



Catholic Institute of Education

Annual Report 2016

CBE President's Message



In 2016, education in South Africa continued to grapple with ongoing challenges such as the lack of funds, mismanagement, inadequate facilities (schools, classroom, libraries, toilets), shortage of properly qualified teachers and tense relations, at times, between the Departments of Basic Education and Teachers' Trade Unions. We looked with shock at the destruction of 30 schools in Vuwani (Limpopo) due to municipal demarcation issues. During service delivery protests in various parts of the country, other schools were torched. Many universities experienced violent 'Fees Must Fall' demonstrations. These events make us worry about the future of our children and young people. If they are not offered a good standard of

education they will be negatively affected for the rest of their lives.

Education continues to be a very important field of ministry and witness for the Catholic Church in South Africa. In 2016, in addition to the ongoing work, some significant events took place that strengthened this involvement. A couple of these were the launch of the Catholic Board of Education (CBE) in January, and the Leading 4 Learning Conference in October.

The Leading 4 Learning Conference for Catholic school leaders, organised by the CIE in October, was attended by some 170 delegates from Catholic schools all over South Africa. It was an amazing

gathering of people enthusiastically committed to education, willing to be challenged by, learn from and question inputs delivered by South African and foreign experts. They also shared their valuable experiences enriching one another. The conference ended with a consultation of the principals and school leaders present who began developing a new vision for Catholic education in South Africa.

Indeed there is hope for the future of education in our country because there are still so many in government, teachers and school leaders who are passionate about ensuring a good education for our children and young people. I am deeply grateful to all involved in the vital field of Catholic education, especially to religious and lay people. They witness the love and compassion of Jesus to the little ones in an amazing way.

+ GIUSEPPE (JOE) SANDRI MCCJ

Catholic Board of Education – President
Bishop of Witbank
Liaison Bishop of the SACBC to the CBE

CBE Chairperson's Message



The launch of the Catholic Board of Education in January 2016 was the culmination of several years of work, with the intention of streamlining the structures supporting Catholic Education, and developing a renewed vision for the future. Significant happenings included the constitution of the CBE as the Board of the CIE, and the gradual rethinking of the local and provincial support structures. Perhaps the most high-profile was the meeting of the CBE with the national Minister, Angie Motshekga, in June. We derived much hope from this meeting, and look forward to seeing its fruits.

There have been structural changes which are helpful, more economical and streamlined. However, as always, we remind ourselves that Children are our reason-for-being – they are the Heart of the Mission. The pain present in our country manifests itself in many ways: a worryingly high percentage of children with absent fathers; an even more worrying number of young children living in poverty; shortfalls in early childhood development that are almost never able to be made up. These are our children. We have to find, and teach, and live new ways – and Gospel ways – to meet the new challenges of a democratic, unequal and stubbornly human South Africa.

We need to be part of a long-term strategy towards substantial and sustainable reductions in violence – hence the need to highlight two

important thrusts that have been successfully begun:

- The Building Peaceful Catholic Schools Programme
- Meditation as a practice in schools

These, among the many initiatives and programmes that are so enriching in our Catholic schools' environment, have an enormous potential to offer positive, constructive solutions to the endemic violence. We should not be afraid of the long-term, slow, effort-intensive striving for peace over cyclic violence and competitive escalation that this mission requires.

So let us give a little thought to some of the values and aspects that are at the heart of why we educate in our particular way.

- The right to simple happiness
- The right to religion (by which we do not mean religiosity or immutable doctrine)
- The right to struggle and fail, and to the skills to reflect on that failure or disappointment;

And the understanding

- That honesty and integrity are a good, not a naïve stupidity
- That the choice for goodness is a valid life-choice
- That intellectual effort and the pursuit of excellence are 'goods'.

So, we look to the heart of our mission, the young people who have been entrusted to us and to our love and integrity. And we look to our schools – that they are communities that are welcoming and compassionate – a place where children, in all their diversity, can be safe and happy and grow.

KATHY GAYLOR OP
Chairperson: CBE

CIE Director's Report



"Be confident, risk new things, stick with it; then be ready for big surprises." Bishop Kevin Dowling quoted St Angela Merici at the close of his homily at the inaugural Mass of the Catholic Board of Education (CBE) and it has remained my motto for 2016.

Special thanks go to:

- Our previous Board members for their support, time and wisdom during the change from the CIE Board to our new governance structure the CBE.
- The CaSPA Executive Committee for their

service to owners of Catholic schools and to Fr Hugh O'Connor, the Chairperson, for his leadership during the transition phase.

- Sr Kathy Gaylor OP who led and managed the three year process and members of the task team who gave willingly of their time.
- The owners, governors, leaders and teachers in Catholic schools and skills centres, for their ongoing cooperation and the privilege of working with them.
- And to the donors who fund us, without whom our work would not be possible.

During 2016 three evaluations of CIE were carried out. The first commissioned by Misereor and carried out by Infundo Consulting offered CIE several pointers to reflect upon to improve delivery. The evaluation affirmed CIE as an organisation:

The Values of CIE of integrity, honesty, open communication and supportive collegiality, openness to receive feedback, and to give

feedback, are part of what makes this a well-respected organisation in this space. They are seen as a professional organisation, and offer a great deal to education, they share learnings, and support transfer of knowledge. Their education materials are of a high quality for example the workbook and material developed on restorative justice. (Infundo Report (2016), page 24).

The second evaluation was a review of the Building Peaceful Catholic Schools Programme carried out by Misean Cara. The report affirmed the design and importance of the programme:

The project was a well-designed and planned initiative that has the potential to make a very significant difference to the lives of thousands of school going children and their teachers over time, by creating space for a much more inclusive and constructive atmosphere in schools, building the self-confidence of the children (and teachers), and enabling them to interact much more positively with their peers, and with their teachers. The project is particularly important and potentially ground-breaking in an education sector where the importance of values and the dignity of the individual are frequently overlooked within the education process. (Misean Cara Effectiveness Review by Mike Williams (2016), page 5).

The third evaluation was of the work of the CIE Thabiso Skills Institute, conducted by Dr John Thurlow. He commented in his evaluation of the work

...that the education landscape is vibrant, fast-changing and challenging, with one of the biggest difficulties being that of

accommodating learner drop-outs from the basic education sector. The CIE Thabiso Skills Institute team has established excellent relations with centres, and they are recognised as hard-working critical friends with a solutions-based attitude. (Evaluation report (2016), page 26).

CIE's work requires dedicated staff who are willing to travel long distances to outlying rural areas and be away from home for extended periods of time. I am grateful to all CIE staff for their ongoing hard work, as well as to their families who support them in the execution of their duties.

A personal thank you to all for the support I received during 2016. I would like to end with Fr Hugh's concluding words from the launch of the CBE, he handed over the candle of Catholic education to Bishop Sandri saying, "Along with those on the Catholic Board of Education, keep this flame, representing our faith in Christ and in the future of Catholic education, alight and burning." CIE will continue its endeavours to do just this.

MRS JANICE SELAND

Director

CBE delegation meeting Minister Motshekga

Back row: Mduduzi Qwabe (CIE), Sr Hermengild Makoro (SACBC), Fr Peter-John Pearson (CPLO)

Front row: Janice Seland (CIE), Sr Kathy Gaylor (CBE), Minister Motshekga, Bishop Sandri (CBE)



CIE's Work

As our President, Chairperson and Director have indicated, 2016 proved a significant year for CIE. The new Catholic Board of Education (CBE) was launched in January at the opening Mass of the Southern African Catholic Bishops' Conference plenary session.



The CBE is an amalgamation of the CIE Board and the Executive Committee of the Catholic Schools' Proprietors Association. This amalgamation was undertaken by a joint task team over the last three years. It took many hours of consultation to develop the vision and constitution of the new CBE, which is now the governance structure of the CIE and other Catholic education structures in South Africa. The first CBE meeting was held on 9 May 2016 with Bishop Joe Sandri MCCJ as President and Sr Kathy Gaylor OP elected as the Chairperson. CIE is the service arm of the CBE and works nationally and

regionally in the most disadvantaged areas. Our portfolio of work holds a vision for the Catholic school:

*A **distinctive religious character** that informs a **culture of hospitality** and establishes a climate of care that holds the school as a **community of learning***

Vision Statement of the Catholic Board of Education

Rooted in the Good News of Jesus Christ,
the members honour and develop our Catholic education heritage.

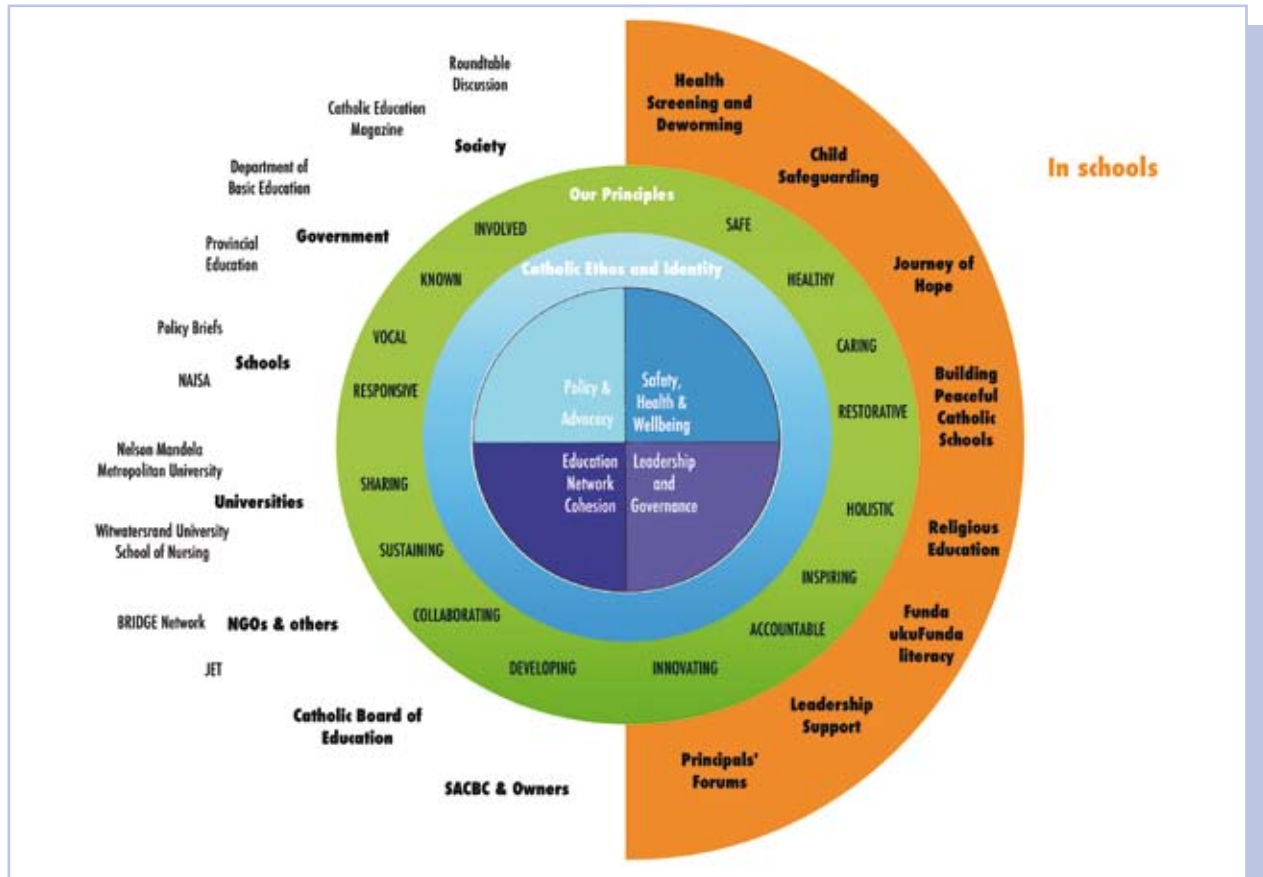
In recognition of the critical role of education in South Africa,
they respond to our evolving society.

The members reflect on, discern and engage with their responsibility to serve generously,
and to be the voice of Catholic education.

As stewards, they are committed to promoting the common good,

giving particular attention to sharing of resources more equitably,
and to an ethic of care.

They will support our places of learning
in their mission to be communities of excellence and hope.



Catholic Ethos and Identity

Central to the Catholic identity of our schools is Religious Education (RE). The CIE Religious Education department serves the network nationwide and holds the network together. Work towards developing a vision for Religious Education in South Africa began in June at a joint meeting of Catholic school service providers. The meeting also shared the main challenges: schools' perceived lack of time allowed to be allocated to RE as well as insufficient trained teachers and often lack of resources.

The CIE Religious Education Department developed a Core Curriculum to bring a common core focus to the diverse practice of Religious Education present in the Catholic schools network and to provide a more manageable curriculum for schools struggling with the encroachment of Life Orientation on the time formerly allocated to RE. This Core Curriculum was then workshopped with teachers across South Africa.

Other areas of focus:

- Christian meditation continued to be encouraged through workshops, communication with interested teachers and the supply of materials,
- RE validation in schools,
- The development of new courses for teachers,
- Monitoring RE in schools.

To celebrate the 2016 Year of Mercy an art competition was held with learners responding with some beautiful works. The winners' pictures were framed and returned to the school.

A culture of mercy based on the rediscovery of encounter with others, a culture in which no one looks at another with indifference or turns away from the suffering of our brothers and sisters."

(MM, 19). Pope Francis *Misericordia et Misera* (MM)



Humbled By his Mercy,
Margot Sheppard, Holy Cross
High School, Maitland

Safety, Health and Wellbeing

The safety of children is of paramount importance in Catholic schools.

In 2012, a Child Safeguarding Policy was developed and shared with schools. Teachers were made aware of the standards in the policy and reporting procedures. Since then, CIE staff have monitored the implementation of the policy in schools by urging proper record keeping and reporting of incidents of abuse. As teachers shared their frustrations with the banning of corporal punishment, the Building Peaceful Catholic Schools Programme was developed in order to move the discipline culture from retributive to restorative: seeing wrongdoing as the harming of relationships rather than a violation of rules. This type of change begins with the self and finding peace within.

Peacebuilding and conflict management experiential workshops continued to be delivered in participating schools, as well as the deepening of restorative practices. To address areas of difficulty the focus for 2016 was Exploring Gender in South African Catholic Schools following on the Bullying Prevention theme in 2015. Materials were developed for teacher discussions at schools as well as the development of two posters to highlight the theme for learners.



In order to assist schools to understand how learners experience their school and to ascertain the extent of corporal punishment, a

climate survey was conducted with 4 773 Grade 6 and 7 learners in selected schools. The following graphic illustrates the findings of the

survey which highlights areas of affirmation and concern. One of the contradictory findings is the high percentage of children being hit while the percentage of teachers said to be nice to learners is also high. We believe that this could possibly be because the lived experience of

children is that they are hit at school and at home. This survey will be conducted annually until 2018.

The CBE endorses the Building Peaceful Catholic Schools Programme.

School Climate

National Figures - 2016

The percentages below show learners' perceptions of various things at school during their week, including their experiences with other learners, their perceptions around their context, and their views on the way that teachers treat them.

The figures are based on 4773 surveys conducted across the country.

Other Learners

87%

Caring

37%

Bullying

Context

90%

Liked School

34%

Scared at school

Teachers

81%

Nurturing

40%

Harming

78%

Made me feel
safe

52%

Hit me

33%

Disrespected at
school

49%

Bored at school

*Peer mediation – an important part of the
Building Peaceful Catholic Schools Programme*



Health Screening

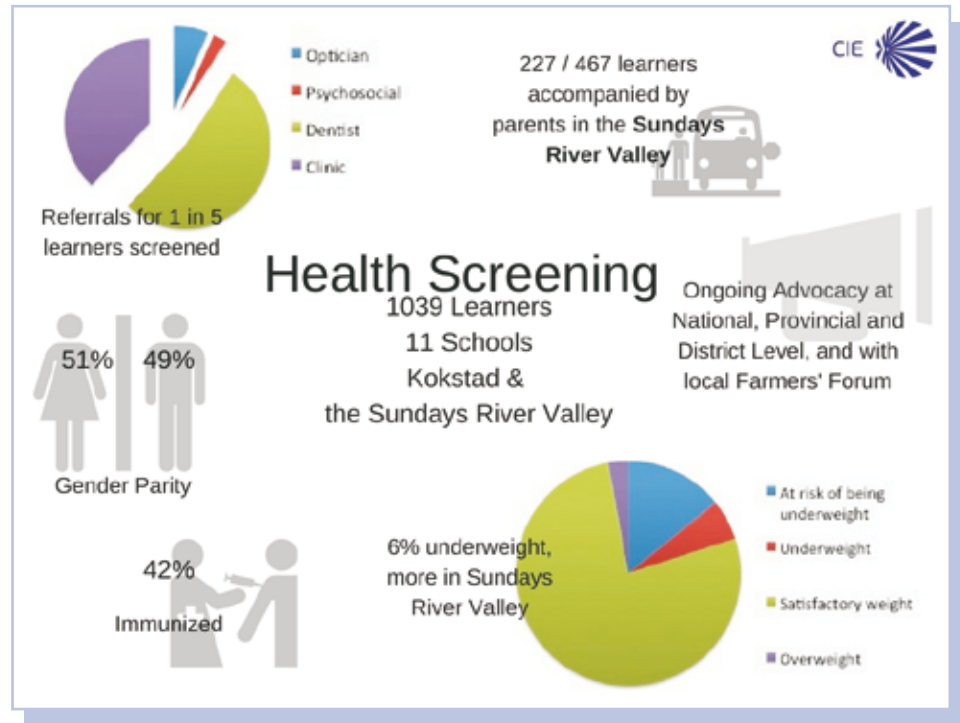
The 2016 Health Screening On-site Service and Health Education Intervention was the latest iteration of a sustained programme, going back to 2010 in some of the schools.

The findings from 2016 have a few highlights:

- There were almost no cases of underweight learners in the Kokstad Region,
- improved parental involvement in the Sundays River Valley,
- and more referrals leading to more change in the lives of the learners.

The following graphic gives a clear illustration of the Health screening project.

Deworming has been part of the CIE Primary Health Screening package since the introduction of the programme in 2010. CIE formally lobbied the Department of Basic Education (DBE) who agreed to provide deworming medication for 26 low-fee independent schools, allowing 5 748 pupils to be dewormed.



Leading 4 Learning Conference





*Some of the speakers L to R:
Dr Al Witten, Dumisani Kunene,
Greg Whitby, Dr Augusta Muthingani,
Dr Nic Taylor, Fr Hugh Lagan, Peet du Toit,
Prof Jan de Groof, Prof Relebohile Maletsane
and John McCormick*



Governance and Leadership Development

CIE Regional Managers through the CIE portfolio of work aim to assist Catholic schools to be centres of excellence where relationships foster justice and peace among the school community. Leadership support is personal and on-going, in order to support principals in their task of leading the schools. The challenges facing school principals are varied and numerous, and these support visits enable them to share their successes and anxieties.

The leadership highlight of 2016 was the Leading 4 Learning Conference held in Randburg, Johannesburg. Over 170 school leaders from all over South Africa, Swaziland and Lesotho attended the two day event. International and local speakers offered the delegates new perspectives on education.

International speakers:

Dr Gregory Whitby from Australia who spoke about the 21st Century Catholic School, offering groundbreaking ideas.

Professor Jan de Groof from Belgium, an expert in international and education law who affirmed the Catholic school's right to exist and

Dr Augusta Muthingani from Kenya who shared on the vital role the Catholic school plays.

South African speakers:

Sr Kathy Gaylor OP, Chairperson of the CBE welcomed and focused everyone on 'the heart of the mission.'

Dr Allistair Witten, a South African expert on the school leaders' role spoke on formative supervision.

Dr Nicholas Taylor posed and answered whether new teachers are equipped to meet the challenges in South Africa's education system.

Professor Relebohile Moletsane focused on rural education and was warmly received.

John McCormick and **Petrus du Toit** explored the implementation of restorative justice in Catholic schools.

Fr Hugh Lagan an expert in child abuse urged schools to be aware of this scourge in his talk entitled Hiding in Plain Sight - the sexual abuse of children in our care.

In the new spirit of the CBE, and true to its mandate for inclusiveness in as many aspects as possible, Sr Kathy led the participants through a consultative process on two distinct issues: the Vision and Mission of the CBE, and six key areas of the CBE's work.

CIE Thabiso Skills Institute

The CIE Thabiso Skills Institute supports 25 faith/community-based skills centres. These centres aim to equip their learners with practical, recognisable skills with which to gain entry into work. Learners are poor, out-of-school youth, typically without matric i.e. the most marginalized in the job market. During 2016, the CIE Thabiso Skills Institute continued to:

- Source/design appropriate, high-demand skills programmes
- Assist centres with accreditation and quality assurance
- Train and mentor centre managers and staff/facilitators
- Assist centres to access funding
- Advocate on behalf of the centres' historically overlooked learners
- Provide stakeholders with information around the changing and complex post-school education and training landscape
- Forge strategic partnerships with Sector Education and Training Authorities (SETAs), the Department of Higher Education and Training (DHET), other Non Profit Organizations and business.

Accredited short skills programmes give learners recognised part qualifications as they finish a course with the option of working towards a full qualification. Each part unit imparts a stand-alone skill recognised by industry - an attractive option for out-of-school youth. A Life Skills programme is compulsory for all learners. During 2016 an additional module called the World of Business covering entrepreneurial skills was added to the Life Skills mix.



Top:
*First meeting of Skills
Centre Owners*



Bottom:
*Sinovuyo Mandyi and
Fawzia Naidoo*

The skills training centres, with their established infrastructures and track records, provide an attractive partnership option to the DHET for the establishment of Community Education and Training Centres (CETCs) - a third type of post school learning institution to stand alongside universities, technical vocational education and training colleges. A Memorandum of Understanding signed in March 2016 formalised this collaborative relationship. As a start, Mmakau Community Learning Centre in the North West, Pax College in Limpopo and the Thabiso Skills Development Centre in the Free State became Community Education and Training Administrative Centres. Staff from the CIE Thabiso Skills Institute serve on the DHET's National Advisory Task Team for CETCs and the National Plan for Post School Education and Training.

Liaison with centre owners is an important aspect of CIE Thabiso Skills Institute's work. The owners have now set up an owners group. During 2016 the focus was on developing a common understanding of the challenges and opportunities facing skills centres.



Teaching and Learning



The Funda Ukafunda Literacy programme continued to be delivered in the Sundays River Valley with Foundation Phase teachers. In the other literacy schools the focus moved to assisting School Management Teams to manage the curriculum by encouraging Heads of Department to carry out developmental lesson observations. The Leading 4 Learning Conference emerged from the focus on School Management Team development during the implementation of the literacy programme. Book Dash books, which are intended to be taken home by the children, were distributed and a further book donation to two Sundays River Valley schools meant that they now have school readers for guided reading.

Networking

The CIE continues to articulate its vision for education to all relevant stakeholders and has made significant headway in developing its partnerships with other organisations so as to improve schooling for all in South Africa. CIE has a three-tier approach to managing policy and advocacy. Policy engagement takes place at the national, provincial and local levels. The nature of the work is such that it is on-going with results not always immediately realisable as policy is always a work in progress and often with changing decision makers.

CIE serves independent Catholic schools by playing an active role in the National Alliance of Independent Schools Association (NAISA). CIE currently holds the Chair and serves on various committees at the Department of Basic Education on behalf of NAISA. A major achievement during 2016 was the establishment by the DBE of a Heads of Education Sub-Committee (this involves decision makers from provincial departments and senior officials of the national department) to deal with independent school issues.

Networking Activities	No. of meetings
Supporting Owners	18
<ul style="list-style-type: none"> Launch of the Catholic Board of Education Final CaSPA Executive Committee meeting SACBC Committees 	
<ul style="list-style-type: none"> Assisted Provincial CaSPA's to become Regional CBES CIE Leadership attended five provincial Principals' Forums Support to individual owners 	31
Roundtable on Gender	
National Alliance of Independent Schools (NAISA) on which CIE represents Catholic schools	28
<ul style="list-style-type: none"> CIE holds the chair Three meetings with Department of Basic Education Three meetings with Umalusi Attended DBE meeting on EMIS Joint submission on Umalusi Policy Meeting with the Minister of Basic Education, DDG and officials at the DBE 	
Department of Higher Education and Training	3
Community Education and Training Ministerial Task Team	7
Met with MECs of Free State and Limpopo and Officials of the Provincial Education Departments – solving issues in schools	24
ETDP-SETA Adult Education and Training and ECD Chamber	6

Networking Activities	No. of meetings
International and National UNICEF and UNESCO	7
Networking, partnerships, business	33
Communication	No.
Funders Reporting	12
Catholic Education Magazine	3
Electronic Newsletters	10
Policy	
There were less calls for submissions in 2016. Submissions were made on:	
<ul style="list-style-type: none"> Education districts South African Qualifications Authority and Fake Qualifications On what a rural school is 	
Policy Briefs	
<ul style="list-style-type: none"> Explanation of various policies for schools Report on Ministerial Meeting 	
Served on	
<ul style="list-style-type: none"> National Teacher Development Curriculum Management Committee (TDCM) Rural Education Reference Group Attended Integrated Health Reference Group Task team to revise the Rights and Responsibilities for Independent Schools document 	

Financial statements 2016

The financial information below is derived from the annual audited financial statements which are available on request. The organisation's overall expenditure in 2016 increased by 12% which includes a staff increase of 7%. Travel and accommodation costs have increased

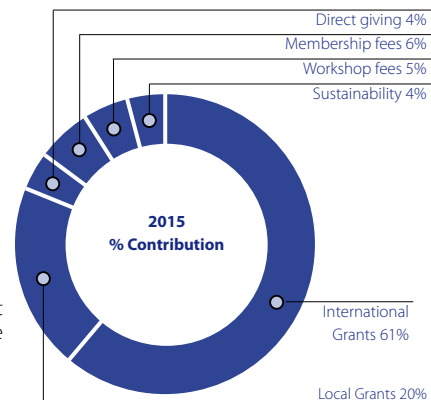
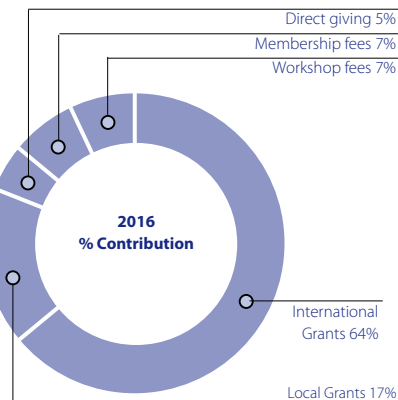
above inflation and staff development is now included in operating expenditure instead of a separate item under projects. The increased expenditure in Thabiso Skills Institute is due to more work in the developing Community Education Training Sector.

	2016 R	2015 R
Total CIE Operating Expenditure	15 090 536	13 454 962
Religious Education Department	1 214 576	1 103 836
Policy, Communication and Network Liaison Unit	2 036 325	1 702 645
Health and Wellness	2 179 084	1 990 912
National, International Networking & Capacity Building	773 987	753 066
Regional Structures Support	3 172 889	3 132 056
Thabiso Skills Institute	2 772 483	2 020 043
OVERHEADS	2 828 563	2 657 769
CAPITAL EXPENSES	112 629	94 634
CAPITAL PROJECTS	11 770 147	7 912 229
Education Access Project	3 142 307	3 612 089
CIE projects implemented by CIE Education Services (Pty) Ltd	3 242 147	1 970 820
Education Network Projects	772 881	826 078
Skills Projects (includes merSETA and NSF grant)	4 612 812	1 153 439
Capacity Building Grant		349 803
TOTAL FUNDS ADMINISTERED BY CIE	26 860 683	21 367 191

CATHOLIC INSTITUTE OF EDUCATION

Statement of Financial position as at 31 December 2016

	2016 R	2015 R
ASSETS		
Current Assets	9 599 973	7 819 209
Accounts Receivable	12 050	383 040
Bank Balances	9 587 923	7 436 169
Total Assets	9 599 973	7 819 209
EQUITIES AND LIABILITIES		
Capital and Reserves	631 295	649 552
Surplus/(Deficit) for the year	-18 257	-1 207 615
Balance at the beginning of the year	649 552	1 857 167
Current Liabilities	8 968 677	7 169 657
Accounts payable	244 512	-
Grants received in advance	2 380 597	3 118 490
Provisions	1 941 487	505 744
Restricted Project Funds	4 402 081	3 545 423
Total Equity and Liabilities	9 599 973	7 819 209



The CIE sustainability fund is valued at R3,370 million and is held in the Catholic Education Trust; this is an investment vehicle and ensures that the money is kept separate from operational working capital. The objective is to grow the fund to cover six months of CIE's operating expenditure.

Governance report

The CIE Board Executive met for the last time in 2016 to accept the Audited Financial Statements for the year ending 2015. The Catholic Board Education, which is now the governance structure of the CIE had their inaugural meeting in May and met three times during 2016. The CBE consists of 11 members and is responsible for policy and overall governance of CIE, with the day-to-day management delegated to the Directors.

The Board endorses the principles in the Voluntary Independent Code of Good Governance and Values for Nonprofit Organisations in South Africa. The Board abides by the principles of openness, integrity and accountability.

Audit, Risk and Human Resource Committee

During 2016 an Audit, Risk and Human Resource Board sub-committee was established to focus amongst other things on risk management in the CIE by identifying, assessing, managing and monitoring all known forms of risk across the organisation. While acknowledging operating risk cannot be fully eliminated, the organisation endeavours to minimise it by ensuring that appropriate infrastructure, controls, systems and ethical behaviour are applied and managed within predetermined procedures and constraints. A Quality Management report is completed for every board meeting which assesses the level of risk in the organisation.

The CBE members acknowledge that they are ultimately responsible for the system of internal financial control established by the organisation

and place considerable importance on maintaining a strong control environment. To enable the board of Education members to meet these responsibilities, the sub-committee sets standards for internal control aimed at reducing the risk of error or loss in a cost effective manner. The standards include the proper delegation of responsibilities within a clearly defined framework, effective accounting procedures and adequate segregation of duties to ensure an acceptable level of risk. These controls are monitored through the organisation and all

Board Members 2016:

Bshp Giuseppe (Joe) Sandri
MCCJ (Chairperson)
Dr Gregory Thabiso Lebona
Sr Hermenegild Makoro
Fr Hugh O'Connor
Ms Janice Seland (Exec)
Ms Nontobeko Matlala
Ms Lebohang Chanza
Ms Adrienne (V) Egbers
(Treasurer)
Mr Leonard Malatsi
Dr Deon Oerson (Exec)
Mr Lebogang Seperepere
Ms Gladys Maetsane Mothibe

Catholic Board of Education May 2016

Br Mike De Klerk (Member)
Fr Francois Dufour (Executive)
Ms Adrienne Egbers (Treasurer)
Sr Kathy Gaylor (Chairperson)
Sr Mary Christine Hayes (Member)
Mr Kope Malatsi (Member)
Dr Mavis Naidoo (Member)
Archbishop Jabulani Nxumalo OMI
(Member)
Dr Deon Oerson (Executive)
Bshp Giuseppe (Joe) Sandri MCCJ
(President)
Ms Janice Seland (Director Executive)

Audit, Risk and Human Resource Committee:

Ms Anne Baker
 Ms Adrienne Egbers (Chair)
 Mr Jon Mulcahy
 Ms Janice Seland
 Mr Lebogang Seperepere

employees are required to maintain the highest ethical standards in ensuring the organisation's business is conducted in a manner that in all reasonable circumstances is above reproach and with due regard for the environment.



First meeting of the Catholic Board of Education

School Statistics	
No of schools	341
No of teachers	7 804
No of other staff	3 165
No of girls	81 045
No of boys	93 255
Total no of pupils	174 270
Catholic	25%
Black pupils	92%
White pupils	8%

Catholic National Senior Certificate			
Number of pupils	7584		
Number taking State exam	6025	82.6%	State Pass 72.5%
Number taking IEB	1 559	98.9%	IEB Pass 98.7%
Combined Catholic Pass	6571	86%	
Number of State University Passes (Bachelors)	2466	40.9%	State Bachelors 26.6%
IEB Bachelors	1403	90%	IEB Bachelors 87.6%
Combined University Passes	3869	51%	

we thank our generous donors and partners who make our work possible including our anonymous donors

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Anglo American Chairman's Fund
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Bishop of Keimoes
Bishop of Witbank
B Barry
Catholic Relief Services
L Chanza
Christian Brothers Congregation

Creamer Media
Crosstate Auctioneers
De Beers Trust
Discovery Trust Fund
Giuricich Bros Construction
Holy Cross Sisters (for misean cara)
King William's Town Dominican Sisters
M Leeming
Marist Brothers
Masscash
merSETA
Misereor

Missio
National Skills Fund
North Eastern Cape Catholic Board of Education
Nordex Education Trust
Oppeinheimer Memorial Trust
Porticus
Religious Congregations providing staff and contributing to the work of the CIE
Rotary Clubs
S K Tshabalala
S Dlamini

Solon Foundation
Southern African Catholic Bishops' Conference: Bishops' Lenten Appeal
Seshego Cares
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Terre des Hommes
Thebe Foundation
Time Data sequal
Trudon (Pty) Ltd
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Individual donations

National Office

Janice Seland	Director
Anne Baker	Deputy Director
Hilda Chinyowa	Executive Assistant
Kelsay Correa	Communications Manager Part-time
Brenda Culey	Finance
Julie Dawjee	Education Services
Yvonne Dos Santos	Thabiso Skills Institute
Paul Faller	Religious Education
Anne French	National Programme Implementer
Champa Goolab	Education Services
Nathan Johnstone	Director – Education Services
Cullen Mackenzie	Research and Knowledge Manager
Busi Maseko	Telemarketer/Fundraiser
Nontobeko Matlala	National Programme Implementer
John McCormick	Religious Education
Francina Moreki	Finance
Sonto Mthembu	Administration
Desiree Muller	Telemarketer/Fundraiser
Fawzia Naidoo	Thabiso Skills Institute
Queen Nyathela	Maintenance Part-time
Mduduzi Qwabe	Policy, Advocacy & Government Relations Manager
Baiphepi (Ouma) Sebolao	Office Manager
Sibongile Sibeko	Administration
Zodwa Sibeko	Maintenance
Atty Sobayeni	National Programme Implementer
Ilse Tennant	Development
Hubertus von Lindeiner	Thabiso Skills Institute
Sr Maureen Yenson	Project Data Capture

Regional Offices

Chris Jones	Regional Manager – Northern Cape
Theresa Jones	Regional Admin – Northern Cape
Anthony Joseph	Regional Manager – Free State
Bernard Manamela	Regional Admin – Limpopo
Vatiswa Mcasa	Regional Admin – Kokstad
Paul Mogorosi	Regional Manager – North West
Nthabiseng Molupe	Regional Admin – Free State
Norma Paulick	Regional Admin – Mthatha
Beryl Pierce	Regional Manager – Mthatha
Mary Glory Pitjeng	Regional Manager – Limpopo
Gladys Tau	Regional Admin – North West



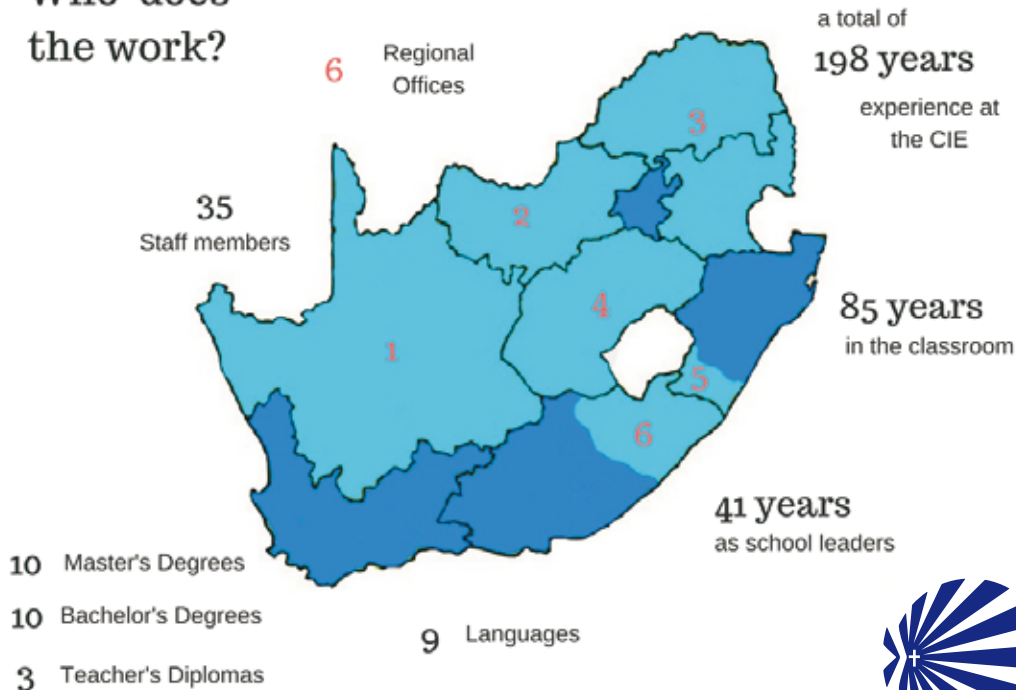
Health Screening Team in Sundays River Valley

*Nontobeko Matlala, Nomvuyo Daka,
Sr Liza Mazibuko, Sr Maud Tshabalala, Busi Maseko,
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