

Every child is a National Asset

GENDER BASED PROGRAMMES AS IMPLEMENTED IN THE BASIC EDUCATION SECTOR

**Presentation to the Portfolio Committee on Basic Education
17 August 2021**



Presentation Outline

1. Purpose
2. Background
3. Policy and Strategic Frameworks
4. Prevention Approaches to End School-Related Gender-Based Violence (SRGBV)
5. Progress Update
 - i. GRPBMEA Framework as per established Task Team
 - ii. GBV Programmes as implemented in the 75 Education Districts
 - iii. GBEM for the Prevention of Violence
 - iv. Dealing with Sexual Harassment at schools and issues of Misconduct by Educators/Officials in respect of GBV
 - v. Other DBE initiatives that support gender equality and equity
6. Recommendation

Purpose

To present to the **Portfolio Committee on Basic Education on Gender Responsive Planning, Budgeting, Monitoring, Evaluation and Auditing Framework (GRPBMEA); Gender Based Violence (GBV) Programmes** as implemented in the 75 Educations Districts; the **Girls and Boys Education Movement (GBEM)** for the Prevention of Violence; and how the **Department** is dealing with **Sexual Harassment** at schools and issues of **Misconduct by Educators/Officials in respect of GBV**; as well as other initiatives that **support gender equality and equity.**

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1. BACKGROUND



Background

- The Department of Women, Youth and Persons with Disabilities (DWYPD) **presented** the **GRPBMEA Framework** at the Broad Management Meeting of the Department of Basic Education (DBE) on 29 October 2020.
- GRPBMEA Framework aims to:
 - Achieve Constitutional vision of **non-sexist society** and **gender equality**;
 - Ensure **women's empowerment** at the center of public policy, planning and budgeting and adequate resource allocation;
 - Improve country performance on gender equality, **women's emancipation**; and
 - Promote **inclusive growth and development** and achieve country development goals.
- The Framework is based on the Cabinet-approved implementation plan adopted on **27 March 2019**.

Background...cont

- In response, the DBE established a Task Team for the **Implementation, Monitoring and Evaluation of the National Strategic Plan on Gender-Based Violence and Femicide (GBVF)**, which also takes responsibility for steering the implementation of the GRPBMEA Framework.
- DBE representation on the Task Team comprises all 5 Programmes, with coordination and reporting led by the Office of the Director-General, **Programme 1** (Strategic Planning and Reporting), and **Programme 5** (Care and Support Services) providing gender-lens operational support.
- The DWYPD monitors the GRPBMEA Framework and started undertaking an initial assessment of implementation as at the end of **January 2021**.

Background - Programming

Background:

Following the Violence Prevention Forum (VPF) meeting of May 2020, the Department of Basic Education (DBE) in partnership with the German Development Cooperation (GIZ), United Nations Children's Fund (UNICEF), Media Monitoring Africa (MMA), Agape Youth Movement (AYM) and the South African Police Service (SAPS) formed an Action Group on violence prevention and child protection.

Given the disruptions in the realization of APP, the Action Group aimed to provide a coordinated approach to respond to the impact of COVID-19 pandemic on the safety of learners from violence and GBV and uphold the work done in this field.

Background - Programming

- The **Girls Education Movement/Boys Education Movement (GBEM)** led by the DBE through the support of UNICEF is a **learner participation movement**.
- The **aim** of GBEM is to **encourage girls and boys** to work together as **equals** and to **foster respect** for the human dignity and rights of both sexes. This is to foster **gender equality values** and promote **positive gender norms** through peer education and life skills.
- The GBEM programme is also part of the co-curricular offering in the **Care and Support for Teaching and Learning (CSTL)** framework which coordinates multi-sectoral support for schools. Another key pillar in the CSTL framework relates to the **promotion of social cohesion and social inclusion** as well as the **promotion of human rights and children's rights** in particular.

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2. POLICY & STRATEGIC FRAMEWORKS



Policy & Strategic Frameworks

- The **DWYPD leads the GBVF** in South Africa and the GRPBMEA Framework.
- The **Department of Social Development (DSD) leads South Africa as a Pathfinder country in the implementation of the INSPIRE** Framework to End Violence Against Children (VAC) and Adolescents in South Africa. INSPIRE is an acronym which summarises the range of in-country areas that need to be activated to reduce violence against children. Integral to this work, is the United Nations Girls Education Initiative (UNGEI) to End School Related Gender Based Violence (SRGBV) and is complimented by the UNESCO East & Southern Africa (ESA) Commitment to the delivery of Comprehensive Sexuality Education (CSE).
- The **DBE leads policy implementation** through the following:
 - National Curriculum and Assessment Policy Statement (CAPS) for the Life Skills and Life Orientation curriculum prescripts;
 - Integrated School Health Policy (ISHP);
 - National Policy on HIV, STIs and TB;
 - National School Safety Framework (NSSF);
 - Protocols to guide in the reporting of corporal punishment and sexual abuse and harassment in schools;
 - Standard Operating Procedures for the Employers of Educators;
 - ELRC Collective Agreement 3 Of 2018;
 - Government Gazette on the Prevention of Re-employment of Former Educators Discharged or Deemed Discharged for Misconduct or Deemed Resigned; and
 - Internal DBE policies and programmes.

Policy & Strategic Frameworks...cont

- In addition, the **DBE is in the drafting phase** for the following:
 - Policy for the Prevention and Management of Learner Pregnancy in Schools;
 - Protocol for the Elimination of Unfair Discrimination in Schools; and
 - Guidelines for the Educational and Social Inclusion of Sexual Orientation, Gender Identity & Expression, and Sex Characteristics (SOGIESC) in Schools.

3. PREVENTION APPROACHES TO END SCHOOL RELATED GENDER-BASED VIOLENCE (SRGBV)



Prevention Approaches to End SRGBV

From Policy to Practice using Five Prevention Levels:

1. Curriculum and Assessment implementation.
2. Learning and Teaching Support Materials.
3. Teacher Training and Development.
4. Co-curricular and Enrichment Programmes and Care and Support Services.
5. Advocacy and information.

Lever 1: Curriculum and Assessment

- GBV is addressed through the provision of CSE, which also includes:
 - Access to sexual and reproductive health services (secondary schools) including a focus on prevention of alcohol and drug use and learner pregnancy (now also COVID-19) as risk factors to GBV.
 - In primary schools, activities mainly focus on raising awareness of social justice and vulnerabilities such as reporting of abuse and support for GBV-affected learners.
- CSE lessons are delivered through a total of 80 lessons (implying 80 hours) in the Life Skills and Life Orientation subjects. 29 (36%) of the 80 lessons specifically addresses GBV.
- **Foundation Phase** starts by addressing bullying, safety of the body, protecting personal space, prevention of rape, reporting of sexual abuse and sexual harm, with the view of empowering the potential victim.
- **Intermediate Phase** begins to introduce issues of bullying, sexual abuse, sexual grooming, skills for bullies to change, this is coupled with identification and linking to services for learners at risk.
- **Senior Phase** introduces the construction of gender, consent, power and control in relationships as well as assertive communication.
- **Further Education and Training (FET)** phase addresses in depth the issues of gender construction, consent, power and control in relationships as well as assertive communication. These messages communicate both to the potential victim and perpetrator with the view of challenging their attitudes in the communities.

Lever 2: Learning and Teaching Support Materials

- 9 new state-owned open source **Life Skills and Life Orientation textbooks for Grades 4 to 12** have been developed in English (Nov 2020); currently translating these textbooks into Afrikaans and adapting them for use in special needs education.
- **Workbooks for Life Skills Grades 1 to 3** are already in the system.
- Scripted Lesson Plans for the delivery of **Comprehensive Sexuality Education (CSE)**:
 - USAID pilot in 10 Districts of 7 Provinces; and
 - Global Fund AGYW in 14 Districts of 8 Provinces.

Level 3: Teacher Training & Development

- **Life Skills/ Life Orientation Teaching Guide** is in development to support curriculum implementation using the textbooks.
- **Teaching for All (T4ALL) tertiary academic project** with the British Council currently offers inclusive education modules in 10 universities in pre-service teacher training B.Ed and PGCE programmes;
 - T4ALL includes modules on the CSTL Framework, Human Rights Education and Social Inclusiveness which sensitises educators to the needs of vulnerable children and their role as duty bearers of children's rights and their responsibilities to promote social inclusion and combat discrimination in all its forms in their classrooms.
 - Presently working with PEDs to offer the T4ALL course as an in-service training offering, this includes digitising the training with the National School of Government (NSG) for free and seamless access.
- **Gender Responsive Pedagogy Toolkit for Early Childhood Education (GRP4ECE)** with VVOB and the ETDP-SETA is currently underway.

Level 4: Co-curricular and Enrichment Programmes & Care and Support Services

1. Values in Education

- Promotion of Constitutional Values as the common set of values (focus on equality).

2. Gender Empowerment

- GEBM; and
- Adolescent Girls & Young Women (Adolescent Boys & Young Men).

3. Sexual Diversity and Gender Identity

- Harmful gender norm change, LGBTQI (homophobic bullying), Queer, Transgender and Intersex learners.

4. Ending School-related Gender-based Violence

- School-related GBV prevention pillar of the NSP for GBVF;
- Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools; and
- Violence Prevention Forum.

5. Essential Support Services for OVCs

- Career Guidance (Jamborees for Future Choices);
- Intergovernmental Service Delivery (health and other essential services); and
- Techno-Girl.

6. Oral History & heritage Education

- Oral History Programme (highlighting the equality trajectory, including gender equality); and
- Commemorations of Significant Anniversaries – celebrating women in SA History (Women’s Month, International Day of the Girl Child).

7. Social Inclusion in Education Working Group

Civil society engagement platform.

Lever 5: Advocacy & Information

- Developed the following advocacy materials to end GBV and challenge LGBTQAI exclusion issues:
 - **Opening Our Eyes:** A manual for educators on addressing GBV in South African Schools.
 - **The Prevent Violence in Schools Series of Manuals** (Learner Handbook and Facilitator & Mentor Guides).
 - **Speak Out – Youth Report Sexual Abuse:** A handbook for learners on how to prevent sexual abuse in public schools; Learner Booklet.
 - **Educators Speak Out Against Child Abuse!**
 - Leaflets for Parents and Educators on **Speak Out.**
 - **Challenging Homophobic Bullying in Schools.**
 - **Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools.**
- **Working with diverse communities:** Understanding sexual orientation, gender identity and expression – a guide for service providers.
- **Promoting and Protecting the Human Rights of Women and LGBTI+ People in the Diversity.**
- **(Trans)lation?:** Experiences of the deaf transgender community in South Africa – 17 February 2018.
- **National Intervention Strategy for Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) sector.**
- **National Dialogue on the Protection and Promotion of the Human Rights of Intersex People.**
- **I am my sister's and brother's keeper – Girls and Boys Education Movement Clubs:** A guide for schools.
- **The Legacy Series “for Freedom and Equality”:** Celebrating women in South African History.
- **Over a Century of Women's Struggle for Equality and Freedom.**
- **The 60th Anniversary Celebration of the 1956 Women's March.**
- **Travel Exhibition** profiling Women Stalwarts of the Struggle for liberation in South Africa.
- **TV and Radio advertorials.**

4. PROGRESS UPDATE

- i. GRPBMEA Framework
- ii. Monitoring GBV Programmes implementation in 75 Districts
- iii. GBEM for the Prevention of Violence
- iv. Dealing with Sexual Harassment at schools and issues of Misconduct by Educators/Officials in respect of GBV
- v. Other DBE initiatives that support gender equality and equity

i. GRPBMEA Framework

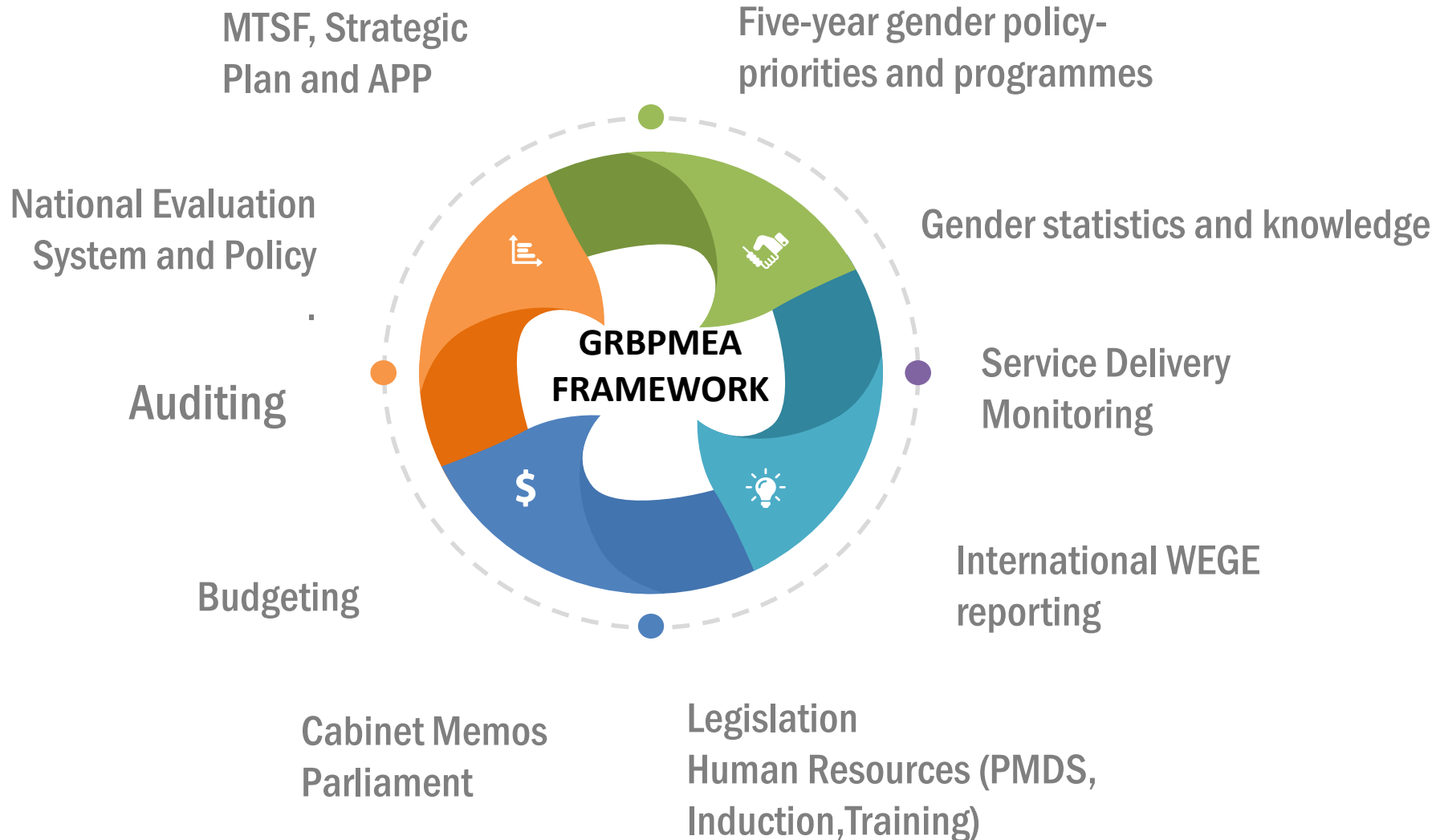
GRPBMEA Framework

- The DBE **submitted** the **progress report** on the implementation of GRPBMEAF to the DWYPD on **15 February 2021**.
- DWYPD was invited to **present** at the HEDCOM Subcommittee for Planning, Monitoring and Evaluation on 2 June 2021, to ensure that the **objectives** of the GRPBMEA Framework are shared and implemented by the sector.

GRPBMEA Task Team

- The **DBE Task Team** has undertaken a scoping exercise to determine human capacity, resource allocation and the extent of the uptake of a gender-lens in the delivery of its 5 Programmes.
- **Periodic reporting against the GRPBMEA Framework** by Branches is coordinated in this **Task Team**. However, limited content is received as Branches battle to consistently articulate gender mainstreaming in and through their programmes.
- As such, DBE collaborated with the National Treasury, IMF, DHET and DoH for a focused engagement on **mainstreaming gender equity in health and education – 25 June 2021:**
 - The IMF and National Treasury have made an undertaking to support the **DBE Task Team** and DBE Programme Managers with practical ways of mainstreaming gender equity consistently in programmes including data disaggregation and budgeting. This support is intended to improve the quality of Branch reports for the GRPBMEA accountability purposes.

CROSS CUTTING THEMES FOR REPORTING



GRPBMEA Themes for Reporting

National PME component	Key DBE interventions	Responsible Unit/Branch
MTSF and implementation plan	Department made inputs into the MTSF	Strategic Planning and Reporting (SPR) coordinates inputs from all Branches
Revised framework on Strategic Plans and APPs	Department's Draft Strategic Plan (2020-2025) and 2020-21 Annual Performance Plan (APP) is gender responsive: <ul style="list-style-type: none"> • Explicit reference to gender included in impact and outcome statements. • Gender included in situational analysis. • Major programmes include specific interventions aimed at empowering women (including indicators and targets). • TIDs indicate how data collection will be sex-disaggregated. 	Strategic Planning and Reporting (SPR) coordinates inputs from all Branches
	Department provides leadership on relevant gender indicators in the sector	ODG Branch S
Five-year gender policy priorities for 2019-2024	Clear policy priorities set to guide the Department's contribution to the achievement of women's empowerment and gender equality in South Africa (five-year and annual).	Branch S leads and all Branches provide inputs

GRPBMEA Themes for Reporting ...cont

National PME component	Key DBE interventions	Responsible Unit/Branch
Five-year gender policy priorities for 2019-2024...cont	Department-led sectoral policies/ strategies/ Master Plans etc. explicitly indicate contribution to women's empowerment in the sector.	Branch S leads and all Branches provide inputs
	Department provides leadership and technical support to provincial departments on GRPBMEA in the sector.	SPR in consultation with Branch S
National Evaluation System and Policy	Department's evaluation policy makes explicit reference to gender-responsiveness	RCME
	Department's Evaluation Plan (DEP) makes specific reference to gender-responsive evaluations.	RCME
	Commissioning and undertaking evaluations: <ul style="list-style-type: none"> • Gender sensitive ToRs and gender balance of evaluation teams. • Gender sensitive TOC, causal theories, TBE and contextual analysis etc. 	RCME leads
	Data collection and analysis: Sex-disaggregation; perspectives of women/men; prevent hidden biases; and Development of gender-specific indicators	EMIS SPR All Branch programmes
	Gender-responsive findings, recommendations and improvement plans on programme performance, outcomes, sex-disaggregated data.	EMIS RCME SPR All Branch programmes

GRPBMEA Themes for Reporting ...cont

National PME component	Key DBE interventions	Responsible Unit/Branch
Gender statistics and knowledge	<ul style="list-style-type: none"> Collection and maintenance of gender statistics, evidence and knowledge repository relevant to the Department's mandate and sector Gender-sensitive research undertaken within the sector. 	EMIS RCME Branch S
Auditing	<ul style="list-style-type: none"> Departmental internal audit undertakes gender-responsive auditing of Departmental plans and performance against predetermined objectives and gender indicators and targets. Internal audit includes WEGE in audit plans. 	Branch ODG Internal Audit
Service delivery monitoring	<ul style="list-style-type: none"> Department includes gendered assessments, interventions and improvement plans as part of frontline service delivery monitoring. Service delivery rating systems include gender-sensitivity of services/sites etc, incl. schools, health institutions, police stations, courts etc. Prioritisation of women-specific service assessments 	Branch A Human Resources Branch S Branch T

GRPBMEA Themes for Reporting ..cont

National PME component	Key DBE interventions	Responsible Unit/Branch
Budgeting	Gender responsiveness addressed across the budget cycle and MTEF processes/ MTEF budget allocations.	Ministry Branch A Financial Services- SPR Inputs from all Branches
	ENE and AENE include explicit reference to WEGE allocations per vote.	
	Each vote includes gender indicators per programme (mainstreamed and targeted).	
	Budget Vote address includes specific reference to women's empowerment.	
International WEGE Reporting	International reporting by Departments includes reference to Women Empowerment and Gender Equality (WEGE).	Branch ODG and all Branches
Cabinet memos	Cabinet memos and policies tabled by the Department include explicit evidence and targets on contribution to women's empowerment.	Branch ODG- inputs from all Branches
Parliament	Departmental reports to Parliamentary Committees include explicit reference to gender performance by the Department	

GRPBMEA Themes for Reporting ...cont

National PME component	Key DBE interventions	Responsible Unit/Branch
Legislation	Legislative reviews or new legislation to include gender-responsive perspective.	Branch A Legal And Legislative Services
Performance Management and Development System (PMDS)	Performance agreements and assessments at all levels within the Department (DGs, HODs, other senior management service members and public servants) include gender deliverables.	Branch A Human Resources
Induction	Induction for new staff (including managers) to include sessions on gender mainstreaming.	
Training	All senior managers attend training on gender mainstreaming and on GRPBMEA.	

ii. Monitoring GBV Programme Implementation in 75 Districts

Monitoring GBV Programmes

APP 2020 – 2021 No indicator on GBV

- District Monitoring in six (6) provinces FS, NC, NW, LP, KZN and GP:
 - Total number of schools per district received copies of Protocol for Management and Reporting of Sexual Abuse and Harassment.
 - Number of schools per district, implementing the Programme to End Schools Related Gender Based Violence.
 - **20 out of 43 Districts monitored** the prevention of GBV (**baseline**).
 - Accounts for **4426 out of 10 925 schools** across six (6) provinces: FS, NC, NW, LP, KZN and GP.

APP 2021 – 2022: New indicator - 5.1.5 Number of districts implementing the programme on school assemblies to end school-related gender-based violence

- District Monitoring for Q1 = 22 Districts in three (3) provinces: EC, MP and WC
 - Total number of schools that received Protocol for Management and Reporting of Sexual Abuse and Harassment - **12 out of 22 Districts monitored** and accounts for **2725 out of 8301 schools** across three (3) provinces: EC, MP and WC.
 - Total number of cases of sexual abuse reported by schools to the **13 Districts and accounts for an alarming 443** cases of sexual abuse and harassment reports across the Districts.
 - Number of schools implementing the End GBV Assembly Programme to End Schools Related Gender Based Violence – **eight (8) out of 22 Districts monitored** across three (3) provinces: EC, MP and WC.
 - **Minimal (to no) resource allocations made in provinces and districts for gender programming.** Schools are willing to carry out programming, but districts and provinces are stretched thin

Global Fund Adolescent Girls and Young Women

Global Fund **Adolescent Girls and Young Women** (AGYW) Programme runs in **12 HIV High-burden Districts** carrying messaging through the **IMpower** programme “**No means No**” targeting girls that are victims of GBV. These are three (3) key activities:

- Building confidence of the girls enrolled in the AGYW programme;
 - Teaching girls close target skills: Girls are taught how to get out of a situation if they are grabbed and how to stop the attack; and
 - The last part is called full force drill: Girls are taught how to defend themselves physically from the abuse.
- Referral to Social Workers and DSD Thuthuzela Care Centres.
 - Conduct Anti-Bullying awareness campaigns in the schools.
 - Host dialogues on GBV with School Governing Bodies, parents, traditional leaders, practitioners and learners.
 - Increase knowledge, education and awareness about human trafficking, harmful traditional practices, pornography, prostitution and brothels in order to empower community members with information needed to prevent such from taking place.
 - “SAY IT” Campaign – another form of a ‘Speak Out’ against GBV initiative.
 - Peer Education.
 - Candle Light Memorial Service for Lufuno highlighting social media influence on GBV.
 - Distribution of IEC materials.

iii. GBEM for the Prevention of Violence

iii. GBEM for the Prevention of Violence



**Action Group:
Violence
Prevention and
Child Protection.**

**Reflecting on
2020 Activities**

In partnership with:



NEWS

Youth Day programme teaches kids to speak out against bullying

🔒 PREMIUM

BY ROSLYN BAATJIES - 16 June 2021



“Speak up when you are bullied.”

This was the overarching message at an anti-bullying awareness Youth Day programme held at Sancto High School in conjunction with MIET Africa this week...





GBV Prevention Partners



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Department of
Basic Education



South African
Police Service



german
cooperation
DEUTSCHE ZUSAMMENARBEIT

German Development
Cooperation

Implemented by:
giz
Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH



United Nations
Childrens Fund



Agape Youth
Movement



Media
Monitoring
Africa

Webinar series

As an initiative from the Action Group, a series of webinars were introduced to generate a multi-stakeholder exchange and engagement on ways to innovatively address the impact of COVID-19 on violence, GBV and other forms of abuse experienced by children in the current height of the crisis, as well as in the aftermath.

Series of webinars took place from June 2020 until June 2021. The objective of the webinars was to provide an accessible platform for the voices and experiences of learners to be expressed to shape the development of response measures for GBV and violence prevention on children. Representation was drawn from GBEM and RCL learners from across the 75 Education Districts.

Youth Resilience as an early prevention and protective factor to GBV and Risky behaviours

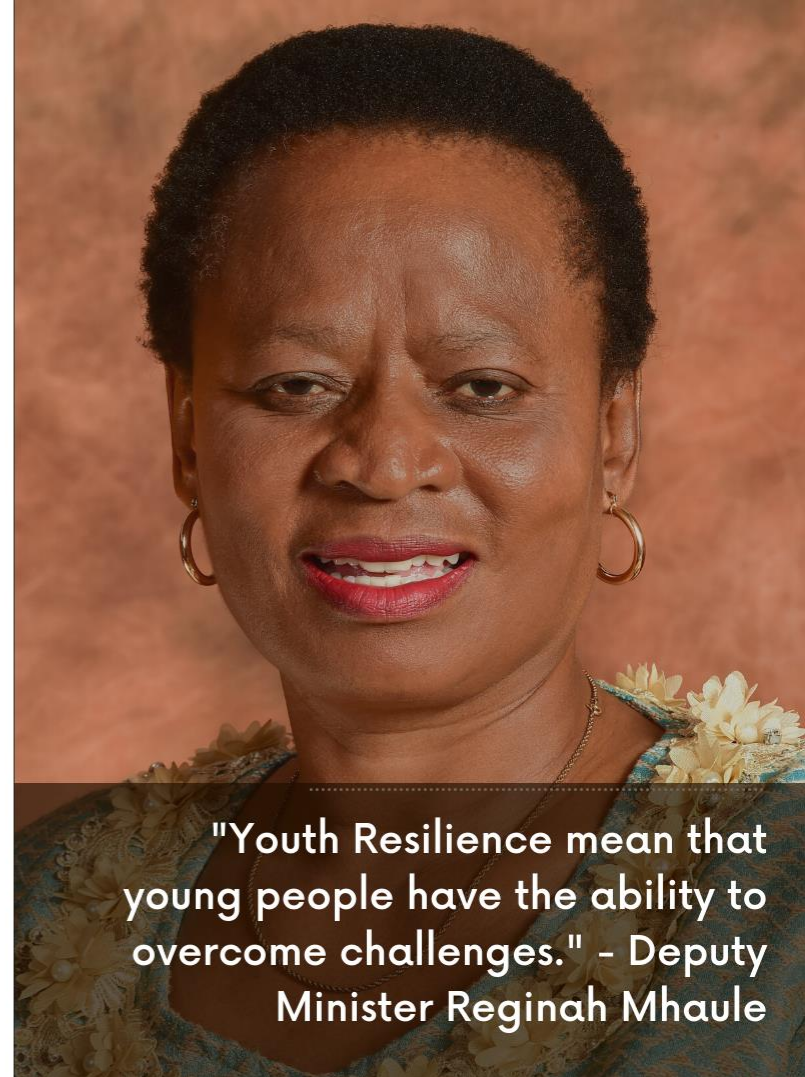
(26th June 2020)

<https://www.facebook.com/OfficialAYM/videos/588098772138289>

This webinar consisted of a discussion with learners and Deputy Minister of the Department of Basic Education Honourable Makgabo Reginah Mhaule.

The following questions were raised to learners:
What is youth resilience to you? Provide us with one example of where it worked for you?

Do you think with resilience we can stand against GBV, violence (physical and cyberbullying) and challenges?



"Youth Resilience mean that young people have the ability to overcome challenges." - Deputy Minister Reginah Mhaule



Child Safety during COVID-19 (sexual harassment)

https://www.youtube.com/watch?v=qBz_SnEo61M

(05th Jun 2020)

Experiences and support of learners and
educators wellbeing as they return to school
during COVID-19.
(Destigmatization of COVID-19)

https://www.youtube.com/watch?v=qBz_SnEo61M

(17th July 2020)

Racism in Schools (Connotations for SRGBV)

https://www.youtube.com/watch?v=7Jd78K1g3lg_

(23rd Jun 2020)

Showcasing learner-led interventions to prevent violence and GBV in schools (multi-stakeholder collaborations in the Eastern Cape Province).

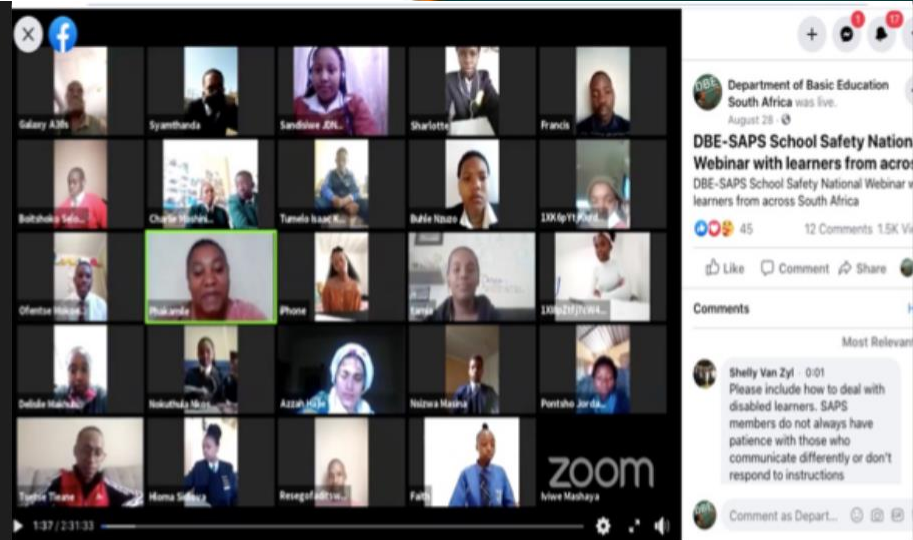
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(31 July 2020)

A discussion on learner leadership agency and moral regeneration to prevent GBV.

<https://www.youtube.com/watch?v=LUdHW3iPeuk>

(14 August 2020)



Learner-led Interventions during COVID-19 and beyond to address SRGBV.

<https://www.facebook.com/135683946463180/videos/779826459453184>

(28 August 2020)

Online tools of children and the uses of online platforms to create safe cyber spaces for children .

<https://www.facebook.com/OfficialAYM/videos/335043131179894/>

(11 September 2020)



'Supporting educators to strengthen their mental wellness: A critical educator support in the midst of a pandemic

<https://www.facebook.com/135683946463180/videos/823273151823017/>

(06 November 2020)

A dialogue on post-violence care and support for child survivors of GBV and Abuse (Webinar dedicated to 16 Days of Activism for No Violence Against Women and Children)

https://us02web.zoom.us/rec/share/nQ4RRK3aolFUqUbinP_dCIXA1RR9WIOBFAM_-i-M34C0gyyRvkPZItJfDk3sgl1N.xZTqKXm07SOYv7bd
Password: d=#Y4YSU

(27 November 2020)

Limpopo Provincial Webinar: How culture and tradition can prevent violence (Heritage Month Celebration)

(29th September 2020)

<https://web.facebook.com/watch/?v=707157689877405>

A discussion with learners and Deputy Minister of the Department of Basic Education Honourable Makgabo Reginah Mhaule, MEC of Limpopo Department of Education Honourable Polly Boshielo and the MEC of Limpopo Department of Arts and Culture Thandi Moraka and Dr Wycliffe, a Senior Manager from UNICEF

This dialogue explored how culture can serve as the catalyst of violence prevention by challenging societal norms that violent in nature.



MEC Polly Boshielo



MEC Thandi Moraka

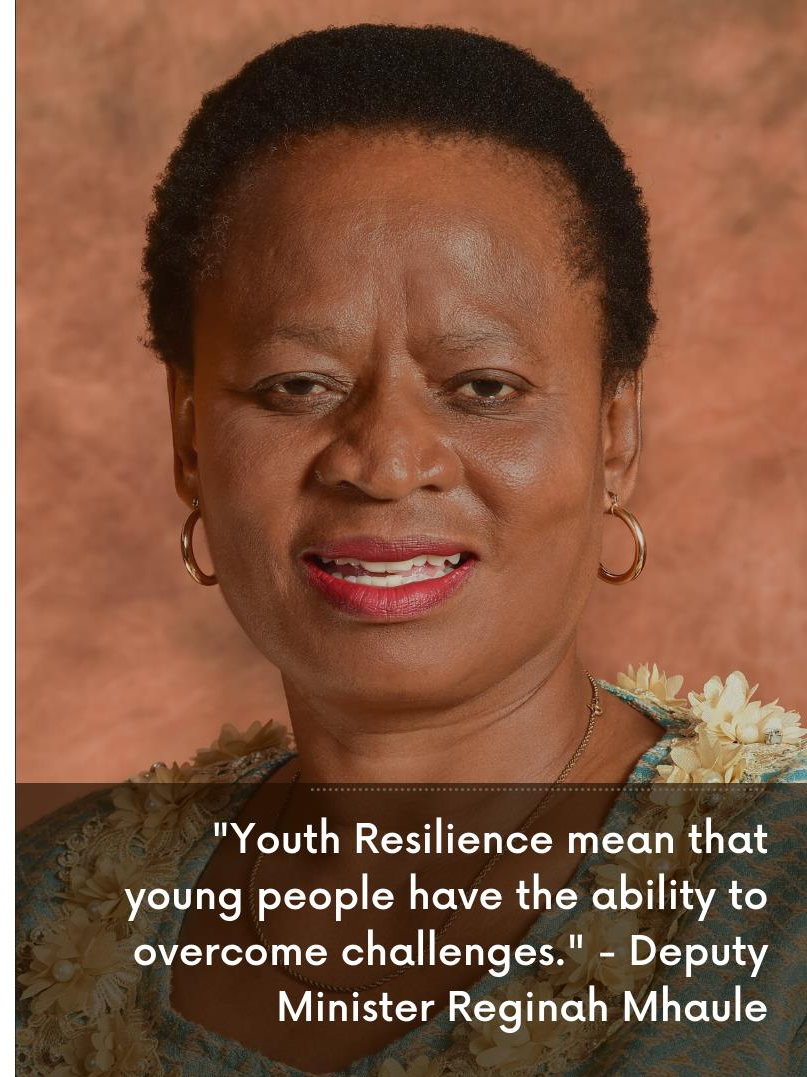
Prevention of Bullying and Learner Pregnancy in our schools.

(29th June 2021)

<https://www.facebook.com/OfficialAYM/videos/588098772138289>

Finding alternative ways to reduce GBV and teenage pregnancy in our schools.

Celebrating Youth Month in the Year of Charlotte Maxeke



"Youth Resilience mean that young people have the ability to overcome challenges." - Deputy Minister Reginah Mhaule

Online Safety of Children WEBINAR

(29th June 2021)

<https://www.facebook.com/OfficialAYM/videos/588098772138289>

Cyber security and protection of children on digital, online and virtual platforms, including social media etiquette.

Celebrating Youth Month in the Year of Charlotte Maxeke



"If we lock our homes to be safe, we need to equally ensure that children are safe online." - Deputy Minister Pinky Kekana

Highlights

1 Learner Participation

Learners across 75 Education Districts participated in these webinars.

3 Participation by Senior Government Leaders

The Deputy Minister of DBE, DCDT participated in two webinars and we also had two MECs.

5 Educator Participation

Educators were excited to participate and gained remarkable knowledge from these sessions.

2 Social Media Engagement

There is approximately 15 000 social media views on the broadcasted webinars.

4 Topic Experts

Every webinar had a topic expert(s) to provide insightful inputs to the learners' dialogue.

6 Partner involvement

This process was partner driven, an epitome of what good collaboration can achieve.

Challenges

1 Diversity

More needs to be done to achieve a more diverse learner representivity.

3 Weak Educator Support

There was minimal educator support. This could be linked to COVID-19.

5 Accommodating Learners with Disabilities

Visually and auditory impaired learners were not fully accomodated.

2 Connectivity

Some participants faced poor internet connectivity.

4 Challenges to mass participation

The sudden and new migration to virtual, digital and online platforms restricted mass participation.

6 Late Joining

In some instances, learners would still be travelling from school when the webinar starts.

iv. Dealing with Sexual Harassment at schools and issues of Misconduct by Educators/Officials

iv. Dealing with Sexual Harassment at schools and issues of Misconduct by Educators/Officials

- In performing their duties, educators are required to **act professionally and ethically**. Hence they are entrusted with the responsibility to care for the safety and wellbeing of the learners in their care.
- The information on **cases of sexual violence** against learners and teachers resides with the Provincial Education Departments (PEDs), as the employer and therefore, the DBE rely on the information provided by the PEDs.
- In terms of section 3(1)(b) of the Employment of Educators Act, 76 Of 1998, and section 7(3)(b) of the Public Service Act, 1994, the Head of the PED is the **employer of all the staff** employed at the provincial level.
- The power to **discipline educators** lies with the **PEDs and SACE**, and these two institutions have different roles/mandates.
- The Department **administers** the **Code of Conduct of Educators** whilst **SACE** administers the **Code of Professional Ethics for Educators**.

Legislative Mandate...cont

- Chapter 2 of the Constitution, specifically section 28(1)(d) states that, “ every child has the **right to be protected** from maltreatment, neglect, abuse or degradation”.
- The United Nations Convention on the Rights of the Child (UNCRC) in Article 19 provides that Government should **ensure** that children are **properly cared for** and **protect** them from **violence, abuse and neglect** by their parents, or anyone else who looks after them.
- Section 17 of the Employment of Educators Act, 76 of 1998, **prohibits** any unwanted conduct by educators against learners. These are dismissal offences.
- The Children’s Act, 38 of 2005, **prohibits** the employment of people who have been found unsuitable to work with children.
- The Criminal Law (Sexual Offences and Related Matters) Amendment Act, 32 of 2007, **prohibits** the employment of people who have been found guilty of committing crimes of sexual nature against children. The Act introduced the National Register for Sex Offenders (NRSO).
- Safe schools form part of the National Development Plan’s (NDP) objective that, “ in 2030 people living in South Africa... **feel safe** at home, at school and at work...”
- The Labour Relations Act, 66 of 1998, as amended, provides that cases must be **managed** in accordance with the principle of fairness.

Provincial Reports of Reported Cases

PROVINCE	No. of cases received	No. of finalised cases	No. of pending cases	Dismissals	No. of cases referred to ELRC	No. of cases referred to SACE
WC	61	55	6	7	12	17
FS	30	18	4	2	11	30
KZN	73	43	23	18	33	14
NW	7	0	6	0	6	0
Mpumalanga	4	0	4	0	3	0
Limpopo	9	3	6	0	9	0
Gauteng	68	36	31	19	51	0
EC	17	11	6	4	9	0
NC	6	0	6	0	5	5
TOTAL	275	166	92	50	139	66

Provincial Reports discussion...cont

- According to the above information, 275 cases of sexual misconduct have been **reported in the PEDs** for the period of 2019-2020 and 2020-2021 financial years.
- Out of 275 cases, 166 have been **finalised** and 92 are still **pending**.
- 139 cases were **referred to ELRC** in accordance with Collective Agreement 3 of 2018 since 2019/2020.
- The number of **finalised cases** includes cases that were withdrawn due to a lack of sufficient evidence, implicated educators have resigned and parents refused to give permission for their children to testify.
- Only KZN **reported** three (3) cases of deceased educators who were facing disciplinary actions.
- Out of the total number of reported cases, 50 **dismissals** have been recorded.
- According to the information received from the ELRC, **49 cases have been received** for 2020-2021 financial year.
- KZN is the province with **high referrals** with 21 cases, followed by Gauteng with 10.

Referrals to the ELRC

The below table shows referrals to the ELRC per province:

PROVINCE	No. OF CASES REFERRED
WC	5
NC	0
LMP	3
MP	1
FS	7
KZN	21
NW	1
EC	1
GP	10
TOTAL	49

Referrals to SACE

- In the first quarter of 2021/2022, SACE received a **total of 132** cases of sexual misconduct.
- The top three (3) provinces with **highest rate** of sexual misconduct cases reported against teachers is Free State with a total of 27 cases. The second is Gauteng with 10 cases and in third place is KZN with 9 cases.

Challenges

- The uniform implementation of frameworks on the disciplinary procedures is noticed on the **precautionary suspensions** and also the **adherence to sections 26 of the Employment of Educators Act and 26 of the SACE Act** by the PEDs.
- Employers are obliged in terms of **item 6 of the Disciplinary Code and Procedures for Educators** to suspend an educator on full pay for a maximum period of three (3) months or transfer the educator to another post where they will not have access to children or endanger the well-being or safety of any person at the workplace. However, in some cases educators are put on suspension for a longer period because of the complex nature of the case **and that has serious financial implications.**
- **Section 26 (2) of the SACE Act** provides that *“in each case where the disciplinary steps are taken against an educator by the employer resulting in a sanction other than a caution or reprimand, a certified summary of the record of the Proceedings at the hearing and of the sanction imposed must be forwarded to the council by such employer”*.
- **Vetting of staff is still also a challenge.** The responsibility to vet educators lies with both the employer and SACE.
- **Section 21 of the SACE Act** provides that no person may be employed as an educator by any employer unless the person is registered with the Council. This implies that **PEDs neglect their duty to vet educators** relying on the SACE certificates produced by potential educators, considering the fact that for SACE to register a person as an educator, it ensures that the person is screened and fit to teach before he/she could be registered to practice.

MEASURES TAKEN BY THE DBE TO MITIGATE THE CHALLENGES

The DBE has taken the following steps to ensure that acts of sexual misconduct in schools are curbed and also to ensure that those who are responsible are dealt with accordingly.

Intervention	Aim
Standard Operating Procedures For The Employers Of Educators	<p>This is a protocol being developed by the DBE and SACE in consultation with the ELRC, the DSD and the DoJ&CD, with the aim of strengthening the working relationship between these institutions including the PEDs and School Governing Bodies.</p> <p>The protocol sets out the roles that must be played by relevant institutions to give effect to the provisions of legislation such as the Employment of Educators Act, SACE Act, Children’s Act and Criminal Law (Sexual Offences and Related Matters) Amendment Act</p>
ELRC Collective Agreement 3 of 2018	<p>This Collective Agreement was signed to address the challenge that the employer had in handling sexual misconduct cases involving learners and to ensure that cases are dealt with quickly and effectively</p> <p>According to the Collective Agreement, all cases against educators charged with sexual misconduct must be referred to the ELRC for an enquiry in a form of arbitration by an arbitrator. The decision taken in such enquiry is final and binding and can only be challenged through the Labour Court</p>
Protocol For Reporting And Management Of Sexual Abuse And Harassment In Schools	<p>The protocol was developed with the aim of providing schools, districts and provinces with guidance on addressing allegations and to specifically detail how they must respond to reports of sexual abuse and harassment perpetrated against learners, educators and other school staff. Workshops have been provided to the PEDs in this regard.</p>

MEASURES TAKEN BY THE DBE TO MITIGATE THE CHALLENGES

Intervention	Aim
Government Gazette on the Prevention of Re-employment of Former Educators Discharged or Deemed Discharged for Misconduct or Deemed Resigned	The Gazette provides for the rules and procedure to be followed by employers when dealing with the re-employment of former educators. The rules are developed to give effect to the provisions of the Children’s Act and the Criminal Law (Sexual Offences and Related Matters) Amendment Act by ensuring that educators who have been found unfit to work with children are not employed as educators in the education sector, including educators who have resigned while facing charges of sexual misconduct.
Block on PERSAL	Educators found guilty of sexual misconduct are blocked on PERSAL from re-employment. This is for temporarily/contract or permanent employment and includes the entire public service, not just education. All serious misconduct cases are reported to the DBE with the outcomes and sanctions through quarterly reports.
Quarterly Meetings	<ul style="list-style-type: none"> ▪ Since 2021, quarterly meetings are held between the DBE, SACE and ELRC. ▪ The meetings are to discuss challenges, uniformity and share best practice in the sector. ▪ The meetings are also to ensure that serious cases of sexual misconduct are discussed to provide solutions to deal with them quickly. ▪ It also looks at legislation and best ways to implement or amend it to prevent sexual misconduct.

TEACHER SUPPORT, CAPACITATION AND EMPOWERMENT INITIATIVES

- **The Teachers' Safety and Security in South African Schools Handbook launch**
- **SACE webinars:** These focus on capacitating teachers on teachers' safety and security in South African schools and The Code of Professional Ethics for Teachers.
- **Stakeholder Collaboration: Reporting between Institutions:**
 - ✓ **DSD** in terms of Section 120 (1) (c) of the Children's Act 38 of 2005, submission of an educator or TVET lecturer's name to the DSD;
 - ✓ **South African Police Service (SAPS)** includes reporting to the SAPS in cases of criminal offences.
 - ✓ **Department of Home Affairs (DHA)** includes reporting of sexual misconduct cases for actioning to DHA (Immigration) in case of non-South Africans.
 - ✓ **Commission for Gender** reporting to curb GBV and as such works with SACE to advance that cause.
 - ✓ **Human Rights Commission** reporting.
 - ✓ **Association of School Governing Bodies** reporting as the body that oversees the governing and leadership of schools, SACE is working with them to highlight issues of concern particularly with respect to implementation of the directives in the NSSF.
- **The NSSF** is an all-inclusive strategy that describes the different role-players and how they interact and work together using a whole school approach to prevent violence.
- **Teacher Unions** capacitate their members and promote the upholding of ethical and professional standards among teachers.

OTHER SUPPORT INITIATIVES TO RESPOND TO MISCONDUCT

- **Sexual Abuse in Schools:** Submission by the Department of Basic Education to Task Group on Sexual Abuse in Schools.
- **Safe Schools Project** in 1999 a major national drive.
- **Life Skills for Sexual Abuse Prevention.**
- **Managing** sexual abuse in schools, in 2000 the DBE developed a **module** for schools on Managing Sexual Harassment and Gender-base Violence.
- Addressing **gender equity** in education: A handbook for teachers.
- Restoring **confidence** in the profession.

v. Other DBE initiatives that support gender equality and equity

Gender Responsive Policies and Programmes

- All **human resource policies** are non-discriminatory and represent all women and men at different levels.
- Departmental **policies and programmes** are aimed at benefiting all employees in terms of race, gender and disability.
- A unit dealing with **transformation issues** that include race, gender and disability exists within the Department.
- An SMS member has been **appointed** to assist the Director-General in ensuring that equity targets are met, and that women and men are supported and empowered at all levels.

Gender Focal Point

Key Responsibilities:

- Management of the Skills Development and Training Programme.
- Management of Employee Health and Wellness Programme.
- Management internship and learnership Programmes.
- Management of HIV and AIDS in the workplace.
- Management of Bursary Programme.
- Management of Employment Equity, Diversity Management and Gender issues.
- Organising Sexual Harassment workshops.
- Conducting Counselling sessions.
- Organising National Celebrations and Campaigns such as Non Gender Based Violence (GBV) Campaign, World AIDS Day and Campaign and Employee Health and Wellness Campaigns.
- Africa Month, Mandela Day, Youth Day, Women's Day and Heritage Day.

Policies and Programmes

- Gender is **mainstreamed** in all policies and programmes supporting gender issues in the Department with the view of **promoting** equality between men and women and to combat discrimination.
- The policies are all **inclusive** and are outlined as follows:

Policy	Aim
Recruitment Policy	This policy is amended to focus on recruitment of women in order to achieve the 50% equity targets at SMS level. As such, the recruitment process focuses on attracting women in senior management and people with disabilities. This process is monitored by the Employment Equity Manager.
Leave Policy	Aimed at creating a conducive work environment for women and in supporting them with work related, personal and family problems.

PROGRAMMES TARGETING EMPOWERMENT OF WOMEN

- **Bursary programme** to promote women empowerment by offering them financial assistance to further their studies in order to obtain relevant qualification and knowledge to advance their careers.
- **Internship and Learnership Programme** gives young women an opportunity to gain workplace experience and professional empowerment in order to be employable in future.
- **Skills Development and Training Programme** is to provide all women with the necessary skills in order to assist the Department in achieving its strategic objectives.
- **Employee Health and Wellness Programme** to assist employees to deal effectively with problems that prevent them from functioning optimally in the workplace.
- **HIV/AIDS and TB Management Programme** aimed at supporting women who are infected and affected by HIV & AIDS and TB.
- **Mentoring and Coaching Programme** is aimed at ensuring that women with less experience are supported, mentored and coached by their supervisors and peers.
- **Reasonable Job Accommodation provided** to Women with Young Children, victims of Gender Based Violence (GBV) and at the time of bereavement.

CAMPAIGNS SUPPORTING WOMEN EMPOWERMENT

- **Thursdays in Black** was launched in 2016 to discourage violence against women and children in the Department, by encouraging staff members to wear black every Thursday.
- **HIV Counselling And Testing (HCT) Campaign** includes pre and post test counselling, TB and HIV testing and condom distribution.
- **Women's Dialogue** gives women an opportunity to share their successes and challenges with a view of finding sustainable solutions.
- **Men's Forum And Dialogue** to engage in a constructive dialogue with men in the Department about their role in protecting the rights of women in society and treating women with respect and dignity.

Employee Health and Wellness Campaign

The following tests are administered during the Employee Health and Wellness campaign:

- Blood pressure
- Blood sugar level
- Cholesterol
- Body Mass Index
- Height and waist circumference
- HIV and AIDS test

The following professionals are invited to support the campaign:

- Optometrist - check the eyes.
- Orthotist - check the joints and feet.
- Audiologist - check the ears/ hearing.
- Dietician - advise on nutrition and health.
- Podiatrist- to diagnose and treat abnormal conditions of the feet and lower limbs.
- Physiotherapist- resetting the body for optimising health.

PROGRESS IN FINANCIAL YEAR 2020/21

- Officials attended the course on **Leading Change by Championing Gender Equality in the Public Sector** offered by NSG.
- The Director-General approved **Gender Equality Strategic Framework 2020/2023**.

CONCLUSION

- The DBE is committed in **supporting and protecting** the rights of women in the work place.
- Men are **encouraged** to treat women with respect and dignity.

5. Recommendation

It is recommended that the Portfolio Committee on Basic Education **notes** the **briefing** on Gender Responsive Planning, Budgeting, Monitoring, Evaluation and Auditing Framework (GRPBMEA); Gender Based Violence (GBV) Programmes as implemented in the 75 Educations Districts; the Girls and Boys Education Movement (GBEM) for the Prevention of Violence; and how the Department is dealing with Sexual Harassment at schools and issues of Misconduct by Educators/Officials in respect of GBV; as well as other initiatives that support gender equality and equity.

Every child is a National Asset

Thank you!

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