-one support to principals and skills centre managers. A person from national CIE attends the first Principals' Forum of the year and regional managers provide assistance to these fora. Skills centre managers were offered three leadership 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.

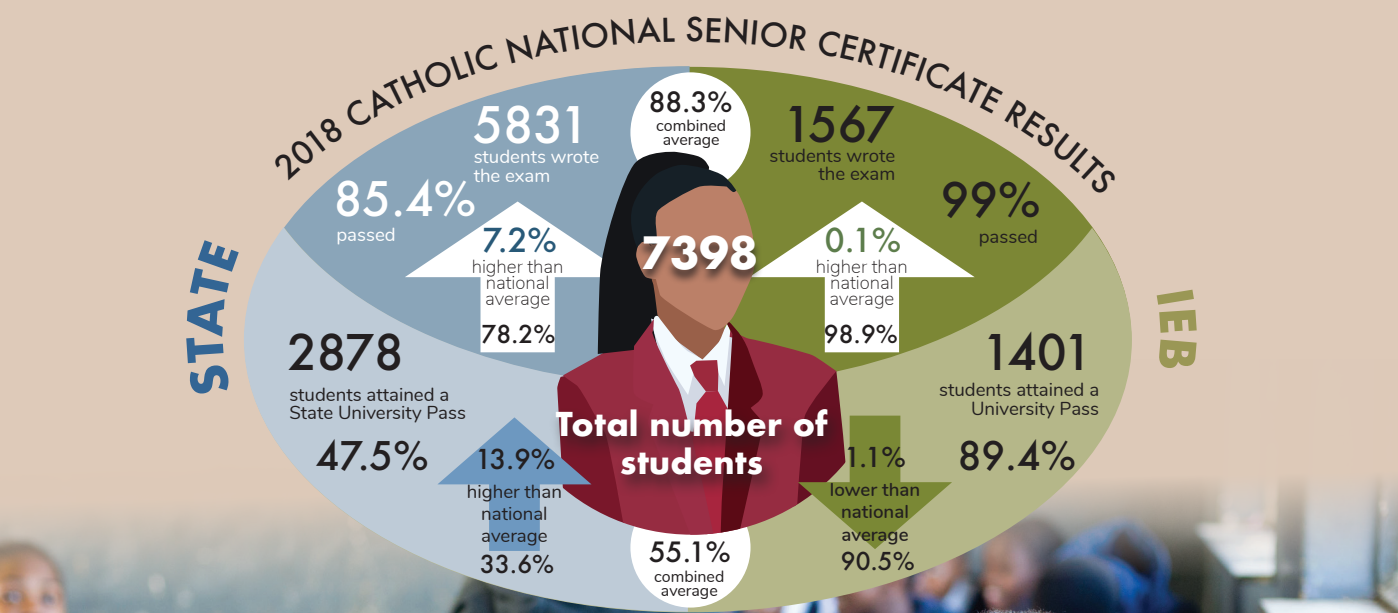
The following came from one centre: "We attended workshops of Leadership Management courses offered by CIE on a regular basis. Today we could see the results of it all, activities been implemented which we learned from it. Some of the changes we have made have resulted in improved results from our students."



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 classroom-based lesson observations, to regional conferences, to workshops on



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