Responding to the care and support needs in schools

Consultative meeting on general education system with a focus on improving Access, Equity and Inclusivity in Education

Branch S

DBE, 17 October 2013

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Outline of presentation

- Background

- Policy Mandate

- Purpose of Branch

- DBE Approach: Conceptual Frame to CSTL Programme and Priority Areas

- Interventions

- Strategic Thrust over next 5 years

- Conclusion

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Background

- Reciprocal relationship between health and education is well established
  - Education is a key determinant of better health outcomes
  - Health and social issues experienced early on can compromise access, retention and achievement
- Societal problems such as poverty, illness, alcohol and drug use manifest in schools and impact negatively on the attainment of good educational outcomes.
- Schooling 2025 and the Action Plan to 2014 highlight the fundamental and critical role of learner and educator well-being in achieving quality outcomes
- Much progress has been made in the sector in promoting and improving wellbeing, and addressing barriers to education

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Policy Mandate

- International and Regional Commitments
- Millennium Development Goals (2015)
  - **Goal 1 - eradicate extreme poverty and hunger**
  - **Goal 2 - access to universal primary education**
  - **Goal 3 - empowerment of women and promotion of gender equality**
  - **Goal 6 – combat HIV, malaria and other diseases**
- Education for All Goals
- Orphans and Vulnerable Children and Youth as a priory group

Policy Mandate cont

- Constitution of RSA:
  - All children have a right to basic education
- Government Outcome 1: Improved Quality of Basic Education
  - Long-term vision: Schooling 2025
  - Short-term vision: Action Plan to 2014
  - **Education White Paper 6: Special needs Education**
- Action Plan to 2014 recognises that:
  - **Education is a societal issue**
  - Schools are a microcosm of communities
    - Health and social issues reflected in schools
    - Centrality of learner & educator wellbeing

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Action Plan to 2014

- **Goal 11:** Providing quality ECD: Addressing health barriers to learning through early intervention
- **Goal 16**: Effective in-service teacher development: Improve professionalism, subject knowledge and teaching skills of educators on health & social issues
- Goal 17: teacher workforce that is healthy & enjoys job satisfaction
- Goal 24: physical infrastructure & environment inspires learners to want to come to school & learn & teachers to teach
- Goal 25: promote access amongst children to the full range of public health & poverty reduction
- Goal 26: implement the inclusive education policy & have access to centres which offer specialist services

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Mandate and Purpose

- To **mobilise all sectors** of society in **support of basic education** and **use schools as vehicles for promoting learners' access** to a range of public services such as health, poverty alleviation, social cohesion, sport & culture
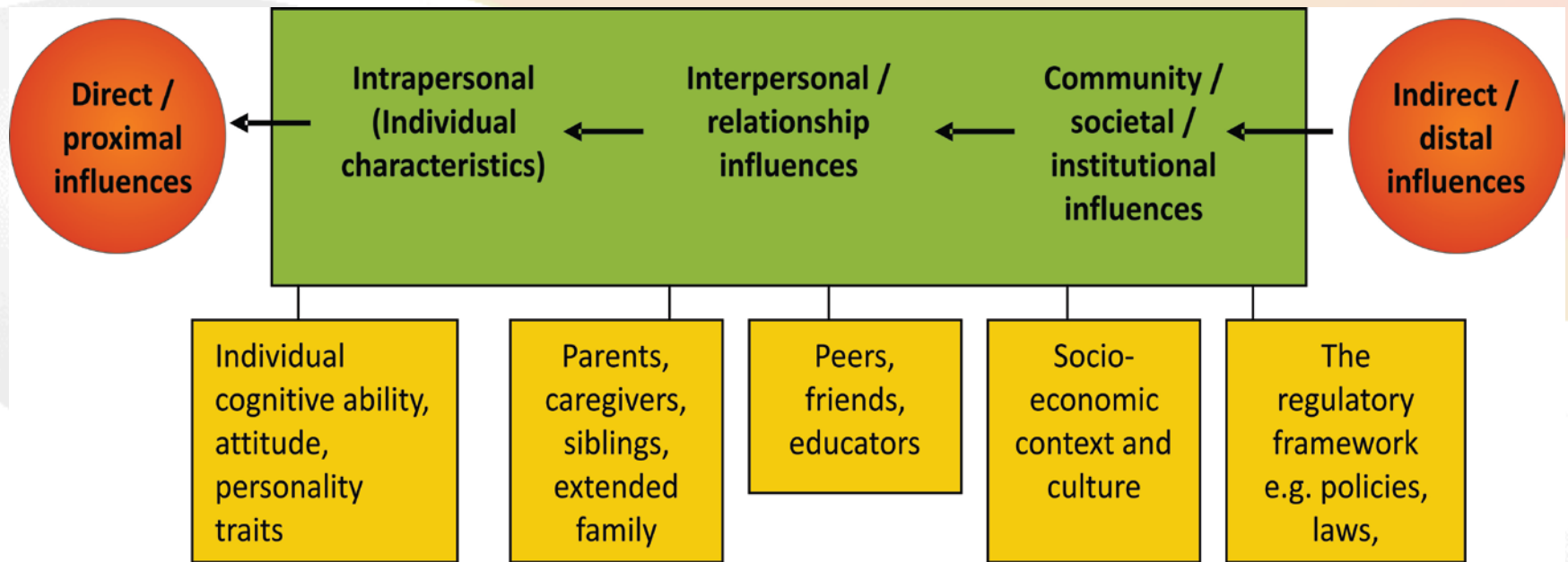
Ecological Systems Approach

Figure 2: The Ecological Model

- Intrinsic (e.g. physical, mental, health)
- Systemic (policy, curriculum, violence/bullying, etc)
- Societal (poverty, HIV and AIDS, lack of parental care, etc)

What is CSTL?

- CSTL is a comprehensive, co-ordinated multi-sectoral response to address barriers to teaching & learning

- NOT a new programme but provides an overarching framework for existing programmes

- Promotes mainstreaming based on a strong policy mandate

- Defines the scope of programmes in and through schools

- Strengthens coordination, management and governance structures in education

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

What is CSTL-cont

Goal: Realise education rights of all children through schools becoming inclusive centres of learning, care & support

Role of DBE

1. Create an enabling environment for other stakeholders to act in and through schools

2. Lead in addressing education and school level barriers to learning

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Priority Areas

Figure 1: The Policy Mandate for Care and Support within the Schooling System

How do we judge success?

- Every child is enrolled at school at an appropriate age for each grade
- Every child attends school regularly & completes schooling
- Every child is provided support & opportunity to reach to their full potential

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Alcohol and Drug Use: Epidemiology

Drug	Male	Females	Total
Alcohol (current)	40.5%	29.5%	**34.9%**
Binge drinking	33.5%	23.7%	**28.5%**
Cigarettes (current)	26.4%	15.8%	**21.0%**
Cannabis (ever)	13.1%	6.5%	**9.7%**
Inhalants (ever)	15.2%	9.2%	**12.2%**
OTC (ever)	12.8%	11.3%	**12.0%**
Club drugs	9.0%	4.7%	**6.8%**
Methamphetamine	8.7%	4.6%	**6.6%**

- Number of young people entering treatment is increasing (17-28%)
- Tobacco & alcohol are gateway drugs
- Gender gap closing
- Use of performance enhancing drug in sport (30/100 in GP using PES)
- **Ease of accessibility in schools**
  - **13% used alcohol at school**   **8% attending school after drinking**
  - **8% used cannabis at school**   **9% offered, sold or given illegal drug at school**

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Nutritional Support: NSNP

Item	Progress since 2004
Budget	Increased NSNP budget at R5 billion p.a up from R959 mil
School feeding	• Beneficiaries: 9 million learners up from 4 million • Whole school feeding (Q1, 2 and 3) • Expansion to secondary and identified special schools • Improved quality of meals (warm, cooked, balanced) • Progressive resourcing of kitchens, equipment, utensils • Over 54 000 volunteers engaged to cook and serve learners • Increased HR capacity for monitoring: 21 officials at DBE
Nutrition Education	• Manuals on nutrition for educators, learners and parents • Working with Branch C: Scripted lesson plans • Annual nutrition awareness campaigns
School gardens	• 6 739 school food gardens (2011/2 audit)
Publications/ KM	Annual reports 2008 to 2011, Recipe Book "Mnandi 4 Sure"; posters, newsletter, charts, booklets on nutrition etc

Interventions: Safety and Protection

- Draft School Safety Framework developed
- SAPS Protocol: link schools to police stations
- Establish school safety committees
- Implement alcohol and drugs strategy
- Stop Rape Campaign
- IEC material on bullying, alcohol and drug use

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Health Promotion

- Integrated School Health Programme implemented with DOH and DSD

- HIV and TB
  - Implementing the Integrated Strategy on HIV, STIs and TB, 2012-2016
  - Strengthening Sexuality education through LO
  - Access to SRH services
  - New policy on HIV and TB (*current policy 2009*)

- Improving health and TB literacy in sector (materials for learners, educators and parents)

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Co-Curricula Support and Gender

- Enrichment Programmes (e.g. SASCE)
- Peer Education Programmes
  - Guidelines and Training on these
- GEM/BEM
- Techno Girls Programme

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Strategic Imperatives next five years

- Consolidate gains
- National Development Plan Imperatives
- MDGs and post 2015 Education Agenda
  - Quality
  - Early Childhood Care Development
  - Secondary Schooling (Completion)
  - TVET (Technical and vocational education and training)
  - Teacher Training and Development
  - Inclusive Education System
- Non communicable diseases
  - Diseases of lifestyle (Overweight, Obesity, Alcohol)
  - HIV and TB

Strategic Thrust for the next five years

Social Cohesion & Equity:

- Consolidate & expand social cohesion programme

- Expand & institutionalize Nkosi Albert Luthuli Oral History Programme

- Finalise Gender Equity Framework & National Action Plan to combat racism & all forms of discrimination

Sport & Enrichment:

- Efficient data capturing system for sport & enrichment

- Social Role of Sports, and literacy & numeracy enhancing potential of Enrichment programme be implemented

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Strategic Thrust next five years

School Safety:

- Comprehensive School safety framework implemented with strong community & stakeholder support

- Efficient monitoring and reporting system in place

Partnerships in Education:

- Implement the partnership framework to streamline partnership engagement to be responsive to departments priorities

- Effective monitoring & feed back of interventions to beneficiary & benefactor

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Strategic Thrust next five years

National School Nutrition Programme Directorate:

- Improve quality of school meals

- Establish systems to support the transfer-of-funds to schools decentralised model

- Implement a breakfast programme

Psychosocial Support Directorate:

- Develop Strategy for PSS in Education

- Strengthen the capacity of the sector to provide PSS

- Strengthen the Care and Support of Educators and Officials

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Strategic Thrust next five years

Health Promotion Directorate:

- Consolidate implementation (and reporting) on Integrated Strategy on HIV, STIs and TB
  - Develop scripted lesson plans for each educational phase
  - Craft a new policy on HIV and TB
  - Re-engineer teacher training for care & support
  - Audit LTSM, commission new LTSM for catalogue
- Implement and monitor alcohol and drug strategy
- Simplify ISHP package, standardise & take to scale, expand to ECD
- Take CSTL to scale, implement MER Framework

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Guiding Principles

- Mobilise and work with Society

- Learner Participation (and Responsibility)

- Monitoring, Support, Reporting and Research
  - Routine data collection (proactive)

- Align and strengthen C&S structures within education

- Communicate more and better

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Conclusion

- Delivery of C&S in the education environment is complex

- C&S within education is not an end in itself

- Value & impact must be measured by contribution to educational outcomes

- Multiple manifestations of vulnerability (risk and protective factors) need multi-stakeholder partnerships

Some Research Questions...........

- Implementation mechanisms/ Models of service delivery

- The health and wellbeing of Teachers

- What combination of C&S package of services enhances educational outcomes best as measured by access, retention and achievement?

- PSS: developing and strengthening resilience amongst learners and educators. Models of PSS service provision in schools.

- Research into gender and education and, in particular the challenges young teenage mothers face when they return to school, as well as how to address the challenges so that the girls are able to finish their schooling.

Thank You

www.education.gov.za

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA