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## **South Africa**

### **Basic Education and Gender Equality**

**Report for the Period 1 January 2016 to 31 December 2016**

**UNICEF South Africa**

**March 2017**

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## C. ABBREVIATIONS AND ACRONYMS

ANA	-	Annual National Assessments
CSTL	-	Care and Support for Teaching and Learning
DBE	-	Department of Basic Education
DoH	-	Department of Health
ECD	-	Early Childhood Development
GBV	-	Gender Based Violence
GPI	-	Gender Parity Index
G/BEM	-	Girls/Boys Education Movement
GDP	-	Gross Domestic Product
ISHP	-	Integrated School Health Programme
PIRLS	-	International Reading Literacy Study
MDG	-	Millennium Development Goals
MCC	-	Medicines Control Council
MTSF	-	Medium Term Strategic Plan
NCF	-	National Curriculum Framework
NDP	-	National Development Plan
NELDS	-	National Early Learning Development Standards
NPECD	-	National Policy for Early Childhood Development
NQF	-	National Qualifications Framework
NSSF	-	National School Safety Framework
RCT	-	Randomised Control Trial
SCCFS	-	Safe and Caring Child Friendly Schools
SACE	-	South African Council of Educators
SACMEQ	-	Southern and Eastern Africa Consortium for Monitoring Educational Quality

## D. EXECUTIVE SUMMARY

South Africa has made tremendous progress in education since the advent of democracy in 1994. Within the early childhood development sub-sector, in 2015, 1 in 3 children (33%) birth to 4 years attended an early childhood development centre and 1 in 6 children (14.1%) birth to 4 received day care from the child minder. The majority of young children in this age group (51.7%) received care, support and early stimulation at their homes by their parents (45.8%) or another adult (5.9%)<sup>1</sup>. More than 8 in 10 (83%) 5 to 6 year old children attended an educational institution in 2015, accounting for 1 880 000 5 and 6 year olds. This includes any educational institution and not necessarily Grade R<sup>2</sup>.

In primary education, by 2002, 96 per cent of learners in the compulsory years of schooling (7-15 years) could be found in school; this rose to 99per cent by 2014 with gender parity being reached. Attendance rates for 14-18 years olds increased from 88 per cent in 2002 to 91 per cent in 2014 with notable gender parity. Grade repetition was fairly high at an average of 11.3 per cent for the system, rising to 17.3per cent in grade 9, 21per cent in grade 10 and 17.7per cent in grade 11 respectively. Despite spending many years within the education system (described in the latter years of schooling as a queuing phenomenon), only 40 per cent of learners complete their final year of schooling, leaving 60per cent with no qualification beyond Grade 9 level. In the 2014 Annual National Assessments (ANA), literacy (56%) and numeracy (56%) levels amongst grade 3 learners remained low. Worryingly so, in the same year literacy and numeracy levels were progressively lower amongst Grade 6 (63%, 43%) and 9 (48%, 11%) learners respectively. Only 3 per cent of Grade 9 learners in the system achieved a 50 per cent pass mark in mathematics. Although the system has intimated improvements in results since the inception of ANA in 2011, year-on-year comparison is not possible with the current construction of ANA.

Young people in South Africa experience high levels of all forms of violence at home, in the community and at school, including sexual and gender-based violence. In 2012, 22per cent of high school learners were found to have been threatened with violence or had been the victim of an assault, robbery and/or sexual assault at school in the past year. The percentage of learners who experienced corporal punishment at school in 2015 has decreased nationally since 2011 and 11.3per cent of learners reportedly experienced corporal punishment at school in 2015. Corporal punishment was more prevalent at schools in eThekhwini (13. 2%) and Mangaung (11.8%) whilst this sort of punishment was less likely to be found in Ekurhuleni (1.1%) and the City of Cape Town (1.3%)<sup>3</sup>.

For the reporting period January 2016 to December 2016, the Education and Gender Equality Thematic Funds were used to contribute to the following outcome result area: **Outcome Statement:** Improved access to quality education for all boys and girls, and increased school retention, completion and achievement rates. Specific results achieved in this outcome area include:

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<sup>1</sup> Statistics South Africa. (2016). *General Household Survey 2015*. Pretoria: Stats SA. (p. 9)

<sup>2</sup> Statistics South Africa. (2016). *General Household Survey 2015*. Pretoria: Stats SA. (p. 98)

<sup>3</sup> Statistics South Africa. 2016. *General Household Survey 2015*. Pretoria: Stats SA. (p. 16)

- Implementation of the National Curriculum Framework for Children Birth to Four through a review of the implementation of the first and second phase with the DBE.
- Strengthening the pre-service qualifications and training in early childhood development in partnership with the Department of Higher Education and Training
- The UkuFUNda virtual school, an m-learning solution was subjected to an implementation evaluation in 2016.
- A university accredited training course on integration of ICT into teacher development was developed and implemented for 166 E-learning Specialists and Teacher Centre Managers.
- A Randomised Control Trial (RCT) on three interventions to improve early grade reading (teacher training; teacher training and coaching; and, parental support) continued in partnership with DBE and a private foundation.
- Strengthened capacity for evidence-based decision making through EMIS continued with enhanced capacity of 45 district officials
- Implementation of the harmonized Care and Support for Teaching and Learning (CSTL) countrywide, but with a specific initiative to test the efficacy of the framework in one province (Mpumalanga) in 393 schools as a model for scale-up.
- 18,155 learners from 60 schools in KwaZulu-Natal and North West provinces benefited from sports for development activities, including life skills education.
- 5,600 schools with school safety programmes linked to the National School Safety Framework (NSSF).
- 3,750 girls benefited from a structured job-shadowing programme during their school holidays.

Some specific plans for 2017 include the following:

1. A revised version of the research report on bilingual education in the foundation phase presentation to the Eastern Cape Department of Education
2. An additional 2500 girls will be selected and introduced to the TechnoGirl programme.
3. To generate evidence on what works to improve learning, UNICEF will continue supporting the randomized control trial on two reading interventions to improve early grade reading (teacher training; teacher training and coaching) in partnership with DBE and Zenex Foundation.
4. An international expert panel will be convened to discuss the findings of the ukuFUNda evaluation and importantly, workshop a revised conceptual framework, programme design and appropriate technical platform for ukuFUNda version 2.0.
5. UNICEF in collaboration with the DBE aims to reach 3,000,000 learners from 3,000 primary and high schools and train 350 coaches and 9,000 youth leaders on the youth leadership programme with partners including, SuperSports, Schools Netball SA, Sportstec, South African Sports Confederation and Olympic Committee, etc.
6. UNICEF will continue work with civil society to develop best practice models for implementing ECD, PE and school sport in primary and high schools in farming communities.

## E. STRATEGIC CONTEXT 2016

### Early Childhood Development

**CHILDREN BIRTH TO 4 YEARS:** Progress has been made in the provision of early childhood development programmes. In 2015, 1 in 3 children (33%) birth to 4 years attended an early childhood development centre and 1 in 6 children (14.1%) birth to 4 received day care from the child minder<sup>4</sup>. The majority of young children in this age group (51.7%) received care, support and early stimulation at their homes by their parents (45.8%) or another adult (5.9%)<sup>5</sup>. Data are not collected on non-centre based programmes, including parental support programmes. Thus, for the majority of children, early development takes place predominantly at home (and also in non-centre based settings) and depends on the capacity, support and opportunities for families and the caregivers of children to adequately care and nurture them.

The average attendance of an early childhood development centre over the past seven years is 33.5 per cent, and that has been the case since 2010 with marginal year by year differences<sup>6</sup>. One reason of the latter is that attendance of an early childhood development programme in a centre (partial care facility) is dependent on infrastructure, and the expansion of infrastructure are relatively slow and subject to costly investment and ongoing maintenance. Thus, without a rapid expansion and investment in infrastructure, this percentage is unlikely to change significantly in years to come as well. Thus, the need to invest in and expand non-centre based programmes that provide quality early learning and development programmes and or not dependent on the same type of infrastructure.

**CHILDREN AGE 5 AND 6 YEARS:** More than 8 in 10 (83%) 5 and 6-year old children attended an educational institution in 2015, accounting for 1 880 000 5 and 6 year olds. This includes any educational institution and not necessarily Grade R. If one only isolates Grade R, two notable trends can be observed over the past 5 years, i.e. a steady increase of the number of children attending Grade R in public schools from 2010 to 2014 (with slight decline in 2015)<sup>7</sup>, whilst the number of children in early childhood development centres attending Grade R declined over the same period<sup>8</sup>. Overall, the total number of children in Grade R increased with nearly 90 000 since 2010. The scaling up of access to Grade R (from 316 086 children in 2003 to 879 014 in 2014) is plausible.

**YOUNG CHILDREN WITH DISABILITIES<sup>9</sup>:** One in three (35,5%) children aged 5 and 6 with a severe difficulty in walking (physical disability) were not attending an educational facility (Grade R class

<sup>4</sup> Statistics South Africa. (2016). *General Household Survey 2015*. Pretoria: Stats SA. (p. 9).

<sup>5</sup> Statistics South Africa. (2016). *General Household Survey 2015*. Pretoria: Stats SA. (p. 9).

<sup>6</sup> Statistics South Africa. (2016). *General Household Survey 2015*. Pretoria: Stats SA. (p. 9); Statistics South Africa. (2015). *General Household Survey 2014*. Pretoria: Stats SA. (p. 17); Statistics South Africa. (2014). *General Household Survey 2013*. Pretoria: Stats SA. (p. 16); Statistics South Africa. (2013). *General Household Survey 2012*. Pretoria: Stats SA. (p. 7); Statistics South Africa. (2012). *General Household Survey 2011*. Pretoria: Stats SA. (p. 7); Statistics South Africa. (2011). *General Household Survey 2010*. Pretoria: Stats SA. (p. 8); Statistics South Africa. (2010). *General Household Survey 2009*. Pretoria: Stats SA. (p. 8).

<sup>7</sup> Department of Basic Education. (2015). *2010-2015 SNAP Survey*. Pretoria: DBE

<sup>8</sup> Department of Basic Education. (2015). *2011-2014 ECD Annual Survey*. Pretoria: DBE.

<sup>9</sup> Statistics South Africa indicates that "The analysis was only confined to individuals aged 5 years or older as children below the age of five years may often be mistakenly categorized as being unable to walk, remember, communicate or care for themselves when it may be due to their level of development rather than any innate disabilities they might have".



or Grade 1 class).<sup>10</sup> The data shows that children aged 5 and 6 with severe difficulty in walking (35,5%), communication (25%) and hearing (22,6%) were the most disadvantaged. There are no significant disparities by sex across all types and levels of disability for this age group. Farm areas showed the highest proportions (52,1%) of children aged 5 and 6 years with severe difficulty in functioning not attending educational facility (Grade R class or related)<sup>11</sup>.

Young children with disabilities' access to quality early childhood development remains a challenge, despite legislative and policy provisions calling for their inclusion<sup>12</sup>. The current provision of early learning and development programmes, mainly provided through the non-governmental and private sectors, does not ensure environments conducive to learning by young children with disabilities. Only a small proportion of children with disabilities (4 to 5%) are estimated to be attending early childhood development programmes offered at partial care facilities. Home and community-based early learning opportunities are also not widely available for children with disabilities<sup>13</sup>.

In 2015, a total of 27 562 children with disabilities 6 years and younger received the Care Dependency Grant, with a significantly lower uptake for children younger than 2 years. A total of 128,489 children birth to 17 received the Care Dependency Grant, which accounts for 0.66 per cent of the total child population in 2015. Of significance is the average for children birth to 6 years (0.34 per cent) is nearly half of the average uptake for the total child population<sup>14</sup>.

One study found that only 35 per cent of children with a disability had ever attended pre-school by the time they had turned 3 years old<sup>15</sup>. Only 24 per cent of children with disabilities who live in households receiving the child support grant had also attended early childhood development centre or a child minding group.<sup>16</sup>

### Poor Quality Education and Secondary School Retention

**ACCESS.** South Africa has made significant progress in improving access to education. By 2002, 96per cent of learners in the compulsory years of schooling (7-15 years) could be found in school; this rose to 99per cent by 2014 with gender parity being reached.<sup>17</sup> Attendance rates for 14-18 years olds increased from 88per cent in 2002 to 91per cent in 2014<sup>18</sup> with notable gender parity.

The participation of 16-18 year olds in an education institution however, has stagnated increasing only marginally from 82.6per cent in 2002 to 86.1per cent in 2014. Emphasis on the quality of

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<sup>10</sup> Statistic South Africa. (2014). *Census 2011: Profile of persons with disabilities in South Africa*. Pretoria: Stats SA.

<sup>11</sup> Ibid.

<sup>12</sup> Presidency. (2015). *Twenty Year Review: South Africa. 1994-2014. Background Paper: Disability*. Pretoria: Presidency. (p.28).

<sup>13</sup> Republic of South Africa. (2015). *National Integrated Early Childhood Development Policy*. Pretoria: DSD (p. 44).

<sup>14</sup> South African Social Security Agency. (2015). *Second quarter statistical report on social grants*. Pretoria: SASSA.

<sup>15</sup> Saloojee, G. Phohole, M. Saloojee, H. & IJsselmuiden, C. (2007). Unmet health, welfare and educational needs of disabled children in an impoverished South African peri-urban township. *Child: care, health and development*, 33(3): 230-235.

<sup>16</sup> De Koker, C., de Waal, L., & Voster, J. (2006). *A profile of social security beneficiaries in South Africa*. Datadesk. Department of Sociology and Social Anthropology: Stellenbosch University.

<sup>17</sup> Department of Basic Education. (2015). *General Household Survey (GHS). Focus on Schooling 2014*. Pretoria: DBE.

<sup>18</sup> Ibid.

education is fundamental. In South Africa increasing the quality of education is a priority so that at least all children have two years of pre education and all children in grade three can read<sup>19</sup>.

**INCLUSIVE EDUCATION.** The Department of Basic Education (DBE) has made significant strides in including children with disabilities within the schooling system. Learners with disabilities represent 4.8per cent of the total population of children attending school.<sup>20</sup> According to the 2014 General Household Survey (GHS), 93.4per cent of 7-15 year old learners with disabilities could be found in schools, with no gender differences reported. This figure has remained constant since 2010. Concomitantly, there has been a decrease in the number of children with disabilities aged 7-15 years who are out of school from 36 465 in 2002 to approximately 22 952 in 2014. Participation rates are significantly lower in secondary schools with 54.1per cent of 16-18 year olds with disabilities being found in schools. As with dropout rates, more females (59%) with disabilities in this age group were attending education institution compared to males (50%).

**EFFICIENCY.** The DBE recognises that the heart of the education challenge in South Africa lies at the nexus of equity, efficiency and quality.<sup>21</sup> In 2014, grade repetition was fairly high at an average of 11.3per cent for the system, rising to 17.3per cent in grade 9, 21per cent in grade 10 and 17.7per cent in grade 11 respectively.<sup>22</sup> In the absence of remediation, repetition rates increase from 8per cent during primary school to 15per cent in secondary school. Repetition rates are higher amongst boys than amongst girls in both primary and secondary school.

The education system is largely able to retain learners during the compulsory years of schooling (Grades 1 to 9). However, drop out increases significantly in Grades 10 (10.6%) and 11 (13.4%).<sup>23</sup> Despite spending many years within the education system (described in the latter years of schooling as a queuing phenomenon), only 40per cent of learners complete their final year of schooling, leaving 60per cent with no qualification beyond Grade 9 level.<sup>24</sup>

**QUALITY AND EQUITY.** Quality of education is determined by a complex and expansive interplay of factors that have been extensively analysed and prioritised by the South African government (through the NDP and the Medium Term Strategic Framework (MTSF)) and the DBE, in particular.

**LEARNER PERFORMANCE IN NATIONAL AND INTERNATIONALLY BENCHMARKED TESTS.** While significant improvements have been reported in the matric pass rates (final year of schooling) between 2009 (60.6%) and 2013 (78%), results dipped in 2014 (75.8%) and 2015 (70.7%) attributed to the introduction of the new progression policy.<sup>25</sup> While the progression policy is an

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<sup>19</sup> The Presidency, National Planning Commission. (2012) *National Development Plan 2030. Our future – making it work*. Pretoria: The Presidency. (p. 70).

<sup>20</sup> Department of Basic Education. (2015). *General Household Survey (GHS). Focus on Schooling 2014*. Pretoria: DBE.

<sup>21</sup> Department of Basic Education. (2016). *Release of the 2015 National Senior Certificate Results*. Pretoria: DBE.

<sup>22</sup> Department of Basic Education. (2015). *General Household Survey (GHS). Focus on Schooling 2014*. Pretoria: DBE.

<sup>23</sup> The Presidency. (2010) *National Income Dynamics Study, Wave 2* in Department of Basic Education Macro Indicator Report 2013.

<sup>24</sup> Department of Basic Education. (2013). *Macro Indicator Report*. Pretoria: DBE.

<sup>25</sup> Department of Basic Education. (2016). *2015 National Senior Certificate Examination Report*. Pretoria: DBE



attempt to address inefficiency in the system, it comes at the expense of quality with knock on effects on access to further education and training and labour market access. These outcomes do not correlate with the substantive fiscal investment in education, currently at 6 per cent of GDP.

Findings in the past from international assessment tests in reading, literacy and numeracy (TIMSS, PIRLS, SACMEQ) have shown that South African children lack foundational skills. However, the 2015 TIMSS study showed that South Africa reported the biggest increase in scores, albeit from a very low base. In Grade 5 Math, South Africa was one of the only five countries where between 50per cent and 65per cent of learners scored below 400 marks (500 is the benchmark average across all countries).

Since 2011, almost 7 million learners in South Africa write standardised tests in literacy and numeracy on an annual basis, known as the Annual National Assessments (ANA). By global standards, this is a significant achievement and provides a useful diagnostic of the health of the education system and an instrument to improve school and classroom practice. The results since 2011, however, have been a cause of concern.

In the 2014 ANA, literacy (56%) and numeracy (56%) levels amongst grade 3 learners remained low. Worryingly so, in the same year literacy and numeracy levels were progressively lower amongst Grade 6 (63%, 43%) and 9 (48%, 11%) learners respectively. Only 3per cent of Grade 9 learners in the system achieved a 50per cent pass mark in mathematics. Although the system has intimated improvements in results since the inception of ANA in 2011, year-on-year comparison is not possible with the current construction of ANA.

**INEQUALITY OF OUTCOMES.** South Africa's education system continues to reflect the inequality prevalent in the country and entrenches exclusion by providing poor quality education to those from poor and largely black communities.<sup>26</sup> The system demonstrates a bimodal curve with the quality of education provided to those from advantaged communities (Quintiles 4 and 5: fee paying schools, largely catering to those from higher socio-economic groups, and mostly White) far outperforming those from disadvantaged communities (Quintiles 1-3: no-fee paying schools, largely catering to those from lower socio economic groups, and predominantly Black).

Based on data from PIRLS on Grade 5 reading assessment and dividing schools based on their medium of instruction (English or Afrikaans vs. African language), researchers are able to show that the former far outperformed the latter in terms of learning outcomes.<sup>27</sup> Similar findings are reported in SACMEQ III for reading and mathematics based on socio-economic status.<sup>28</sup>

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<sup>26</sup> Van der Berg, S., Burger, C., Burger, R., De Vos, M., Du Rand, G., Gustafsson, M., Moses, E., Shepherd, D., Spaull, N., Taylor, S., Van Broekhuizen, H. & Von Fintel, D. (2011). *Low quality education as a poverty trap. Stellenbosch Economic Working Papers: 25/11*. Stellenbosch: ReSEP, University of Stellenbosch.

<sup>27</sup> Taylor, S. & Yu, D. (2009). *The importance of socio-economic status in determining educational achievement in South Africa. Stellenbosch Economics Working Papers (01/09)*. Stellenbosch: ReSEP, University of Stellenbosch.

<sup>28</sup> Van der Berg, S., et al. (2011) *Low quality education as a poverty trap. Stellenbosch Economic Working Papers: 25/11*. Stellenbosch: ReSEP, University of Stellenbosch.

*Determinants* of quality education is articulated in the DBE's sector plan entitled: Action Plan to 2019: Towards Schooling 2030 that identifies 13 goals focused on improving learner enrolment and attainment (largely based on ANA and the NSC and emphasizing ECD), followed by 14 goals on how learner enrolment and attainment will be improved. Within these 14 goals, DBE has flagged five determinants for prioritisation, namely ECD, teacher capacity, Learning and Teaching Support Materials (LTSM), school management and district support, together with assessment and e-Education as innovation priorities. These priorities resonate with both the NDP<sup>29</sup> and MTSF with both also emphasizing the importance of addressing infrastructure backlogs and promoting mutual accountability between schools and communities.

**WEAK TEACHER CAPACITIES, LIMITED TIME ON TASK.** Despite a high level of teacher qualifications (97% have qualification of matric plus a 3 year teaching diploma) teacher subject knowledge<sup>30</sup> and pedagogical skills<sup>31 32</sup> remains low. Going forward the focus of training must be on strengthening subject knowledge and teaching methodology of an adequate benchmarked standard and quality.<sup>33</sup>

In particular, given the very low levels of reading for meaning in home language reported in the foundation phase and very poor oral reading fluency in English as a second Language in the intermediate phase, a strong focus in the foundation phase must be on acquiring reading skills with comprehension. Similar deficiencies exist in mathematics. This work must extend to the nine African languages together with the requisite curricular tools required, and be supported by a primary school teacher training course that teaches all foundation phase educators how to effectively teach reading and numeracy in African languages and in English given '*the hierarchical nature of skills acquisition*'<sup>34</sup>.

**CLASS SIZE:** Despite learner-educator ratios (32:1) now achieving acceptable levels<sup>35</sup>, some schools still experience large classes, especially in the foundation phase where foundational skills must be taught<sup>36</sup>, due to amongst others, teacher vacancies, substantial growth in enrolment (linked to population growth and a larger age cohort working its way through the system) and poor management of teacher time in schools. The latter is linked to inefficient teacher utilisation (poor post-provisioning at national and provincial levels) and timetabling (limited administrative leadership at school level)<sup>37</sup>. Bringing in teaching assistants could be one policy option to consider

<sup>29</sup> The Presidency, National Planning Commission. (2012). National Development Plan 2030. Our future – making it work. Pretoria: The Presidency. (p. 313).

<sup>30</sup>Ibid.

<sup>31</sup> Ibid.

<sup>32</sup> Spaull, N., van der Berg, S., Wills, G., Gustafsson, M., and Kotze, J. (2016). *Laying firm foundations. Getting reading right. Synthesis report for a research grant provided by the Zenex Foundation*. Stellenbosch: ReSEP, University of Stellenbosch..

<sup>33</sup> Department of Basic Education. (2013). *Macro Indicator Report*. Pretoria: DBE.

<sup>34</sup> Spaull, N., et al. (2016). *Laying firm foundations. Getting reading right. Synthesis report for a research grant provided by the Zenex Foundation*. Stellenbosch: ReSEP, University of Stellenbosch.

<sup>35</sup> Department of Basic Education. (2015). *Action Plan to 2019. Towards the Realisation of Schooling 2030*. Pretoria: DBE.

<sup>36</sup> Spaull, N., et al. (2016). *Laying firm foundations. Getting reading right. Synthesis report for a research grant provided by the Zenex Foundation*. Stellenbosch: ReSEP, University of Stellenbosch.

<sup>37</sup> Department of Basic Education. (2015). *Action Plan to 2019. Towards the Realisation of Schooling 2030*. Pretoria: DBE

in allowing teachers focused attention with groups of learners falling behind in reading acquisition.<sup>38</sup>

**CURRICULUM COVERAGE:** Curriculum coverage remains low with 53per cent nationally covering a basic minimum level of effort of seven maths exercises a month at Grade 9 and six language exercises per month at Grade 6, with significant provincial variation.<sup>39</sup> This is closely aligned to issues around time on task, poor instructional leadership (schools principals largely focusing on administration and not on curriculum leadership) and curriculum oversight and monitoring offered through district support.

**LEARNING AND TEACHING SUPPORT MATERIALS (LTSM):** To support curriculum implementation, between 2011 and 2013, 117 million workbooks, textbooks and study guides were distributed by the national department across the system, over and above what provinces provide. However, provision needs to be supported by mediation, to ensure optimal use of materials. Workbooks also offer a potential tool to monitor curriculum coverage.

**SCHOOL MANAGEMENT:** It is common cause within the education system that school management is a critical lever for overall functionality of the school and for learning outcomes. The School Monitoring Survey reported that in 2011, only 52per cent of schools had the 11 key building blocks required for effective school management with 88per cent of schools reporting the presence of a School Improvement Plan. Empowering school principals to better use ANA results to inform classroom practice is critical to strengthening teacher development and improving education outcomes. Aligned to this is ensuring the national roll out of competency assessments for principal appointments, a robust performance management system that is cascaded across the system, and strengthened national training for school managers.

**DISTRICT LEVEL SUPPORT:** The NDP recognises that school level deficiencies are a reflection of district level deficiencies and that significant capacity strengthening and accountability is required at this level of the system on amongst others, “*curriculum management, project management, data analysis, monitoring, planning, reporting, accounting and problem solving in order to provide effective support*”<sup>40</sup>. Strengthening the capacity of districts to make use of existing data available via amongst others, EMIS, SA SAMS, NSC results, and ANA results will go a long way in targeting support to the challenges faced by schools. Increasing support to primary schools is also of critical importance.

**ACCOUNTABILITY AND MEASUREMENT:** The Department’s innovation priorities around assessment and E-Education, together with the focus of the NDP on accountability are cross-cutting issues and interlinked with the determinants discussed above.

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<sup>38</sup> Spaul, N., van der Berg, S., Wills, G., Gustafsson, M., and Kotze, J. (2016). Laying firm foundations. Getting reading right. Research on Socio-economic Policy, Department of Economics, University of Stellenbosch.

<sup>39</sup> Ibid.

<sup>40</sup> The Presidency, National Planning Commission. (2012). *National Development Plan 2030. Our future – making it work*. Pretoria: The Presidency. (p. 310).

The NDP makes a clarion call for the establishment of an “*education accountability chain, with lines of responsibility from state to classroom*”<sup>41</sup>. It advocates for a results oriented framework that is underpinned by publicly available performance indicators for each school. It recommends that districts must be accountable to schools for the frequency, quality and nature of support they provide to schools; and that schools in-turn must be accountable to education authorities and to school communities for their performance on key indicators. Parents are expected to account for the ‘behaviour, attitude, attendance and work ethic of their children. In addition, while children hold the right to receive quality basic education, they equally bear responsibility to participate optimally in the education experience and to create demand for quality education. Poor school management and weak school discipline – are two of the three key factors (the other being fewer highly qualified and more experienced teachers) as to why schools in poor communities continue to underperform.

Measurement is a reliable accountability mechanism within the education system. DBE is engaging national and international experts on how to refocus ANA to attain the dual objectives of (1) producing performance information that is comparable over time and across provinces, and (2) changing school and classroom practices to improve performance. Some of the recommendations for the former is to limit the grades being tested to 3, 6 and 9, limit the sample size to ensure rigour and reliability, administer and mark the tests independently, ensure that tests are secure to avoid ‘teaching to the test’, and introducing anchor items. Recommendations for the latter are to ensure that guides are available for how districts, schools, teachers and parents can use the ANA results to improve performance. The importance of standardised testing cannot be overemphasized as the current system of school based assessment is weak as has been demonstrated relative to the performance in standardised testing via ANA and the NSC, leading to poor subject choices and ultimately poor learning outcomes. Research has shown this to be the case in historically black schools where mathematical ability and performance was unrelated to the decision to take mathematics as a subject in Grade 12<sup>42</sup>.

**INNOVATION:** The use of ICT in society is now ubiquitous. It has the potential to enable teaching and learning and to better enable administration of the schooling system. Although ICT uptake in schools has improved over time, South Africa remains behind other developing countries. A policy gap exists in the DBE’s approach towards the use of ICT and any recommended strategies must be premised on clear links between the use of ICT and learning outcomes, for which the evidence is equivocal. Furthermore, while public-private partnerships have enabled small scale projects from which invaluable lessons have and can be learnt, lessons from elsewhere indicate that system-wide intervention is required to ensure scale and cost-effectiveness. The use of ICT for administration needs to shift away from compliance and a bottom up approach, to feeding information back into the system to better enable school administration and learner performance.

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<sup>41</sup> The Presidency, National Planning Commission. (2012). *National Development Plan 2030. Our future – making it work*. Pretoria: The Presidency. (p. 34).

<sup>42</sup> Taylor, S., Van der Berg, S., Reddy, V. & Janse van Rensburg, D. (2015) The evolution of educational inequalities through secondary school: Evidence from a South African panel study. *Development Southern Africa*, 32(4):425-442.

**INFRASTRUCTURE:** Schooling is also still affected by a backlog of absent and/or poor quality infrastructure (with only 46% of schools complying with the 2013 regulations on availability of water, toilets, electricity and a minimum number of classrooms. Note that if the minimum number of classrooms is excluded from the calculation then 84% of schools comply with water, toilets and electricity).<sup>43</sup>

**ROLE OF PHYSICAL EDUCATION AND SPORTS (PES) /PHYSICAL ACTIVITY IN QUALITY EDUCATION.** The government of South Africa has fully embraced the fact that effective learning and teaching is underpinned by adequate psychosocial wellbeing and psychosocial support services as well as the school health programmes are being considered as critical components to learning. The low status of implementation of physical education (Phys Ed) after the inception of Outcomes Based Education<sup>44</sup> and then Life Orientation<sup>45</sup> as subject to replace Physical Education (PE) in the South African Schools has resulted in a number of social ills such as childhood obesity and overweight children that could be due to the decline in physical activity and aerobic fitness, accompanied by rises of sedentary life style illnesses among the South African school aged children<sup>46</sup>. Paired with the limited capacity of Higher Education Institutions to teach PE. A majority of institutions no longer provide full time course for PE but rather include it in Bachelors in Education degree as a module<sup>47</sup>. Health promotion interventions aimed at adolescent frequently rely on schools as key delivery setting<sup>48</sup>. The positive association between quality PE, regular participation in physical activity and fitness is evident<sup>49</sup> in developing healthy lifestyles.

The steady decline of participation over time (from 63% to 10% in the secondary school, and from 71% to 31% in the primary school, with an average of 3.5% of girls' participation at grade 12), can partially be contributed to the top-down delivery of traditionally male sports (as decided upon by Sports and Recreation South Africa (SRSA)).<sup>50</sup>

Despite South Africa's vibrant sporting culture, the vast majority of children in townships and rural schools across 52 districts spread over nine provinces do not have access to regular, quality programmes of sport<sup>51</sup> due to high levels of poverty and basic access to resources. It is not surprising that South Africa is not fulfilling political aspirations in identifying and developing

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<sup>43</sup> Department of Basic Education. (2015). *Action Plan to 2019. Towards the Realisation of Schooling 2030*. Pretoria: DBE.

<sup>44</sup> Roux, C.J. (2006). Indigenous Zulu Games as an educational tool for the multicultural schools in South Africa. Unpublished D. Litt. et Phil. In Sport and Movement Studies, Faculty of Humanities, University of Johannesburg.

<sup>45</sup> Cleophas, F. (2014). Need to form a physical training society. *The Mercury* of 4<sup>th</sup> August p. 7

<sup>46</sup> Yap, P., Müller, I., Walter, C.; Seelig, H., Gerber, M., Steinmann, P., Damons, B.P., Smith, D., Gall, S. & Bänninger, D. Hager, T., Htun, N.S.N., Steenkamp, L., Gresse, A., Probst-Hensch, N., Utzinger, J., Du Randt, R. & Pühse, U. (2015). Disease, activity and schoolchildren' health in Port Elizabeth, South Africa; a Study Protocol. *BMC Public Health*, 15(1).

<sup>47</sup> Du Toit, D., Van der Merwe, N. & Rossouw, J.P. (2007). The return of Physical Education in the South African school curriculum: challenges for schools in developed and developing communities. *African Journal for Physical, Health Education, Recreation and Dance*, 13(3): 241-253.

<sup>48</sup> Singh, A., Uijtendwilligen, L., Twisk, J.W., Van Mechelen, W. & Chinapaw, M.J. (2012). Physical activity and performance at school: a systematic review of the literature including a methodological quality assessment. *Arch Paediatric Adolescent Medicine*, 166 (1), 49-55.

<sup>49</sup> Draper, C.E., Basset, S., de Villiers, A. & Lambert, V. (2014). Results from South Africa's 2014 Report Card on Physical Activity for Children and Youth. *Journal of Physical Activity and Health*, 11 (Supp 1), S98-S104.

<sup>50</sup> Burnett, C. & Hollander, W.J. (2013). *GIZ/YDF Final Impact Assessment*. Johannesburg: University of Johannesburg.

<sup>51</sup> South African Sport Confederation and Olympic Committee (SASCOC). (2012). *South African model for long-term participant development*. (2012). Melrose: SASCOC.



sporting talent. As outlined in Draft School Sport Policy<sup>52</sup> each school in South Africa should have a structured programme for competitive sport and focus on mass participation. Although school sport programmes have been introduced in schools (Quintile 1 & 2), the values inherent to participating in school sport have not been fully capitalized upon. It has been proven that there are gaps in the sports for development literature relating to school-based delivery that aim to address health and educational outcomes. The inactivity pandemic is a complex issue, and can have implications for many government departments, with Sport and Recreation Departments being no exception<sup>53</sup>. Sport policy-makers increasingly recognize the value of advocating school-based sport as a means of physical activity participation at an early age<sup>54</sup>.

Current research reveals increased incidence of childhood obesity and overweight children that could be due to the decline in physical activity and aerobic fitness, accompanied by rises of sedentary life style illnesses among the South African school aged children<sup>55</sup>. In 2011 32 per cent of the learners reported that they had no physical education classes at school and 30per cent watched TV or played computer games for over 3 hours per day.<sup>56</sup> Physical inactivity has become a major public health problem, contributing to the chronic, non-communicable disease epidemic. It has been identified as the fourth leading risk factor for global mortality, contributing to 6per cent of deaths globally. The results of the South African national health and nutrition examination indicated that 22.9per cent of children between the ages of two and five years are overweight in comparison to the 12per cent in the United States. There is an increase from 10.6per cent to 18.2per cent of overweight children from 2003 to 2013<sup>57</sup>.

This can be directly linked with the low status of implementation of physical education after the inception of Outcomes Based Education<sup>58</sup> and then Life Orientation<sup>59</sup> as subject to replace physical education in the South African Schools. Child and adolescent health promotion intervention frequently rely on schools as key delivery setting<sup>60</sup> and the positive association between quality PE, regular participation in physical activity and fitness is evident<sup>61</sup> in developing healthy lifestyles.

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<sup>52</sup> Department of Basic Education. 2011. Draft School Sport Policy. (Published in Government Gazette (34830), Pretoria: Government Printer).

<sup>53</sup> Robson, S. & McKenna, J. (2013). Sport and health. In Hylton, K. (Ed). *Sports development: Policy, process and practice*. London: Routledge.

<sup>54</sup> Arumí i Prat, I. (2015). The influence of sport and physical activity involvement on health related behaviours during the transition from late adolescence to early adulthood. Unpublished. Universitat de Vic - Universitat Central de Catalunya

<sup>55</sup> Yap, P., Müller, I., Walter, C., Seelig, H., Gerber, M., Steinmann, P., Damons, B.P., Smith, D., Gall, S. & Bänninger, D. (2015). Disease, activity and schoolchildren' health in Port Elizabeth, South Africa; a Study Protocol. *BMC Public Health*, 15(1).

<sup>56</sup> Reddy, S.P., James, S., Sewpaul, R., Sifunda, S., Ellahebokus, A., Kambaran, N.S. & Omardien, R.G. (2013). *Umthente Uhlaba Usamila: the 3rd South African National Youth Risk Behaviour Survey 2011*. Cape Town: HSRC Press.

<sup>57</sup> Anon. (2013). Nutrition stats: a recipe for disaster for SA kids. *The Citizen*, 8 August, p. 6.

<sup>58</sup> Roux, C.J. (2006). Indigenous Zulu Games as an educational tool for the multicultural schools in South Africa. Unpublished D. Litt et Phil thesis, Faculty of Humanities, University of Johannesburg, Johannesburg.

<sup>59</sup> Cleophas, F. (2014). Need to form a physical training society. *The Mercury* of 4<sup>th</sup> August p. 7.

<sup>60</sup> Singh, A., Uijtendewilligen, L., Twisk, J.W., Van Mechelen, W. & Chinapaw, M.J. (2012). Physical activity and performance at school: a systematic review of the literature including a methodological quality assessment. *Arch Paediatric Adolescent Medicine*, 166 (1), 49-55.

<sup>61</sup> Draper, C.E., Basset, S., de Villiers, A. & Lambert, V. (2014). Results from South Africa's 2014 Report Card on Physical Activity for Children and Youth. *Journal of Physical Activity and Health*, 11 (Supp 1), S98-S104



However, policy implementation gaps and full coverage of such interventions of optimum quality has compromised retention rates of such learners within the education system. The Care and Support for Teaching and Learning Programme is an attempt to collectively address these barriers to learning but needs to gain traction and reach scale in the education system.

**GENDER EQUITY IN EDUCATION OUTCOMES.** As mentioned above poor quality of education contributes to youth unemployment which results to youth being caught in a cycle of poverty and exclusion. This situation is more prevalent among females than males. Women around the world have historically faced numerous barriers to their engagement in the economy. These barriers reduce their employability, constrain their ability to participate on their own terms, restrict the options available to them and limit the likelihood of utilizing their full potentials. Many of these barriers exist today and South Africa is not different from other countries despite great strides made within the new democracy<sup>62</sup>.

According to the 2013 report on the status of women, females are estimated to have accounted for 48.5 percent of enrolment in primary schools, rising to 51.9 percent in secondary schools. In higher education, as with post-secondary vocational education and training female constitutes the majority of enrolment of 57per cent in 2010. In practice this means that females outnumber males in the higher education system by a ratio of almost three to two. Data reveals that, although males are in minority within the secondary education system, they account for more than half of passes in mathematics and physical science. The report further states that 51.8per cent of mathematics passes and 51per cent of physical sciences passes were males. In fact if one considers the pass rate of all mathematical related subjects in 2013, the male pass rate was higher than female pass rate by 9.1per cent points in maths literacy, 7.9per cent points in mathematics, 7.4per cent in physical science, and 3.3per cent points in accounting. Except for accounting these gaps are evident in each year between 2009 to 2013<sup>63</sup>.

These are all subjects that are valued in the workplace and that allow enrolment in the science, technology, engineering, mathematics (STEM) fields in higher education. Graduates in these fields are sought after as science based innovation is an important driver of economic growth in any country. There is more demand in the country to increase the number of women venturing into the scarce skills in line with the NDP, which identifies the financial inclusion of women as a critical tool that will result in a quicker poverty elimination and reduction of inequality<sup>64</sup>. These kind of qualifications are more important these days as the country faces high unemployment rates. International experts indicate that adolescents and young adults are especially vulnerable to macroeconomic downturns<sup>65</sup>, and have borne the brunt of the global economic crisis that began in 2008 and the subsequent sluggish employment recovery<sup>66</sup>. This is also evident in the South African labour market. Over the period 2008–2015, the increase in employment by 1.0 million was solely

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<sup>62</sup> Department of Women. 2015. *The Status of Women in the South African Economy*. Pretoria: Department of Women.

<sup>63</sup> Department of Women. 2015. *The Status of Women in the South African Economy*. Pretoria: Department of Women.

<sup>64</sup> The Presidency, National Planning Commission. (2012). *National Development Plan 2030. Our future – making it work*. Pretoria: The Presidency. (p. 43).

<sup>65</sup> Bloom, D.E. (2012). Youth in Balance. *Finance & Development*, 49(1): 6-11.

<sup>66</sup> Statistics South Africa. (2015). *National and provincial labour market: Youth*. Pretoria: Stats SA.

on account of job gains among adults (up by 1.2 million) while among youth job losses of 221 000 occurred. The unemployment rate among youth is more than twice that of adults each year while the absorption rate for youth is substantially lower than that of adults.

**VIOLENCE AGAINST CHILDREN IN SCHOOLS.** Young people in South Africa experience high levels of all forms of violence at home, in the community and at school, including sexual and gender-based violence<sup>67</sup>. Violence results in trauma and impacts all aspects of health, development and wellbeing, physical, emotional and psychological and is a major impediment to health and development of young people. While there is no reliable data on gender-based violence, it is estimated that seven women are murdered every day in South Africa and at least half of these murders are at the hands of intimate partners.<sup>68</sup> According to the Crime Statistics report, the metro areas experience the highest murder cases resulting from the use of guns (78.4per cent), with the mode of weapon used in urban areas and rural areas being knives at 33.3per cent and 12per cent respectively<sup>69</sup>. In 2012, 22per cent of high school learners were found to have been threatened with violence or had been the victim of an assault, robbery and/or sexual assault at school in the past year<sup>70</sup>. In a 2013 study conducted in Western Cape by the Society for Prevention Research, over 78 per cent of students who had a partner in the past 3 months reported high rates of intimate partner violence during that period (e.g., over 10 per cent of boys reported forcing a partner to have sex, and 39 per cent of girls reported physical intimate partner violence victimization). Sexual violence against children is prevalent: In 2015/16 a total of 40 689 complaints of sexual assault against children were reported to the South African Police Services (an average of 55 per day), which is 42 per cent of all sexual assaults reported<sup>71</sup>. According to the Centre for Justice and Crime Prevention 2012 National School Violence Study 7.6 per cent of female learners reported having been sexually assaulted compared to 1.4 per cent of male learners<sup>72</sup>.

Interventions for the prevention of and response to violence are not based on evidence of what works, and the existing prevention, early detection and response services are not evenly distributed throughout the country.

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<sup>67</sup> Gender-based violence' refers to violence that targets individuals or groups on the basis of their gender. The United Nations' Office of the High Commissioner for Human Rights' Committee on the Elimination of Discrimination against Women (CEDAW) defines it as "violence that is directed against a woman because she is a woman or that affects women disproportionately", in its General Recommendation 19. This includes acts that inflict physical, mental or sexual harm or suffering, the threat of such acts, coercion and other deprivations of liberty. Together with *sexual violence* and *violence against women*, *gender-based violence* is used interchangeably. This does not mean that all acts against a woman are gender-based violence, or that all victims of gender-based violence are female. The surrounding circumstances where men are victim of sexual violence could be a man being harassed, beaten or killed because they do not conform to view of masculinity, which are accepted by the society. There are 5 types of sexual and gender-based violence; sexual violence, physical violence, emotional and psychological violence, harmful traditional practices and socio-economic violence.

<sup>68</sup> Data for the period March 2010 to March 2011. Source: Police crime statistics released in September 2011.

<sup>69</sup> Statistics South Africa. 2016. *Crime statistics series volume III: Exploration of selected contact crimes in South Africa (In-depth analysis of Victims of Crime Survey data: 2011–2014/15)*. Pretoria: Stats SA.

<sup>70</sup> Burton, P. & Leoschut, L. (2013). *School Violence in South Africa: Results of the 2012 National School Violence Study*. Cape Town: Centre for Justice and Crime Prevention.

<sup>71</sup> South African Police Services. 2016. *Annual Report of the Department of Police for the period 1 April 2015 to 31 March 2016*. Pretoria: SAPS. (p. 191).

<sup>72</sup> Burton, P. & Leoschut, L. (2013). *School Violence in South Africa: Results of the 2012 National School Violence Study*. Cape Town: Centre for Justice and Crime Prevention.

Alcohol, drugs and weapons are easily accessible for many learners: one in seven learners reported easy access to alcohol, one in ten reported easy access to drugs, nearly a tenth asserted that it would be easy for them to obtain a firearm at school, and one in five learners claimed having easy access to knives or other weapons at their school. The ease of access to weapons and substances was facilitated by personal knowledge of individuals who were involved in various drug-related activities at school: nearly a quarter of the sample knew people who had brought weapons to school with them, one in six knew people at school who were involved in criminal activities, and nearly a tenth knew people at their school who sold or dealt in drugs<sup>73</sup>. Given the proximity of young people to potential offenders, one can expect their risk of violence to be enhanced. These statistics highlight the importance of safe communities and safe home environments as prerequisites for safe schools.

Although cyber violence is not confined to any particular physical environment, such as schools, the study results highlighted the relationship between online violence and offline, or more traditional, forms of violence (that is, physical violence). This suggests that cyber violence is just one part of a broader spectrum of violence affecting learners in South Africa. One in five (20%) scholars had experienced some form of cyber bullying or violence in the past year. While concerning, these figures show that cyber violence is not the epidemic that many believe it to be – it is still less prevalent than other forms of school violence<sup>74</sup>.

Generally, the percentage of learners who experienced corporal punishment at school in 2015 has decreased nationally since 2011 and 11.3 per cent of learners reportedly experienced corporal punishment at school in 2015.<sup>75</sup> Corporal punishment was more prevalent at schools in eThekhwini (13.2%) and Mangaung (11.8%) whilst this sort of punishment was less likely to be found in Ekurhuleni (1.1%) and the City of Cape Town (1.3%).

### **HIV-AIDS and teenage pregnancy**

In South Africa, youth aged 15–24 years are at a higher risk of HIV infections than other age groups, and female youth are at a greater risk than their male counterparts. A survey in 2012 found that HIV prevalence among women was nearly twice as high as men. Rates of new infections among young women aged 15–24 were more than four times greater than that of men in the same age range, and this age group accounted for 25 per cent of new infections in South Africa.<sup>76</sup> Poverty, the low status of women and gender-based violence have also been cited as reasons for

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<sup>73</sup> Burton, P. & Leoschut, L. (2013). *School Violence in South Africa: Results of the 2012 National School Violence Study*. Cape Town: Centre for Justice and Crime Prevention.

<sup>74</sup> Burton, P. & Leoschut, L. (2013). *School Violence in South Africa: Results of the 2012 National School Violence Study*. Cape Town: Centre for Justice and Crime Prevention.

<sup>75</sup> Statistics South Africa. (2016). *General Household Survey 2015*. Pretoria: Stats SA. (p. 16).

<sup>76</sup> Shisana O., Rehle, T., Simbayi, L.C., Zuma, K., Jooste, S., Zungu, N., Labadarios, D. & Onoya, D. (2014). *South African National HIV Prevalence, Incidence and Behaviour Survey, 2012*. Cape Town: HSRC Press

the disparity in HIV prevalence between men and women in South Africa.<sup>77</sup> Despite these barriers, HIV prevalence among women aged 15-24 is observed to have declined between 2002 and 2012.<sup>78</sup>

However, the HIV prevalence rate among 15-19 year olds was 3.2 per cent in 2012<sup>79</sup> – an increase from 2.5 per cent in 2008.<sup>80</sup> Prevalence rates at 5.6 per cent among females was much higher than 0.7 per cent among males.<sup>81</sup> On average, young women become HIV-positive about five years earlier than males. Evidence has shown that HIV infection levels increase exponentially among school leavers who do not have employment, mentoring or further training opportunities. HIV prevalence among young people age 15-19 was highest among the black African population group (8.4 per cent), among those residing in urban informal settlements (11.3 per cent) and in the KwaZulu Natal province (12 per cent)<sup>82</sup>.

Furthermore, adolescents and youth aged 15-19 living with HIV have the lowest proportion of treatment exposure (14.3 per cent).<sup>83</sup> Correct knowledge about sexual transmission of HIV among young people is low (28.6 per cent),<sup>84</sup> and late diagnosis and poor outcomes among adolescents living with HIV are common because adolescents face specific barriers in accessing HIV treatment due to a number of factors including community and service provider attitudes about adolescent sexual activity.<sup>85</sup> Furthermore, absence of timely and disaggregated data undermines the quality of programmatic response to the needs of adolescents.

Teenage fertility began to decline in the early 1990s from relatively high levels in the previous decade. This trend is in line with a decades-long decline in overall fertility rates in South Africa.<sup>86</sup> Teen fertility has been falling among all population groups, and comparatively more in rural areas. Much of the decrease has been driven by a decline in births to women under 18. Between the early 1990s and the late 2000s, the percentage of women who gave birth before 18 dropped by one fifth, while the proportion of children born to them nearly halved.<sup>87</sup>

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<sup>77</sup> Van Damme, W. et al (2008) Scaling-up antiretroviral treatment in Southern African countries with human resource shortage: How will health systems adapt? *Social Science and Medicine*, 66(10):2108-2121 and Feucht, U.D. et al (2007). Reasons for delay in initiation of antiretroviral therapy in a population of HIV-infected South African children. *Journal of Tropical Pediatrics*, 53(6):398-402.

<sup>78</sup> Shisana O., et al. (2014). *South African National HIV Prevalence, Incidence and Behaviour Survey, 2012*. Cape Town: HSRC Press.

<sup>79</sup> Ibid.

<sup>80</sup> Fraser-Hurt, N., Zuma, K., Njuho, P., Chikwava, F., Slaymaker, E., Hosegood, V., Gorgens, M. (2011). *The HIV epidemic in South Africa: What do we know and how has it changed?* Pretoria: SANAC.

<sup>81</sup> Shisana O., et al. (2014). *South African National HIV Prevalence, Incidence and Behaviour Survey, 2012*. Cape Town: HSRC Press.

<sup>82</sup> Ibid.

<sup>83</sup> Ibid.

<sup>84</sup> Ibid.

<sup>85</sup> Mokomane, Z., Mokhele, T., Makoe, M. & Molefi, S. (2014). *National rapid assessment of Adolescent and Youth Friendly Services in all nine provinces of South Africa*. Commissioned by UNICEF, UNFPA and the National Department of Health. Cape Town: HSRC Press.

<sup>86</sup> Department of Social Development. 2014. *Annual Report for the Department of Social Development 2006/07 Financial Year*. Pretoria: DSD. (p. 55); Makiwane, M. (2006). *A quantitative study on fertility trends in South Africa and their relationship with the introduction of child support grant*. Pretoria: HSRC.; Makiwane, M. (2010). The child support grant and teenage childbearing in South Africa. *Development Southern Africa*, 27(2):193-204.

<sup>87</sup> Branson, N., Ardington, C. & M. Leibbrandt (2013). *Trends in teenage childbearing and schooling outcomes for children born to teens in South Africa*. SALDRU Working Paper Number 98. Cape Town: SALDRU, University of Cape Town.

Nevertheless, the pregnancy rate for adolescents in the country still remains high with around 20.5 per cent of 15-19 year olds reporting ever having been pregnant.<sup>88</sup> According to the 2011 census data adolescents account for almost 14 per cent of all those giving birth. Pregnancies terminated by teen girls remain fairly high in public health facilities, which mostly cater for the poorer segments of the population. Given the high reported levels of unmet health needs, a more plausible explanation for the high rates of teen pregnancy is the absence of age-appropriate sexual and reproductive health services for this group.<sup>89</sup>

## F. RESULTS IN THE OUTCOME AREA

For the reporting period January 2016 to December 2016, the Education and Gender Equality Thematic Funds were used to contribute to the following outcome result area:

**Outcome Statement:** *Improved access to quality education for all boys and girls, and increased school retention, completion and achievement rates*

Participation in early childhood development programmes differ by age group. Up to 83 per cent of 5-6-year-old children attended an educational institution in 2015, while the rate for birth to four years stands at 47per cent (i.e. 33 %attend a centre-based ECD programme, with another 14% attending a programme with a child minder/day mother)<sup>90</sup>. Data on other forms of ECD provisions is not available, though collection will start from 2017 through Stats SA. Primary gross enrolment rate (GER) is high, at 112 per cent for primary and 118 per cent for secondary education. Latest data indicate that only 1 per cent of children of children within the compulsory school age (7-15 years) are not in school. School attendance is high, at 99 per cent, of which 4.8 per cent are children with disabilities. A combination of factors: strong social grants system, bill of rights, sound policies (e.g. school health and nutrition), generous budget to education sector, devolved governance and demands for social service delivery, among others, have ensured that enrolment and participation in education is high. Systemic challenges remain, especially with internal efficiency and learning outcomes. Cohort completion rate remains at just about 40 per cent. While primary school repetition is low, it is high in secondary, at about 11 - 15per cent.

*The National Integrated Early Childhood Development (ECD) Policy* first year of implementation was in 2016 after its approval in 2015, whilst the *National Curriculum Framework (NCF) for Children Birth to Four Years* had its second year of implementation in 2016. Both give effect to the National Development Plan; Vision 2030<sup>91</sup> that sets ECD as a priority for the country. UNICEF

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<sup>88</sup> Jonas, K., Crutzen, R., Van den Borne, B., Sewpaul, R. & Reddy, P. (2016). Teenage pregnancy rates and associations with other health risk behaviours: a three-wave cross-sectional study among South African school-going adolescents. *Reproductive Health*, 13(1):50. (The census data indicates that the percentage of girls aged 15–18 who had ever had a live birth increased from about 13 per cent in 1996 to about 14 per cent in 2011. PSH, A Review of Teenage Pregnancy in South Africa, 2013)

<sup>89</sup> Makiwane, M. (2010). The child support grant and teenage childbearing in South Africa. *Development Southern Africa*, 27(2):193-204; SASSA and UNICEF. (2013). *Preventing Exclusion from the Child Support Grant: A Study of Exclusion Errors in Accessing CSG Benefits*. Pretoria: UNICEF South Africa.

<sup>90</sup> Statistics South Africa. 2016. *General Household Survey 2015*. Pretoria: Stats SA. (p. 9)

<sup>91</sup> The Presidency, National Planning Commission. (2012) *National Development Plan 2030. Our future – making it work*. Pretoria: The Presidency. (p. 300).

provided strategic support in these efforts through systemic interventions as key implementation levers related to ensure that all babies and young children have access to quality and adequately resourced early childhood development opportunities and/or programmes. This strategically positioned UNICEF's key upstream and governance levers in strengthening coordination and management across the three spheres of government, human resource development gaps analysis within government, evidence based programming in the early years and integrated planning, as well as downstream work focusing on capacity development for implementation and in-service training of 150 000 practitioners and educators over the next 24 months to improve the quality in early learning and development, supported by knowledge sharing and advocacy.

UNICEF supported the GoSA to develop and implement a national basic orientation programme on the National *Integrated Policy for Early Childhood Development* policy to provide 1 051 officials with the essential knowledge to lead the implementation of the policy. Specific interventions realized to support the policy implementation include: the comprehensive integrated plan linked to the policy awaits Cabinet before 31 March 2017; advocacy through the annual ECD Knowledge Building Seminar (11<sup>th</sup>), attended by 350 stakeholders, themed “*Reimagine Early Childhood Development in South Africa*” to emphasize the changes that the new ECD Policy require from the sector; a Play Conference in July 2016 focusing on *The Theory and Practice of Play in Early Childhood*, which provided the impetus to a national Critical Thinking Forum on the importance of play that draw the attention of key policy makers, programme developers as well as community members, supported by a newspaper insert that summarises key areas on the importance of play in early childhood in a user-friendly manner; development of a comprehensive investment case for early childhood development in South Africa; technical support for the development of *National Sectoral Social Development Financing Strategy Paper for Early Childhood Development in South Africa* further refined by the Department of Social Development to form the basis of Treasury's allocation of an additional ZAR 800 million for the MTEF; Human Resources audit on government departments in relation to ECD; feasibility study on the coordination and management of ECD on a national level; and, partnership with the Department of Science and Technology – National Research Foundation (DST-NRF) Centre of Excellence in Human Development reviewed the ECD policy and science on the early years through the Frameworks approach.

**Implementation of the National Curriculum Framework for Children Birth to Four:** Further, UNICEF continued its strategic support to the DBE on the implementation of the *National Curriculum Framework for Children Birth to Four years* through a review of the implementation of the first and second phase with the DBE; support to the DBE (with an implementing partner) to develop a national online in-service training programme on play based learning linked to the NCF and CAPS for Grades R to 3, targeting 150 000 practitioners and educators. The online platform was established and opened for testing in November 2016, with all the materials being developed and reviewed by the DBE. Integral to this programme is to follow a system wide approach, which required training and capacity development of 105 district officials from the Department of Basic



Education district offices focusing on the NCF and CAPS from the DBE to ensure a mind shift on the role of play as the foundation of learning.

**Strengthening the pre-service qualifications and training in early childhood development:**

UNICEF is working closely with the Department of Higher Education and Training to strengthen the pre-service qualifications and training in early childhood development, linked to the draft (to be approved by 31 March 2017) *National Policy on Minimum Requirements for Programmes Leading to Higher Education Qualifications for Educators Working in Early Childhood Care and Education*. UNICEF's support is integrated into a larger EU one on ECD pre-service training project with the DHET that takes system-wide approach to strategic development and implementation of policies and programmes for ECD and the Foundation Phase in a systemic manner.

**Supporting Student Assessments:** The Annual National Assessments that provides progress of learners in the early grades has been suspended since 2015 due to objections from the unions. A new assessment framework is being developed that is due for implementation in 2018. However, results from TIMSS 2015 show an improvement in maths (from 352 in 2011 to 372 in 2015) and science (from 332 in 2011 to 358 in 2015) performance amongst Grade 8 and 9 learners and the steady movement of performance of the system from very low to low relative to the other participating countries. In 2016, the training on error analysis for mathematics initially done in 2015 has been integrated into the National Strategy for Learner Attainment for which there is compulsory quarterly reporting. Data from 8 provinces indicate that 7105 teachers and 1186 provincial/district officials have been trained as of December 2016. The Gender Parity Index (GPI) continues to remain relatively stable over the years showing equal opportunity for both males and females participating in institutions of learning.

**Creating demand for MLearning to address access and quality:** The UkuFUNda virtual school, an m-learning solution was subjected to an implementation evaluation in 2016. This is the first rigorous evaluation of an ICT intervention in the DBE. The evaluation showed a high level of appetite for digital learning content amongst learners and teachers through a cost effective model, and for a 'bring-your-own-device model whose feasibility was ascertained in a secondary school context. While the overall reach of the programme was high (relative to any other such initiative in the country), sustained usage was generally low, except for a core group of learners. The invaluable lessons learnt from the trialling of the model and the evaluation will be used in 2017 to develop a revised m-learning solution through the input of a panel of experts in the field.

**Enhancing capacity to use ICT:** A university accredited training course on integration of ICT into teacher development was developed and implemented for 166 E-learning Specialists and Teacher Centre Managers through a partnership with the University of Johannesburg, UNISA, Vodacom, Microsoft and UNICEF. This blended learning course includes both face-to-face and online components with very high participation rates reported. Scalability is being achieved with two provinces taking the decision to roll out the training to all of their e-Learning officials. A

*Professional Development Framework for Digital Learning* has also been developed to support teacher development on ICT and standards to be met on ICT by teachers.

**Evidence on what works to improve learning:** UNICEF is supporting a Randomised Control Trial (RCT) on three interventions to improve early grade reading (teacher training; teacher training and coaching; and, parental support) in partnership with DBE and a private foundation. The RCT study will provide insight into the contextual factors that inhibit reading comprehension. The midline assessment has shown effects for Treatments 1 (teacher training) and 2 (teacher training and coaching) with no effects of Treatment 3 (parental support) being noted. In 2016 support was also provided to include a qualitative component to the RCT amongst 60 schools to understanding how teachers are changing instructional practice in classrooms. UNICEF will provide further support to extend the study in 2017 to cover Grade 3 learners. The findings will then lead to replicability study to support evidence based decisions on rollout nationally on the models that work.

**Strengthening capacity for evidence-based decision making through EMIS:** Forty five district officials (managers and technical support officials) representing 25 of the 81 districts (30% of schools) were trained through a two week course on using data to inform planning and decision-making through the support of the University of Stellenbosch. The advantage of the course was that it used datasets that are commonly used in DBE (EMIS, SNAP, SASAMS, ANA, NSC, PERSAL) and involved practical exercises that managers regularly encounter in their day-to-day work. All participants completed the final summative assessment and on average achieved a pass mark of 70per cent.

**Harmonized Care and Support for Teaching and Learning (CSTL) Implemented:** UNICEF's global child friendly schools framework, adopted in South Africa as *Safe and Caring Child Friendly Schools Framework* (SCCFS) was harmonized with the regional initiative adopted by SADC countries called *Care and Support for Teaching and Learning Programme* (CSTL). Implementation is ongoing countrywide, but a specific initiative was initiated to test the efficacy of the framework (see Annex I for details of the pillars for the framework) in one province (Mpumalanga) in 393 schools as a model for scale-up.

The CSTL programme in Mpumalanga currently reaching over 300,000 students and will be extended to all 1800 schools (reaching over 1.2 million girls (50%) and boys).

To strengthen implementation of the framework, UNICEF supported:

- Printing and distribution of information leaflets on deworming for educators to the nine provinces in preparation for the launch of the programme which took place in February 2016. The deworming programme has reached 82per cent (5 038 560) of the targeted G R-7 learners.
- Advocacy through a roundtable discussion for the *Department of Basic Education National Policy on HIV, STIs and TB* in 2015. The policy which makes available condoms and a package

of SRHR services was adopted by the Council of Education Ministers for implementation in 2016

- Technical support to redesign the conditional grant framework for the HIV and AIDS Life Skills Programme.
- Technical support to develop a learner wellbeing concept note for submission to National Treasury for additional funding for the DBE's Care and Support Branch.
- Provision of inputs on the draft pregnancy policy.
- 5600 schools have been reached in 2016 following the approval of the National School Safety Framework.

Two of the 10 key pillars of the CSTL framework include rights based and inclusive education, as well as curriculum support. Central in the CSTL framework is the co-curricular support. UNICEF has implemented a robust sports for development as a vehicle to address participation, retention, quality and essential life skills through partnerships. Key results in this regard include:

- 18 155 learners in from 60 participating schools in KwaZulu-Natal and North West provinces benefiting from sports for development including life skills education
- 300 additional educators capacitated on physical education.
- Schools Netball: 81 Educational Districts, 16,000 schools, 1,200,750 learners in 9 provinces

**Physical Education and Sport for Development:** Through the sports for development programme 18,155 learners from 60 schools in KwaZulu-Natal and North West provinces benefited from sports for development activities, including life skills education. Three hundred additional educators were also trained in physical education and over 1.2 million learners in 16 000 schools across all nine provinces engaged in schools netball tournaments. This programme is equally central to the CSTL framework as a vehicle to address participation, retention, quality and essential life skills through partnerships.

Furthermore, a total of 5 000 learners in 42 high schools have a voice, take responsibility for their actions and actively participate in sport and youth development programmes within their schools as part of the Girls' and Boys' Education Movement's (G/BEM) youth leadership programme in Eastern Cape, KwaZulu-Natal, Mpumalanga and Gauteng.

**Violence prevention in schools:** Five thousand six hundred schools have been reached in 2016 following the approval of the *National School Safety Framework* (NSSF) in 2015. The NSSF provides standard operational guidelines for provinces to implement plans relating to school safety, including standardized school safety indicators. Through this framework, schools are expected to collect data on violence and upload it to the EMIS. As part of the NSSF implementation, over 200 G/BEM youth leaders were trained on the prevention of gender-based violence in KwaZulu-Natal.

**Keeping Girls in schools:** Within the innovative TechnoGirl programme, 3750 girls benefited from a structured job-shadowing programme during school holidays offered by over 100 companies in 2016. This is an innovative programme through which school girls aged 15-18 years

are drawn from disadvantaged communities, selected on academic merit and placed in job shadowing programmes in companies. Job shadowing exposes girls to career experience and role models in science, technology, engineering and mathematics (STEM) careers and these will subsequently motivate the girls to aspire to STEM careers and to take up studies in these fields.

A data base for the Alumni has been developed and is being maintained on a regular basis to ensure that progress of beneficiaries is constantly being tracked during their study years. In 2016, 1095 alumni were attending at various Institutions of Higher Learning, of which 76 of them are doing their final year and about 57 girls have entered the world of work and become business leaders in their own right.

### ***Main constraints and opportunities***

Suspension of ANA in 2015-2017 due to union resistance means that standardised data is not available on learner performance in the early grades. This limits the ability of the system to track performance and determine appropriate interventions. However, the DBE is due to release a new assessment framework in 2017 with the proposal to re-introduce ANA in 2018.

The strong working relationship between UNICEF and DBE has enabled the achievement of formidable results for children in 2016.

Limited role of the DBE in monitoring implementation of Technogirl and linkage with other initiatives to improve learning outcomes spearheaded by the ministry.

A major a constraint to programme implementation was the delay of payments to UNICEF South Africa country office. These delays have hindered programme implementation by partners in support to school communities.

## **G. FINANCIAL ANALYSIS**

**TABLE 1: Planned budget by Outcome Area**

<b>Outcome Area 5: Education</b>		
<b>South Africa</b>		
<b>Planned and Funded for the Country Programme 2015 (in USD)</b>		
<b>Intermediate Results</b>	<b>Funding Type</b>	<b>Planned Budget</b>
05-01 Early learning	OR	1,310,000
05-03 Learning and child-friendly schools	OR	2,290,000
05-05 Education # General	OR	1,050,000
<b>TOTAL BUDGET</b>		<b>4,650,000</b>

**TABLE 2: Country-level thematic contributions to outcome area received in 2016**

<b>Outcome Area 5:</b>
<b>Thematic Contributions Received for Outcome Area 5 by UNICEF South Africa in 2016</b>

Donors	Grant Number	Contribution Amount	Programmable Amount
German Committee for UNICEF	SC1499050406	368,252	368,252
Spanish Committee for UNICEF	SC1499050066	10,998	10,998
United States Fund for UNICEF	SC1499050411	153,764	153,764
<b>TOTAL</b>		<b>533,014</b>	<b>533,014</b>

**TABLE 3: Expenditures in the Outcome Area**

Outcome Area 5: Education				
South Africa				
2016 Expenditures by Key Results Areas (in US Dollars)				
Organisational Targets	Expenditure Amount			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
05-01 Early learning		939,535	61	939,596
05-03 Learning and child-friendly schools		2,169,843	209,912	2,379,755
05-05 Education # General		494,515	29	494,544
<b>TOTAL</b>		<b>3,603,894</b>	<b>210,002</b>	<b>3,813,896</b>

**TABLE 4: Thematic expenses by programme area**

Outcome Area 5: Education	
South Africa	
Thematic Expense by Programme Area (in USD)	
05-01 Early learning	124,351
05-03 Learning and child-friendly schools	836,117
05-05 Education # General	269,420
<b>TOTAL</b>	<b>1,229,887</b>

**TABLE 5: Expenses by Specific Intervention Codes**

Outcome Area 5: Education	
South Africa	
Expenses by Specific Intervention Code	
05-01-02 Development and use of standards and measurements for early learning and school readiness	176,950
05-01-03 Institutional pre-schools	625,934
05-03-02 Child Friendly Schools # Education	1,079,312
05-03-04 Learning assessment systems	726,459
05-03-05 Curriculum reform or development	82,889
05-05-01 Education -Systems	363,374
05-05-02 Teacher development and deployment	9,635
05-05-05 Education sector plans (incl. coordinating role)	6,730

08-02-08 Monitoring # General	152,957
08-03-01 Cross-sectoral Communication for Development	1,982
08-03-02 Communication for Development at sub-national level	3,766
08-09-06 Other # non-classifiable cross-sectoral activities	173,204
08-09-10 Brand building and visibility	65,032
09-01-18 HQ technical support to Cross-sectoral areas	190,127
12-02-01 Private sector fundraising (Offset budget)	229,474
2041 Education technology and other learning/teaching resources for education	276
5011 Situation Assessment and Analysis (SITAN) and MDG monitoring	234
7911 Representative and governance	21,158
7921 Operations # financial and administration	(95,595)
<b>TOTAL</b>	<b>3,813,896</b>

## H. FUTURE WORK PLAN

Having achieved universal access to basic education and achieved gender parity at this level of education, South Africa continues to exert efforts to urgently improve the quality of teaching and learning experienced in the classroom. UNICEF also continues to make significant contributions to the education sector in the areas of improving access to quality education at all levels, promoting gender parity and responsiveness in education, and supporting curriculum revision/development including in the areas of early childhood development (ECD) and life skills. Access in this context is related to accessing quality teaching/learning as opposed to access to schooling.

Continuing to build on past efforts, UNICEF support to South Africa in the education sector continues to focus on strengthening the capacity of authorities at all levels (national, provincial, district, school) to improve the quality of teaching and learning, while supporting national efforts to ensure more equitable access especially for the most disadvantaged learners, particularly children with disabilities. UNICEF will support efforts to ensure that all children are able to get the best possible start in life, with access to quality early childhood development services, and that as they grow, learners will be able to develop their full potential in a learning environment that is safe, inclusive, empowering, health-promoting, and gender-sensitive.

UNICEF will support the priorities of the Departments of Basic Education as lead department, together with Social Development, Sport and Recreation, and Health, amongst others within the Outcome as defined in the CPD for 2013-2017, namely: *All boys and girls access improved quality education, with increased school retention, completion and achievement rates*. The CPD has now been extended to June 2019, and the following three outputs within the Outcome will remain valid:

- *Improved access to integrated ECD services with a focus on the most vulnerable children.*
- *Strengthened education systems for the delivery of quality education for improved learner progression and performance in at least quintiles 1 and 2 schools.*



- *Increased number of schools that meet national quality standards based on ‘safe and caring child-friendly schools’ (SCCFS/CSTL) model with a focus on at least quintile 1 and 2 schools.*

UNICEF continues working with partners to address Outcome 1 of the *Medium-Term Strategic Framework 2014–2019: Quality Basic Education*<sup>92</sup>. It is aligned to the Human Capabilities outcome in the *Government of South Africa United Nations Strategic Cooperation Framework 2013-17*<sup>93</sup> and also one of the nine primary challenges facing Government as outlined in the National Development Plan, i.e. “*The quality of school education for black people is poor*”.

Altogether, in bridging inequity gaps in quality education, there is the urgent need to ensure access by all students to learning inputs, step up teacher effort through focused support and oversight, establish reliable and timely systems for student assessment, and build capacity of districts. It is clear that three priority areas need to be addressed to counter the poor service delivery in education in South Africa with a focus on the most vulnerable. The first is to make cost effective, innovative teaching and learning technologies available to children. Social network platforms that are mobile phone based and targeted at low income groups have phenomenal reach in South Africa. It is a high reach, high impact platform that needs to be exploited for the benefit of children. This technology will allow for simple, quality materials to be used across the board.

The second is to create partnerships in education and strengthen the community and parental involvement in learning. To sustain auxiliary teaching that is technology based (radio, TV, mobile phone), it is essential for communities to encourage learning and to provide safe and secure spaces for learners to learn. Parents and caregivers need to be involved. Having parents/caregivers/community members who help with homework, having books in homes, and a family that values education is absolutely vital to the success of any learner. A community-focused effort is needed to address this educational crisis.

Thirdly, the resilience and leadership potential of learners need to be tapped into. Whilst self-study and good studying methods are important, learners need to motivate each other and form study groups that encourage learning and good performance. Many interactive learning products and methodologies are available that encourage group study and that makes learning fun and interactive. Teachers need these skills and learners need these methods.

Combining technology, community support and learner participation with the ongoing systems strengthening work of UNICEF, and using existing programmes such as CSTL and Girls and Boys Education Movement Clubs at school level, quality education can be accelerated and become accessible to all children in South Africa.

Some specific plans for 2017 include the following:

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<sup>92</sup> Department of Planning, Monitoring and Evaluation. (2014). *Medium-Term Strategic Framework 2014–2019*. Pretoria: Presidency.

<sup>93</sup> United Nations. 2012. *Government of South Africa United Nations Strategic Cooperation Framework 2013-17*. Pretoria: UNDP. (p 13-15).

1. A revised version of the research report on bilingual education in the foundation phase that was received in Mid-February 2017 will be presented to the Eastern Cape Department of Education and a dialogue will be initiated on how this work may potentially be carried forward by the provincial government. The roll out of the strengthened care and support programme in Mpumalanga is ongoing. Priorities for district capacity development on using data for decision-making will be developed.
2. An additional 2500 girls will be selected and introduced to the TechnoGirl programme. It is also our goal to ensure continuous tracking and tracing of 6000 alumni and providing opportunities for placement of final year graduates with relevant companies
3. To generate evidence on what works to improve learning, UNICEF will continue supporting the randomized control trial on two reading interventions to improve early grade reading (teacher training; teacher training and coaching) in partnership with DBE and Zenex Foundation.
4. An international expert panel will be convened to discuss the findings of the ukuFUNda evaluation and importantly, workshop a revised conceptual framework, programme design and appropriate technical platform for ukuFUNda version 2.0.
5. UNICEF in collaboration with the DBE aims to reach 3 million learners from 3 000 primary and high schools and train 350 coaches and 9 000 youth leaders on the youth leadership programme with partners including, SuperSports, Schools Netball SA, Sportstec, South African Sports Confederation and Olympic Committee, etc.
6. UNICEF will continue work with civil society to develop best practice models for implementing early childhood development, physical education and school sport in primary and high schools in farming communities. The capacity of educators will also be built to reach farm school learners using Sports for Development programme strategies.

**TABLE 6: Planned budget for 2017**

<b>Outcome Area 5: Education</b>				
<b>South Africa</b>				
<b>Planned Budget and Available Resources for 2017</b>				
<b>Intermediate Result</b>	<b>Funding Type</b>	<b>Planned Budget</b>	<b>Funded Budget</b>	<b>Shortfall</b>
05-01 Early learning	OR	1,550,000	2,317,608	(767,608)
05-03 Learning and child-friendly schools	OR	1,550,000	1,433,186	116,814
05-05 Education # General	OR	1,550,000	667,297	882,703
<b>TOTAL</b>		<b>4,650,000</b>	<b>4,418,091</b>	<b>231,909</b>

## **I. EXPRESSION OF THANKS**

UNICEF South Africa wishes to express its most sincere appreciation for the funding provided through the Thematic Funds for Basic Education and Gender Equality. This contribution greatly assisted the country programme to realize the strategic support provided to the Department of Basic Education as described in the results analysis above.

## Annex I: Care and Support for Teaching and Learning (CSTL) framework

<h3>A Rights-based and Socially Inclusive and Cohesive School</h3> <p>Makes sure that all school community members know, respect, protect and promote children's rights to education, equality, freedom from discrimination, dignity and all other rights necessary to equally enjoy their right to education.</p> <p><b>National minimum requirements</b></p> <ul style="list-style-type: none"> <li>Does not allow anything that excludes children from full participation or makes them feel unwelcome because of their social, economic, physical, health status, gender, sexual orientation, or other social, economic or cultural factor</li> <li>Takes steps to identify groups of children who are not in school, or not comfortable in the school environment and to change the environment to make it accessible, welcoming and supportive of needs</li> <li>Celebrates difference and ensures that the school welcomes all</li> </ul> <p>Organisation: _____ Contact: _____ Number: _____</p>	<h3>Health Promotion</h3> <p>Involves a process of enabling educators and learners to increase control over their health and its determinants, thereby improving and promoting their overall health and well-being. Health promotion interventions should address the risk and protective factors that impact the wellbeing of educators and learners.</p> <p><b>National minimum requirements</b></p> <ul style="list-style-type: none"> <li>An adequately stocked first aid kit</li> <li>Educators trained annually in first aid</li> <li>A sick bay or space to accommodate learners who are ill during school time</li> <li>A school policy on HIV and TB</li> <li>CAPS-aligned Learning and Teaching Support Materials (LTSM) on sexual and reproductive health, including HIV and TB</li> <li>Educators trained in HIV and TB using revised in-service curriculum or trained every year to integrate life skills programme into curriculum</li> <li>HIV, TB and life skills education provided to learners</li> <li>Health screening conducted for learners once per phase (i.e. in Grades 1, 4, 8 and 10)</li> <li>A link to a local health facility</li> </ul> <p>Organisation: _____ Contact: _____ Number: _____</p>	<h3>Psychosocial Support</h3> <p>Involves the provision of care and support in response to the emotional, mental and social needs of learners and educators. All of these are critical for educational and overall development.</p> <p><b>National minimum requirements</b></p> <ul style="list-style-type: none"> <li>A referral network for learners with emotional, mental and social support needs</li> <li>Link to psychologist, social worker and occupational therapist</li> <li>Educators trained to provide psychosocial (emotional/psychological) support to learners</li> </ul> <p>Organisation: _____ Contact: _____ Number: _____</p>	<h3>Co-curricular Support</h3> <p>Aims to support and augment curriculum implementation in and outside of the school. Examples of co-curricular activities include peer education programmes, homework assistance programmes, social and drama clubs, and sport-related activities.</p> <p><b>National minimum requirements</b></p> <ul style="list-style-type: none"> <li>One sporting activity for girls and one for boys per term</li> <li>Inter-house (within school) and inter-school (league) sporting activities</li> <li>A peer education club</li> <li>Homework assistance</li> </ul> <p>Organisation: _____ Contact: _____ Number: _____</p>	<h3>Curriculum Support</h3> <p>Includes efforts to ensure that the curriculum is efficiently and effectively delivered to learners, by appropriately skilled and supported educators, with the necessary teaching and learning materials.</p> <p><b>National minimum requirements</b></p> <ul style="list-style-type: none"> <li>Screening, Identification, Assessment and Support (SIAS) to identify learners with additional support needs</li> <li>Educators trained to administer SIAS; identification and support of learners experiencing learning barriers; flexible curriculum to accommodate a range of learner needs; learners experiencing learning barriers referred to SSET</li> <li>A relationship with full service school or special school for advice and support for learners experiencing learning barriers</li> <li>Support from the DBST for learners needing additional support</li> <li>LTSM and assistive devices, such as Braille and spectacles, provided to learners in need</li> </ul> <p>Organisation: _____ Contact: _____ Number: _____</p>	<h3>Safety and Protection</h3> <p>Aims to ensure that schools are free of all forms of violence, abuse and bullying. Safety and protection concerns are not limited to the physical infrastructure of the school (such as fencing and gates) but also refer to the psychological and emotional safety of learners and educators.</p> <p><b>National minimum requirements</b></p> <ul style="list-style-type: none"> <li>A school safety committee (SSB sub-committee)</li> <li>A formal link to a police station</li> <li>A learner code of conduct</li> <li>Access control for visitors and parents</li> <li>Policies and signage prohibiting possession and use of weapons, alcohol and illegal substances</li> <li>A crisis response or emergency plan</li> <li>A reporting system for incidents of violence and substance abuse</li> <li>Alcohol and drug use education through Life Orientation and peer education</li> <li>Educator training on detecting alcohol and drug use and drug testing</li> <li>A referral system for learners using alcohol and drugs</li> </ul> <p>Organisation: _____ Contact: _____ Number: _____</p>
<h3>Social Welfare Services</h3> <p>Refers to the role of schools and educators in the implementation of children and protection legislation and in promoting access to social welfare services, enabling documents (such as IDs and birth certificates) and social assistance grants.</p> <p><b>National minimum requirements</b></p> <ul style="list-style-type: none"> <li>An annual integrated service delivery day</li> <li>A register of vulnerable learners recording interventions implemented, including learners supported through a social assistance grant, and instances of child abuse</li> <li>Assistance to Department of Social Development (DSD) in identifying, tracking and linking vulnerable learners to grants, benefits and social services</li> <li>Monitoring enrolment, attendance and achievement of learners receiving the Child Support Grant</li> <li>Joint procedures with external service providers (such as SAPS, NGOs) for reporting/identifying learners identified as abused or neglected</li> <li>Assistance to DSD and Department of Labour in identifying instances of child labour</li> </ul> <p>Organisation: _____ Contact: _____ Number: _____</p>	<h3>Material Support</h3> <p>Refers to the provision of resources or services to address material or financial barriers to education, including school fees, uniforms and transport.</p> <p><b>National minimum requirements</b></p> <ul style="list-style-type: none"> <li>A no school fees policy for schools in Quintiles 1, 2 and 3 in poorest areas, and fee-exemption policy for poor and otherwise vulnerable learners attending fee-charging schools</li> <li>Assistance for learners who cannot afford uniforms (subject to the financial means of the school)</li> <li>Free transport to and from school or hostel accommodation with adult supervision for learners who live more than 10 kms from the nearest school</li> <li>Support for learners with physical and other disabilities that impact on their ability to get to school to find transport to and from school; free transport provided by special schools</li> </ul> <p>Organisation: _____ Contact: _____ Number: _____</p>		<h3>Infrastructure, Water and Sanitation</h3> <p>Involves the provision and maintenance of habitable and appropriate physical school structures designed to meet all of the accommodation requirements of school communities.</p> <p><b>National minimum requirements</b></p> <ul style="list-style-type: none"> <li>A seating space for every learner</li> <li>Access to safe drinking water (tap, water tank, borehole)</li> <li>Access to hygienic and sufficient sanitation facilities such as flush, ventilated improved pit (VIP) latrine, septic tank, and/or mobile toilets</li> <li>One or two toilets for learners with physical disabilities</li> <li>A fence (minimum 1.8m high)</li> <li>Electricity</li> <li>Regular maintenance of infrastructure</li> </ul> <p>Organisation: _____ Contact: _____ Number: _____</p>	<h3>Nutritional Support</h3> <p>Addresses barriers to learning associated with hunger and malnutrition. It includes the delivery of school feeding programmes, measures to ensure food quality, to support the production of food through programmes such as school-based food gardens and the promotion of healthy lifestyles through, for example, nutrition education and deworming programmes.</p> <p><b>National minimum requirements</b></p> <ul style="list-style-type: none"> <li>One cooked meal containing protein, carbohydrate (starchy) and vegetables or fruit by 10 am every school day for all learners in Quintile 1, 2 and 3 schools</li> <li>Approved provincial menu</li> <li>Clean, safe food storage and preparation areas</li> <li>A register of learners fed through the National School Nutrition Programme</li> <li>Nutrition education through Life Orientation</li> <li>A vegetable garden or a patch for vegetables</li> </ul> <p>Organisation: _____ Contact: _____ Number: _____</p>	