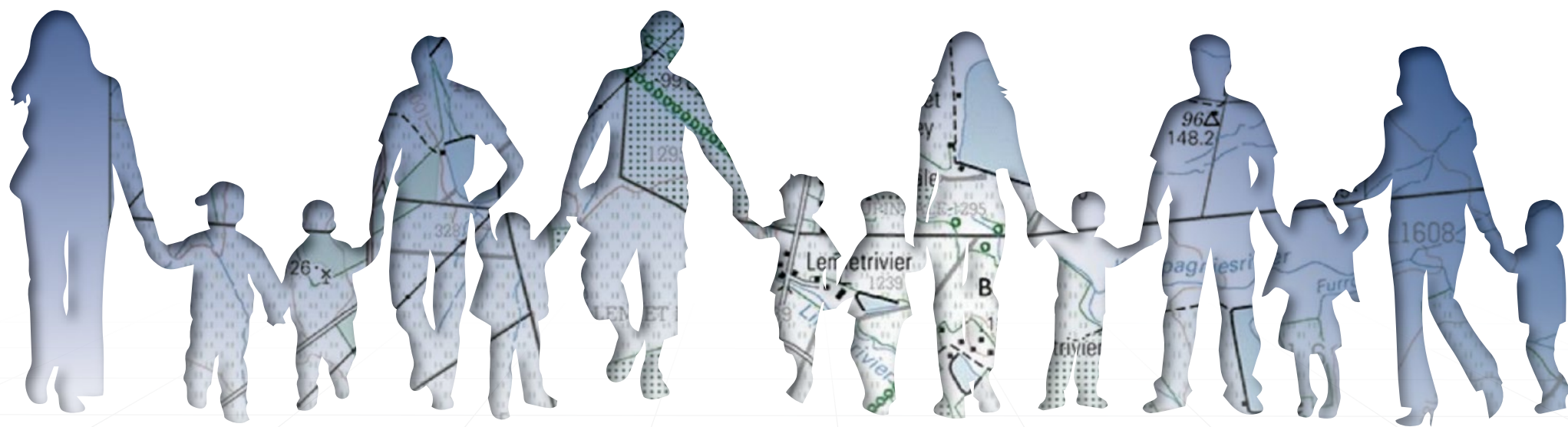
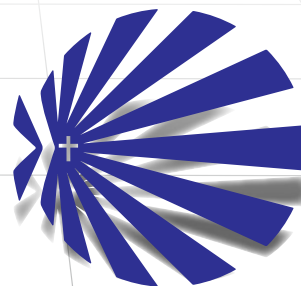


# Towards Tomorrow Together in Faith



Catholic  
Institute of  
Education





330  
Catholic schools

173,388  
Total number of  
students

92,472  
Girls

80,916  
Boys

7805  
Teachers

3,218  
Other staff

21%  
of all students  
are Catholic

93%  
of all students  
are Black

7%  
of all students  
are White



24  
Skills Centres

4,500  
Learners

39.8%  
Girls

60.2%  
Boys

24  
life skills  
facilitators

144  
training  
facilitators

50  
Mangement staff

36  
Administrative  
staff

99.4%  
of all students  
are Black



ADVOCACY  
& POLICY  
page 15



TEACHING  
& LEARNING  
[page 25](#) | [page 31](#)



NETWORK  
COHESION  
page 17



THABISO SKILLS  
INSTITUTE  
page 29



SAFETY &  
WELL-BEING  
Page 7 | page 32 | page 33



CATHOLIC ETHOS  
& IDENTITY  
page 5



GOVERNANCE &  
LEADERSHIP  
page 1



MONITORING &  
EVALUATION  
page 23

This is an  
interactive  
contents page

Click on the icons  
to explore the  
report



# Towards Tomorrow Together in Faith

Looking back on a year that has passed is always a salutary experience and for CIE 2019 was no different. Several key events can be highlighted but one that of course stands out is the [3rd National Schools Congress](#).

The 3rd National Catholic Schools Congress was held in September and the theme was *Towards Tomorrow Together in Faith*. This theme illustrates how CIE views its work of service to Catholic schools in South Africa. CIE believes in working collegially and underpinned by faith in order to build the future of the children in our schools.

The preparation for the Congress occupied a great deal of time as did two external evaluations; one of the [Building Peaceful Schools Programme](#) and the other of the work of the [Thabiso Skills Institute](#).

CIE has continued to deliver on its strategic plan which is underpinned by the aim: For Better Education for the Good of Society.

## For Better Education for the Good of Society

Key result areas focused on:



### CATHOLIC ETHOS & IDENTITY

To foster and celebrate the Catholic ethos and identity of schools and skills centres and foster the spiritual and religious development of all



### SAFETY & WELLBEING

To support schools in providing safe, caring environments of peace where children can flourish and where their wellbeing is assured



### GOVERNANCE & LEADERSHIP DEVELOPMENT

To inspire and support strategic school governance and leadership, both in the practical administration of schools and in leading the learning program of the school



### TEACHING & LEARNING

To improve teacher competence and learner performance through modelling good practice in the classroom and the professional development of management and teachers



### ADVOCACY & POLICY

To work for improved conditions in the education sector at district, regional and national level; to support schools in interpreting and implementing policies and to develop policy relevant to Catholic schools



### EDUCATION NETWORK COHESION

To engage with both Catholic and broader education networks and other relevant stakeholders to encourage a mutually beneficial education environment in which positive change can take place at the district, regional and national level



### THABISO SKILLS INSTITUTE

Skills development to provide alternate pathways for unemployed youth to enable economic participation





Two other significant events were the annual *Leave your Print* campaign and the Brenninkmeijer Memorial Lecture delivered by Constitutional Court Judge Emeritus Yvonne Mokgoro, entitled *Filling the Line between Privilege and Disadvantage, a Constitutional Imperative for Social Cohesion*. Judge Mokgora shared her wide experience of working with the Constitution as South Africa became a democracy and challenged those listening to continue to create a caring society and to do one thing differently.

The second year of the *Leave Your Print* campaign proved a success with schools once again enthusiastically participating. The funds raised are used to repair or build toilets in needy schools; another most important aspect of keeping children safe.



*Above:*  
Learners who participated in the Leave Your Print Campaign. The learners attend school barefoot to raise funds for the Campaign as a way of leaving their print on society.

*Left:*  
Before and after images of toilet block renovations made possible through the funds raised by the Leave Your Print Campaign







# Catholic Schools Ethos & Religious Education

The Religious Education department offered ongoing support to local Catholic school Offices. Paul Faller continued to support two major projects: the development of the **Advanced Certificate in Religious Education** with the TEEC and the continued development of **Christian Meditation for schools**. Christian Meditation workshops for rural schools took place in eight areas with good attendance. The highlight of the Christian meditation project was the visit of Fr Laurence Freeman, Director of the World Community for Christian Meditation. In partnership with the Jesuit Institute of Education, 12 events were held over the 10 days of the visit with just over 800 people attending in Cape Town, Durban and Johannesburg.

Writers were sourced to develop the modules for the Advanced Certificate in Education while many hours was spent in obtaining accreditation for the course.



*Learners from Gauteng Catholic Schools discussing the importance of being at a Catholic School*

This will be promoted during 2020. Paul Faller continued to produce Roots and Wings, the newsletter of the Professional Society of Religious Educators.

CIE regional managers continued to assist schools with ethos and Religious Education, observing RE lessons and giving constructive feedback. Timetabling of RE continued to be a major challenge as does adequate formation for teachers.

A major boost for Religious Education was the emphasis and support from the 3rd National Catholic Schools Congress.







# Child Safeguarding & Building Peaceful Schools

Since 2012 the aim to have every child being, and feeling, safe in our Catholic schools has been a core part of our work. In this year the first roll-out of a Child Safeguarding Policy for South African Catholic schools took place. In 2017 the policy was reviewed and substantially updated with schools receiving formation in 2018. A new aspect was the appointment of Designated Child Safeguarding Person at each school to monitor and track incidents and the reporting thereof. During 2019 our work has focused on how schools are managing and implementing this policy with the emphasis on leadership and the

Designated Child Safeguarding Person's roles. Incident books at schools were monitored and schools were assisted with reporting procedures. The National Catholic Board of Education has appointed a Board sub-committee on Child Safeguarding to manage quality standards for the delivery of the work as well as monitor cases of abuse and the manner in which they are handled.

The holistic development of peaceful environments for learning is also a part of Child Safeguarding, and the Building Peaceful Schools programme is a natural extension of this impetus to keep children safe and make schools places of peace and justice. The 2019 evaluation of the programme by Khulisa, has affirmed us in our work. [Climate surveys](#) enable us to engage in the everyday changes that would be necessary to make a school safer and more peaceful. The evaluation developed the programme's [Theory of Change](#) - enabling us to see what we should focus on in order to increase the peace, and challenging us to find out more about the things preventing peace in schools. A number schools have completed all 16 workshops, and we will be working with those schools to unpack some of the recommendations of the evaluation.

**2012**  
Roll-out of Child Safeguarding Policy

**2017**  
Policy receives comprehensive revision

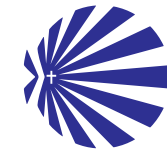
**2018**  
Appointment of Designated Child Safeguarding Person at each school

**2019**  
Focus on how schools are managing and implementing policy

Khulisa evaluates Building Peaceful Schools Programme

Several schools complete all 16 workshops

Training Learners in Peer Mediation & Peer Education



# Building Peaceful Schools Theory of Change

If

The CIE is well-funded, has sufficient and capacitated human resources, and school communities are willing for CIE to engage with them, then CIE is able to:

Offer peacebuilding, conflict management and restorative justice formation with **educators**

Conduct peer mediation formation with **learners**

**Support schools** to implement child safeguarding policy and processes

**Engage and mentor school management** to implement restorative approaches

Undertake learner and teacher **school climate surveys**

Then

Teachers will have knowledge, skills and a mind-set to build good relationships, manage conflict, use restorative approaches, and encourage learners to regulate own behaviour and manage conflicts

Peer mediators will have knowledge, skills and confidence to use peace building, conflict management and restorative approaches with peers

Learners will be aware of, know school procedures and implement restorative approaches to build good relationships

The school community will take ownership for restorative approaches which are included in policies, procedures and plans

The school community will commit to implement and institutionalise restorative approaches in their core functioning

The school community will adopt and implement the Child Safeguarding Policy

Thus

There is a personal commitment for peace building in school settings (and their own lives)

Interpersonal relationships improve and there is less interpersonal conflict

&

All members of the school community feel safe, supported and experience justice and fairness

&

Child Safeguarding and Restorative Justice is embedded in policy, procedures and school practices

Therefore

Child Safeguarding and Restorative Justice is institutionalised and embraced

&

Schools are places of justice and peace where the dignity of all is respected and the conditions of teaching and learning improve.



# School climate survey

The School Climate Survey for Learners now includes four years of data with 19800 learners completing it over that time. A look at just three items in the survey over the period shows how much things have changed:

	2016 %	2017 %	2018 %	2019 %	variance from Baseline
Learners hitting other learners	34	37	31	<b>30</b>	-4
Teachers hitting learners	56	57	47	<b>45</b>	-11
Teachers making learners feel safe	75	80	79	<b>81</b>	+6

The reduction of physical violence between learners by 4%, and between teachers and learners by 11%, is a major milestone for the programme. Regional analyses show that there have been positive shifts of up to 14% in teachers caring for learners, and reductions of both physical and verbal-emotional violence between teachers and learners. However, some schools still struggle with a high prevalence of violence and conflict.



2019 saw the introduction of the School Climate Survey for Teachers, administered with a selection of 801 teachers in 35 schools. This survey indicates how teachers perceive their interactions with other teachers, with learners and their parents and with the Provincial Education Department. This data is analysed and compared to the learner data from the same schools.





Training young people in Peer Mediation and Peer Education has been a significant aspect of the programme because their energy and enthusiasm enables success. A challenge that we face is having a committed teacher to support them but where there is teacher support the learners are able to have a positive effect on their schools. The longer a peer mediator is in the programme, the greater their understanding of the climate and things that harm it becomes. This programme has given peer educators a channel to help others and to be an influence in their schools. Peer educators tell us time and again that the programme has helped them to develop self-esteem and to become more confident.

Trained peer educators not only delivered five life orientation lessons to grade eight learners to address issues such as HIV and develop self-esteem and decision making but frequently went beyond what was required of the project and developed subsidiary activities of their own.



*Nkhumeleni Musetha, a peer educator at St Brendan's (16 years old) established her own NGO in her community to talk about feminism. She raised money for 30 girls to participate at a conference and she asked speakers to come in and speak to them; the police came to speak to them about rape and someone spoke to them about body changes. On the Saturday they had a power walk, urging girls to stand up for themselves. She proposed having a sister-hood of girls. "Nobody deserves abuse."*

*At St Bede's High School, a peer educator said, I have learned to be open to other people and to be friendly. You must be who you are and not what others want you to be.*







## Network & Advocacy

The major networking event was the **3rd National Catholic Schools Congress** mentioned several times in this report. A joint meeting of all Catholic school service offices, where issues of mutual relevance were discussed and joint activities were planned, took place in March. Other links strengthened during 2019 were with the network. At the **Southern African Catholic Bishops' Conference** the CIE reported on behalf of the CBE to the Department of Christian Formation, Liturgy and Culture and attends the Social Action agencies meetings. CIE is part of the SACBC Legal Advisory committee and the Director serves on the SACBC Finance Committee. During 2019 CIE assisted in the finalisation and design of the Bishop's Pastoral Plan.

As a result of the May 2019 CBE/CIE meeting with the Director General, Mr Moveli, both the DG and the Minister of Basic Education sent letters to their counterparts in the provinces (HODs, Superintendents General and MECs) putting on record the CBE's concerns and the response of the National DBE. CIE was also invited to share our Building Peaceful Schools disciplinary

materials with the DBE. The CIE presented at the International Catholic Education Congress at Fordham University in New York, titled *Educatio Si*. At this meeting the CIE put Child Safeguarding at the centre of any efforts to respond to the world's education needs. The Secretary General of OEIC attended the 3rd National Catholic Schools Congress and presented the outcomes of the international congress.

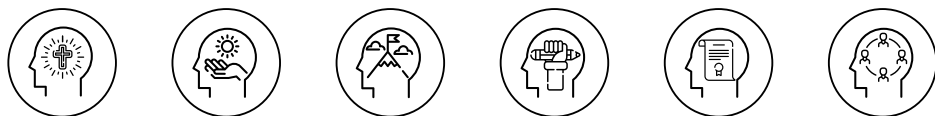
The CIE Thabiso Skills Institute continued to contribute to the Community Education and Training discourse in South Africa through strategic partnerships at all levels of the system including the Department of Higher Education and Training (DHET), SETA's and the Quality Council for Trades and Occupation.

CIE's Deputy Director finished her second term as the chairperson of the National Alliance of Independent School Associations which meets regularly in a DBE HEDCOM Sub-Committee on Independent Schools. The Policy, Advocacy and Government Relations Manager represented NAISA on the Teacher Development and Curriculum Management DBE HEDCOM sub-committee as well on the EDTP-SETA schooling and ECD chambers.

Through serving on the National Schools Safety Steering Committee facilitated by the National Education Collaborative Trust (NECT) on behalf of the DBE, CIE was able to share our experience of Child Safeguarding and Building Peaceful schools and make significant inputs.







# Third Catholic Schools Congress



From 25-27 September 2019 some 350 delegates gathered for the Third National Catholic Schools Congress, *Towards Tomorrow Together in Faith*. The congress had been more than a year in preparation with regional conferences held across South Africa. These conferences were attended by school leaders, religious educators, teachers, parents, governors and owners of Catholic schools, Bishops and Religious Congregational leaders.

Five themes were selected for the Congress:

Catholic Education Today and Tomorrow:  
Exploring Identity and Mission

Religious Education: Educating the heart, mind and soul:  
Exploring the potential of Religious Education to shape a better world

Liberating Education for 21st Century:  
Exploring the Catholic school response to the needs of the 21st Century

Governing and Leading Catholic Schools  
towards tomorrow:  
exploring ethics, stewardship, empowerment and collaborative practice

Sustaining and Growing Catholic Schools  
today and tomorrow:  
Exploring ownership, advocacy and viable partnerships







Guest speakers were Mr Sizwe Nxasana, co-founder and chairperson of the National Education Collaboration Trust and the founder of the Sifiso Learning Group; Dr Wayne Tinsey, the Executive Director of Edmund Rice Education Australia, Monsieur Philippe Richard, Secretary General of the International Catholic Education Office and Ms Barbara Dale-Jones, one of the founders and director of both Thunderbay Collective and The Field Institute.

Guest speakers for each theme were Evona Rebelo, Barbara Dale-Jones, Mduduzi Qwabe and Sr Kathy Gaylor OP. They outlined the theme after which delegates engaged in rounds of discussion on the themes and offered their insights into the topic. The results of the discussions were synthesised by a hardworking team in time for the next deeper round of discussions.

Nontobeko Matlala, Anne Baker and John McCormick spoke on the three important aspects of Child Safeguarding, the Building Peaceful School Programme and Christian Meditation in schools.

The synthesis team offered a summary statement of each theme with a commitment about how it would be done to a working group who refined it for presentation to the plenary. An open and helpful session with all delegates took place where they were able to comment on the vision and direction statements.

After further consultation with all delegates via email, the Vision and Direction statements were finalised.





# VISION STATEMENT

In fidelity to Jesus Christ and the call of his Gospel,

we celebrate the uniqueness of our schools' identity as part of the evangelising mission of the Church, honouring the past and welcoming the future.

We recognise our responsibility to contribute to the transformation of our country, towards a society fit for the children of God.

The Congress calls the entire Catholic school community to the following understandings and actions:

## ETHOS

Ethos is the responsibility of the entire school community, and our identity is witnessed to by right relationships with God, our world, and ourselves.

## JUSTICE & EQUITY

Rooted in a vision of integrity, social transformation, and care, we will aim at greater justice and equity.

## RELIGIOUS EDUCATION

Renewed and resourced Religious Education that builds a generation who are informed about their faith, spiritually formed, at peace with themselves and others. A generation that is committed to respectful discernment and dialogue to shape a better world

## NEW METHODOLOGIES

Deeper engagement with new methodologies that contribute to the relevant and fruitful education of learners, while retaining the excellence and discipline for which our schools are known.

## A FLEXIBLE & DIVERSE CURRICULUM

Working towards a curriculum that is flexible and diverse, and promotes environmental responsibility.

## NURTURING SERVANT LEADERS

Nurturing servant leadership in governance and management; leadership that is ethical and appropriately democratic and accountable; particularly with regard to the Catholic ethos.

## RESPONSIBLE STEWARDSHIP

Practising responsible stewardship, and promoting educational sustainability, renewal and growth

## BUILDING GREATER COOPERATION

Building greater cooperation between our schools, with Church structures, and with the Education Department who are our partners in the mission of education.

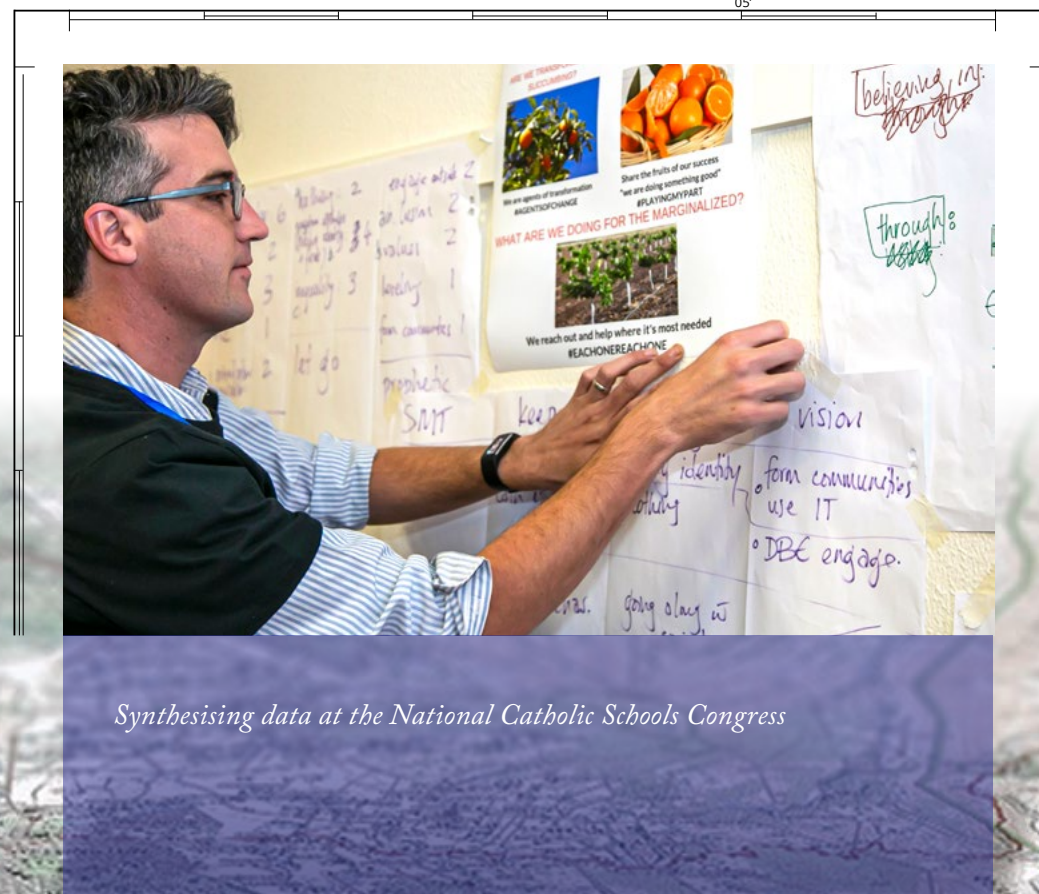
Each direction statement consists of a statement of belief, a commitment and how this will be put into practice. These direction statements will be the blueprint for all sectors of the Catholic school network in the coming years.





# Strengthening CIE's Monitoring & Evaluation

A major development in the second half of 2019 was our **Data Volunteer initiative** - where two post-graduate students in fields related to Development and Monitoring and Evaluation were involved in a series of tasks assisting with **data collection, analysis, synthesis and report generation**. In preparation for the [3rd National Catholic Schools Congress](#), they helped the CIE to analyse and code all the information from the Regional Conferences, developed infographics for the Congress and were part of the Synthesis Team that performed real-time data synthesis for the development of the **Direction Statements**. They also helped to develop a dashboard for the [School Climate Survey for Learners](#), and collaborated on reports analysis. They gained experience through this, as well as through other field work in schools and skills centres. Most of all, their youthful energy and fresh ideas helped the CIE to innovate in the way we work with data.



*Synthesising data at the National Catholic Schools Congress*







# Teaching & Learning

The CIE continued to support **School Management Teams** regarding pedagogy and curriculum, through our **Literacy programme** in 20 schools. We also distributed books from Book Dash. In our work in one region of Lesotho, **Professional Learning Communities** have seen some growth. Further work took place in the **Blouberg Reading for Enjoyment Programme**, which led to improvements in reading and other related skills in foundation phase and intermediate phase learners. The literacy work in the impoverished Uitenhage and Sundays River Valley continued and CIE conducted a participatory evaluation with principals and teachers from five schools to explore how the project had impacted schools.



Referring to the literacy programme, teachers said:

*“We had play and remedial reading, involving the teachers, the learners. It made us feel good about progress. What helped was having different techniques like story-writing, drawing pictures and questions and answers.”*

*“What surprised me was the excitement, the eagerness and the spontaneity of the work. The games we played with the kids were great and so was the way we read to inspire the learners. I’ve learned that reading gives us an opportunity to enrich the kids so they can be better versions of themselves.”*



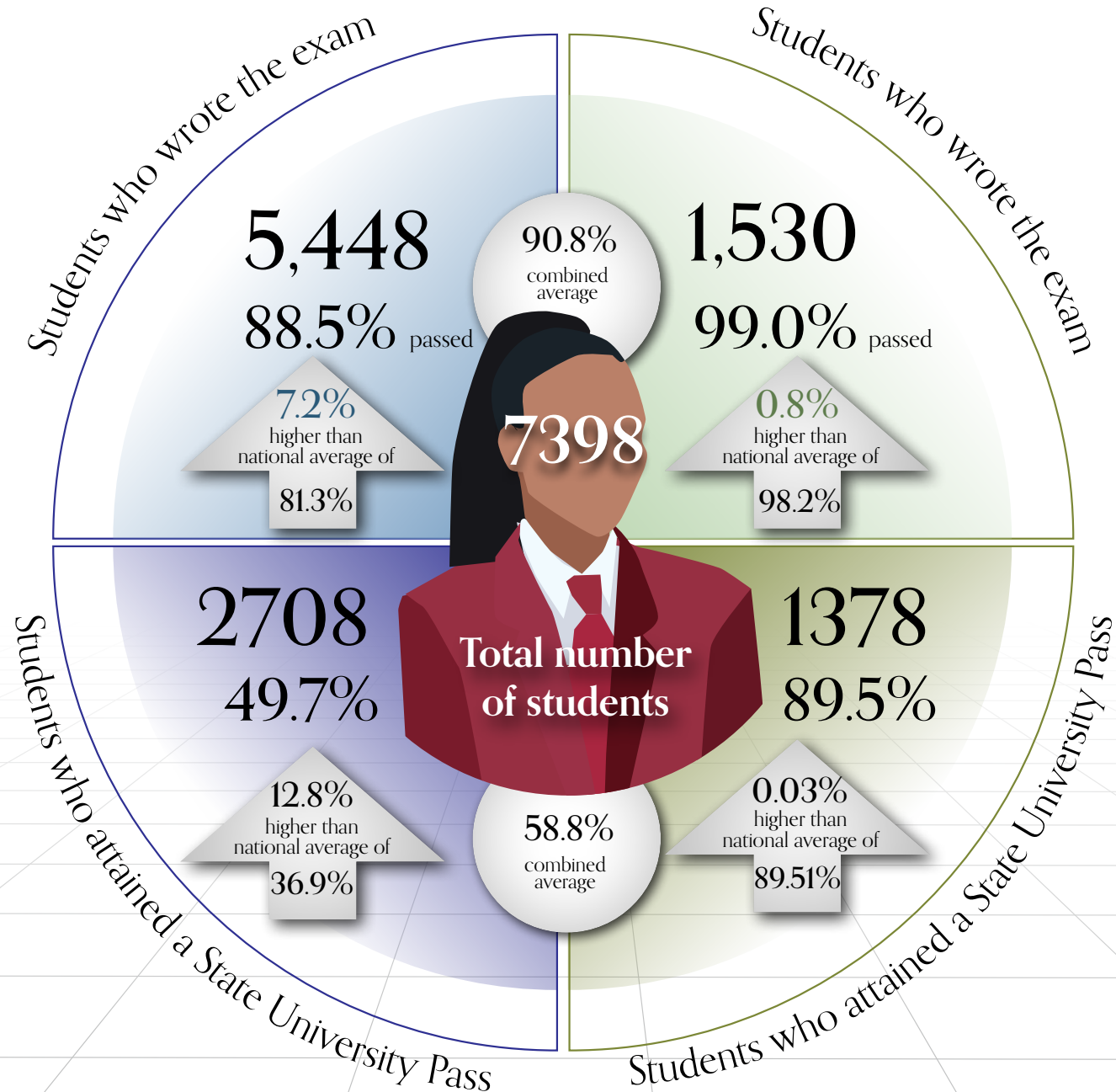




# 2019 Catholic National Senior Certificate Results

STATE

IEB







# CIE Thabiso Skills Institute

The CIE Thabiso Skills Institute network centres target approximately **3 000 NEET** (Not in Employment, Education or Training) youth per annum accessing training through **24 Catholic skills centres** based in South Africa. The majority of these skills centres are situated in urban townships with high unemployment levels, informal settlements and in rural areas. During 2019, **1 810 Learners** were trained in three new skills programme offerings – **baking, merchandising and end-user computing**. Workplace Based Learning (WPBL) opportunities were found for **385 Baking and merchandising learners, in 66 companies**. A further **1 354 learners have experienced simulated work experience** or alternate WPBL at their respective centres.

Since March 2017, 39 centre managers and their deputies from **20 skills centres** attended 8 leadership seminars while 55 board members are being assisted and guided through board governance processes by the CIE Thabiso staff who also serve on some boards. Three owners' workshops were delivered; 26 staff were trained as facilitators in the three new skills programmes, with 16 receiving end-user computing assessment and moderator training; six centres received onsite financial systems training and support. Life-skills for learners is a vital



*Attendees and trainers at the CIE's Don Bosco Tech Africa Life-Skills training*

part of learner development and to this end three facilitators were trained in the delivery of the Life-Skills programme with 20 Life-Skills facilitators attending a refresher workshop. The reach of the **CIE's Life-Skills programme extended** into Africa during 2019 through the training of 16 Job Services Officers from **15 African countries** by staff from the CIE Thabiso Skills Institute by invitation from Don Bosco Tech Africa.

The **National Skills Fund (NSF) funded training for 1 469 learners in two skills centres** from January 2016 to March 2019. Additionally, in a later agreement the **NSF funded training for a total of 1 271 learners across 20 skills centres** for the period 1 June 2018 to November 2019.

A significant evaluation of the work of the CIE TSI took place in 2019. The evaluation stated: *In terms of Legislation and Policy, the CIE Thabiso's contributions and engagement have been highly successful, with regulators and Skills Centres alike reaping the benefits of the discourse on community education and training.* This affirmed the dedicated work of the CIE Thabiso skills Institute.







## Education Access Programme

**Forty-one schools** are supported by the Education Access Programme which aims to **keep some 1713 vulnerable children in school** through a variety of support mechanisms.

By providing the payment of school fees, uniform and food allowances, transport to school and payment for school outings, each learner's sense of safety, self-worth and self-respect is recognised as important for their overall well-being and learning. Other special needs and projects in these schools were also funded.

In addition to the annual grant, the funder sponsored the Web Ranger programme at Pax College. The Web Ranger programme is a digital literacy programme that allows young people to gain critical skills and knowledge around online safety. **Through this sponsorship, ten boys from Grade 10 and 11 were trained as Web Ranger ambassadors.**



## Health Screening and Deworming

Over **1000 Grade 1 children from 15 schools** across three regions were screened for health problems as part of the CIE Health Screening programme now in its 6<sup>th</sup> year. Health problems varied across regions and range from children being underweight, dental caries, ear and eye problems as well as skin complaints. Older children that the school is concerned about are also referred for screening. Serious cases are referred by the professional nurses to clinics with follow up being carried out by local champions who ensure that children do reach the clinics. Teachers refer older children whom they are concerned about. Health education sessions with parents and teachers also take place. Parental involvement and health education continue to play a positive role towards the realisation of this project's objectives.

The CIE EAP team visited EAP primary schools that did not receive deworming services from the Department of Education and Health. **3566 learners from 16 schools benefitted from this programme.** CIE was assisted at some sites by utilising the services of the nurses from local clinics who are employed by the Department of Health.







# Journey of Hope

The Journey of Hope is a programme of child participation where children discuss issues in their own school and how they can bring about change as they are able to. One of the standards for ethical practice in child participation stipulates that ‘There must be adult partners’. There was teacher turnover during 2019 and involvement of new teachers in the Journey of Hope programme required ongoing training throughout the year. Teacher commitment at one school hindered the learners achieving their goals. Some successes throughout the year in the schools involved were:

- A slight decrease in bullying at one school
- Group members also collected sanitary towels to add to school stock ensuring that these did not run out before year end



- Providing porridge for hungry learners as well as providing lunch boxes and food to take home
- Keeping the school clean with the entire school body following the group's example.







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