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**INTERNAL QUESTION PAPER: 01/2021**

**168.  Mr B B Nodada (DA) to ask the Minister of Basic Education: to ask the Minister of Basic Education:**

What (a) plans has her department put in place to create and implement the promotion of gender empowerment in school communities and (b) is the total number of schools in each province which have been identified for the implementation of programmes specifically designed to address gender equity?

**Response**

1. What plans does DBE put in place to create and implement the promotion of gender empowerment in school communities?

DBE has a responsibility of implementing gender empowerment in schools. This is a constitutional obligation, but also serves as a catalyst in addressing gender discrimination, dismantling patriarchy, boosting confidence and promoting mutual respect between and amongst people, in particular learners.

Gender Empowerment is addressed in the Lifeskills and Life Orientation Curriculum Assessment Policy Statement (CAPS) delivered in all schools. To enhance the Lifeskills and Life Orientation offering, a phased implementation of Scripted Lesson Plans for Comprehensive Sexuality Education (CSE) is currently undertaken in five (5) provinces.

In the co-curricular offering, the DBE has two programmes that assist with the promotion of gender empowerment in schools. These programmes are the ***Girls and Boys Education Movement (GBEM)*** and ***Techno-Girl***. Briefly:

* **GBEM** aims to encourage girls and boys to work together as equals and to foster respect for the human dignity and rights of both sexes. Through engaging with the movement and its activities, learners are equipped with adequate knowledge to engage on various issues such as governance, lifeskills, sport and development, gender based violence an related topics in a constructive manner, thereby encouraging active citizenry.

* **Techno-Girl** programme on the other hand, is a girl economic empowerment initiative, which is achieved through a Public-Private Partnership (PPP) model. Girls from disadvantaged communities benefit from a three-year structured job shadowing, mentorship and skills development programme with companies that have core skill requirements for Science, Technology, Engineering and Mathematics (STEM) careers. The programme provides girls with a unique opportunity to explore various STEM career choices, analyse and make informed decisions in a given career choice. The programme has developed a mentorship component through Techno-Girl Alumni where learners, especially those who are in Grade 12, are offered assistance for applying to tertiary institutions.

1. Is there a total number of schools in each province which have been identified for implementation of programmes specifically designed to address gender equity?

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| **Province** | **District** | **Number of Schools** |
| Eastern Cape | Chris Hani | 06 |
|   | Buffalo City Metropolitant | 06 |
|   | Amathole East | 07 |
|   | Nelson Mandela Bay | 09 |
| Gauteng |
|   | Gauteng West | 15 |
|   | Johannesburg West | 09 |
|   | Tshwane South | 09 |
| Limpopo |
|   | Capricorn | 09 |
|   | Waterburg | 05 |
| Mpumalanga |
|   | Gert Sibande | 06 |
|   | Ehlanzeni | 11 |
|   | Nkangala | 07 |
|   | Bohlabela | 06 |
| KwaZulu Natal |
|   | Umgungundlovu | 06 |
|   | Uthukela | 06 |
|   | Umlazi | 11 |

The Lifeskills and Life Orientation curriculum, as it addresses gender empowerement and equity, is offered in all 25 154 schools across the country.

The phased implementation of Scripted Lesson Plans for CSE is in 2176, broken down as follows:

|  |  |
| --- | --- |
| **Province** | **Number of Schools** |
| Western Cape | 101 |
| Free State | 131 |
| Gauteng | 436 |
| KwaZulu-Natal | 930 |
| Mpumalanga | 578 |

The GBEM programme is implemented in a selected **128** schools from the following provinces:

The latest statistical information on the Techno-Girl programme is still being consolidated by the Techno-Girl Trust with whom the DBE holds a partnership.