

Every child is a National Asset

DEPARTMENT OF BASIC EDUCATION

School Safety: with a Focus on Learner Road Safety

20 June 2018
Durban

UNICEF & ChildSafe South Africa Consultative Workshop



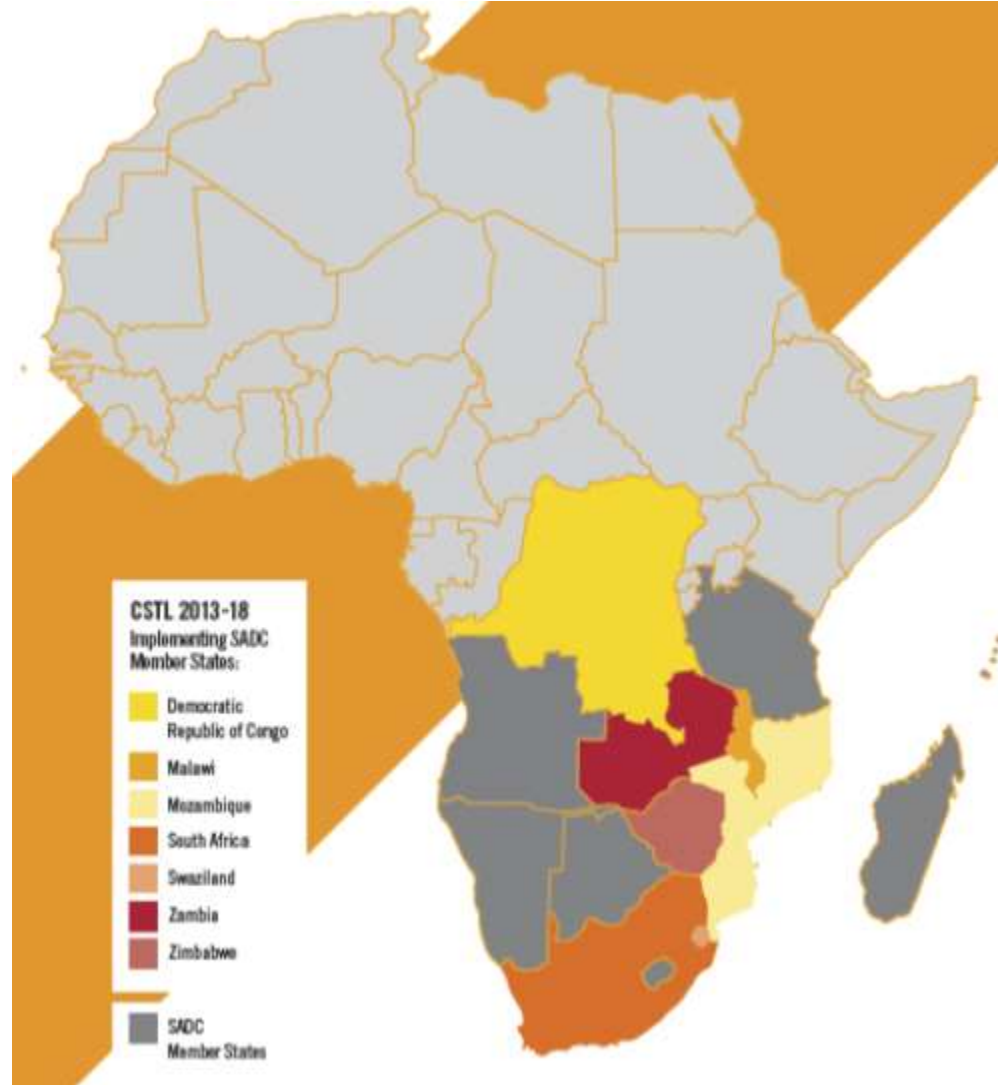
basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Read to Lead
A Reading Nation is a Leading Nation

Presentation Outline

- Introduction
- Care and Support for Teaching and Learning
- School Safety Sector Mandate and Priorities
- Reflections on Road Safety Statistics
- Multi-sectoral response to Learner Road Safety Programming
- Curriculum response to Learner Road Safety
- Going the extra mile



SADC VISION

A common future, a future within a regional community that will ensure economic-well being, improved standard and quality of living, freedom, social justice, peace and security for the people of Southern Africa.

This shared vision is anchored on the common values and principles, and the historical and cultural affinities existing between the peoples of Southern Africa.

Universal access to life long quality, inclusive and equitable education is key to attaining the vision

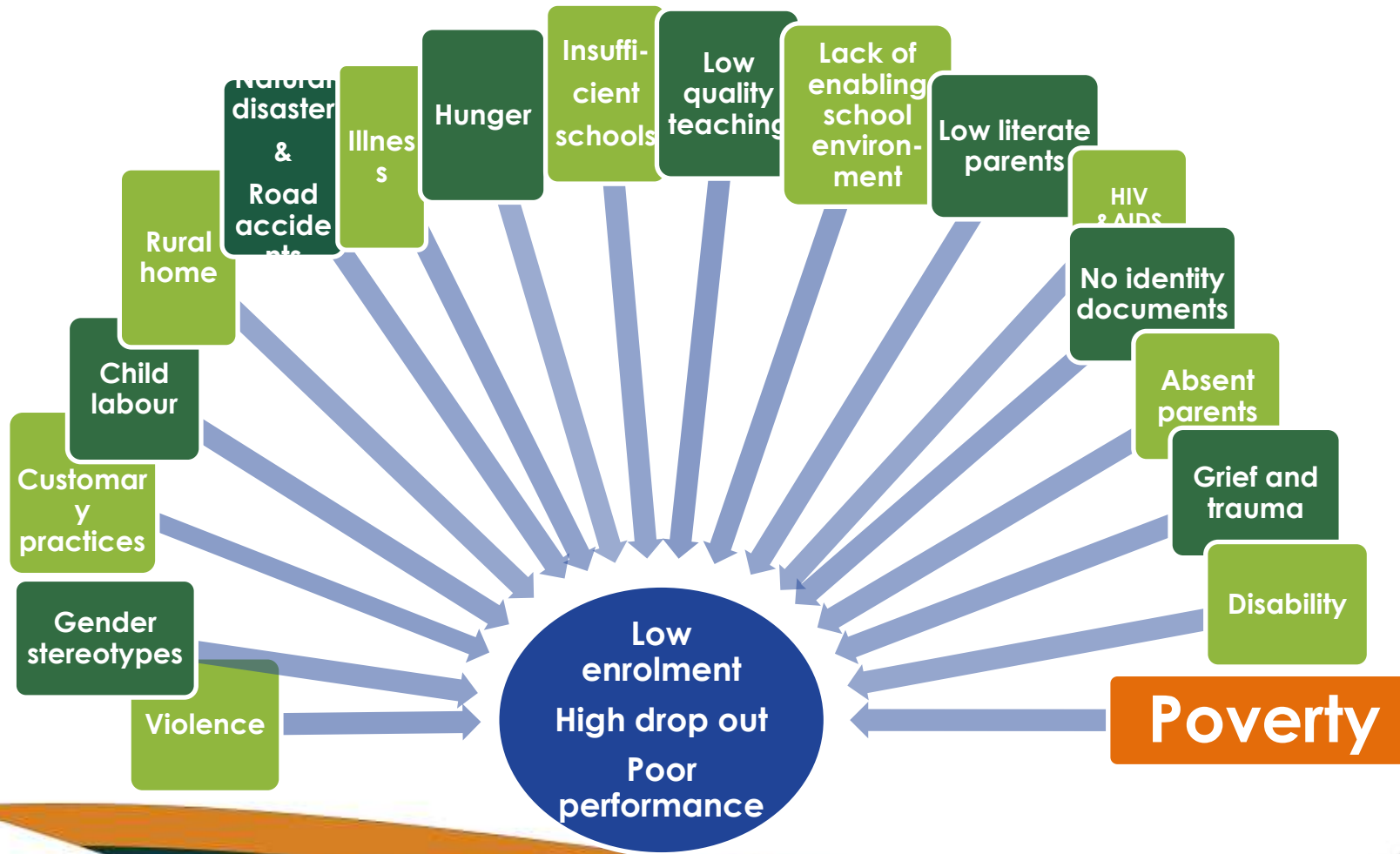
Care and Support for Teaching and Learning

A Regional and Sector programme

- *Care and Support for Teaching and Learning* (CSTL) is a Southern African programme that falls under the auspices of the Southern African Development Community (SADC) and is executed by the Ministries of Education (MoEs) of SADC Member States. CSTL was **formally adopted in 2008**.
- With funding support from the Swiss Agency for Development and Cooperation (SDC), **member states meet regularly to coordinate efforts** towards policy alignment and the mainstreaming of CSTL as a multi-sectoral response to supporting learner well-being **and removing barriers to learning for vulnerable learners**.

Status of Education

Intersecting barriers impact on access, attendance, participation, retention & achievement



Learner vulnerabilities are amplified by poverty

“63% of children live in poverty and one third of children (5.5 million) live in households with no working adult... And social protection through pro-poor funding is having a positive effect...” - Child Gauge 2016.

Learner vulnerabilities tend to cluster geographically and are experienced as barrier to learning, poor performance, loss of wellbeing and school drop-out.

- **Quadruple burden of disease** (HIV/Aids & TB, non-communicable diseases); and health & nutritional deficits.
- **Violence**, bullying, sexual abuse, injury, road accidents, trauma, poor behaviour management, depression, suicide.
- **Family disconnection**, orphan-hood, abuse and neglect.
- **Risky behaviours**: reckless behaviours, accidents, sexual, drug & alcohol abuse, gang membership, train-surfing, weapons, doping in sport.
- **Physical inactivity**, device dependency –TV, mobile phones and the internet.

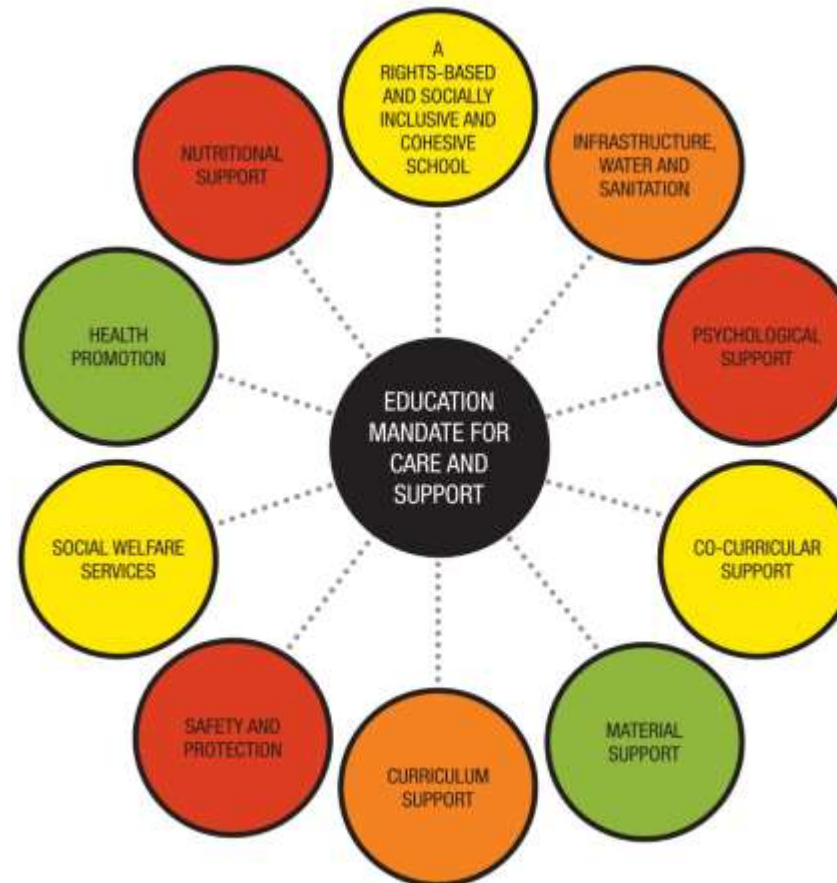
Schools can create a more enabling environment for social inclusion by strengthening ALL of the ten activity areas in the CSTL framework so as to better organise multi-sectoral support for children

What has been achieved in SA since adoption of CSTL by SADC Education Ministers in 2008?

- DBE taken ownership and leadership of **mainstreaming** care and support
- Conducted a **Policy Review** to provide clarity on scope of education mandate for care and support
- Conducted national **Situation and Response Analysis**, to gain clear picture of care and support programmes/strategies in SA
- Developed **Conceptual Framework or National Model**: details DBE's approach towards provision of care and support for learners
- Developed **National Support Pack**, consisting of 12 Action Steps to guide implementation of national model
- Implementation of the **SADC Policy Framework on CSTL** (adopted November, 2015) as the guiding framework for operationalising the national model.



National CSTL model: Ten priority areas



What has been achieved since adoption of CSTL by SADC Education Ministers in 2008 (contd.)

- Developed practical school-level **Handbook**, to help operationalise implementation of CSTL in schools
- Developed **Monitoring, Evaluation and Reporting (MER) Framework**, to measure impact at all levels of the system
- **Advocacy** for CSTL, within and outside DBE
- **Strategic partnerships** to assist with the scale-up of CSTL
- **Pre-service CSTL module** for teacher education 2017 ongoing
- **National CSTL conference June 2018** – school safety had a dedicated stream

Locating CSTL in national functions

Department of Basic Education: Branch Care and Support

- A rights-based socially inclusive and cohesive school
- Material Support
- Safety and protection
- Curriculum support
- Co-curricular support
- Nutrition support
- Health promotion
- Infrastructure, water and sanitation
- Psychosocial support
- Social Welfare services

These 5 activity areas fall within the Chief Directorate Social Inclusion and Partnerships in Education and is seen across functions in pro-poor policy and planning

These 5 activity areas fall within the Chief Directorates of Health Promotions and School infrastructure

School Safety Priority Areas

- Natural Disaster awareness
- Protection against crime, violence and reckless behaviours in the community that adversely affect schools
- Road safety awareness
- Drug and substance abuse awareness
- Bullying prevention
- Managing incidences of sexual abuse and harassment and
- Corporal Punishment

Focusing in on Road Accidents and Pedestrian Vulnerabilities

- Road traffic injuries are the leading cause of death **globally** among people between 19-33 years of age, adversely affecting the economically productive population
- South Africa is no exception – **locally** 76% of road crashes are attributed to human factors like disobeying the rules of the road and other attitudinal problems.
- **No significant drop in road carnage** in South Africa according to the National Drug Master Plan 2018 to 2022

Prevalence of substance abuse, crime and violence in society

Alcohol is the most widely used psychoactive substance in the country and consumption levels are high (11 litres per capita). 58% of deaths on South African roads can be attributed to alcohol consumption.

National School Violence Survey (2012) showed that learners were acutely aware of people at their schools who were involved in substance-related activities, crime and violence:

- One in seven (15.5%) reported knowing people at school who had done things that could have gotten them in trouble with the police, such as stealing, selling stolen goods or assaulting others.
- 47.1% knew people who smoked marijuana; 12.2% knew people who used illicit drugs and 6.3% knew the drug sellers.
- Parental criminality was recorded at 9.4% and sibling criminality at 23.7% and 12.2% reported exposure to family violence.

The national Inter-departmental Anti-Gang Strategy has four-pillars:

- **Awareness** - focusing on collaboration and engagement with communities
- **Prevention** - refers to services, programmes and activities of government and civil society that are designed to prevent people from joining gangs
- **Intervention** - are short, medium and long term and can be driven by law-enforcement agencies, communities and/or civil society organisations
- **Coordination** – involves sequencing and synergising programmes, processes and interventions including joint operations and information-sharing platforms

The gang-related incidents are prevalent across all provinces and most pronounced in the Western Cape, Eastern Cape, Free State, North West, Gauteng and KwaZulu-Natal.

Inter-governmental anti-gangs plans are required to give expression to the strategy.

Another National School Violence Survey is needed to further inform evidence-based decision making and trend analysis.

Alarming Statistics – Adversely Affecting Children

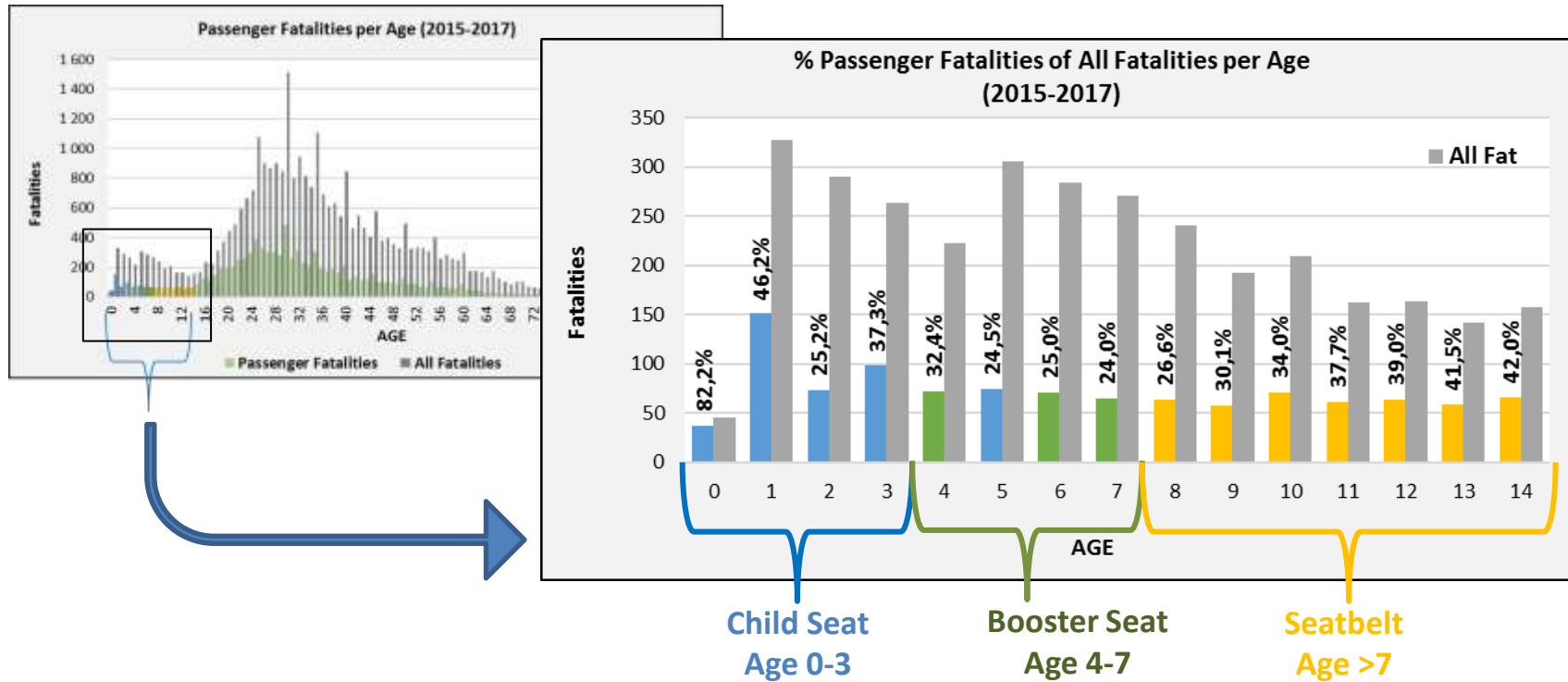
- **The Road Traffic Management Corporation’s (RTMC’s) Annual Report** reflect that pedestrian deaths far out number those of passenger drivers
- The Report shows that in 2016 alone there **were 5 410 pedestrian deaths** compared to **408 passengers** and **360 drivers**
- **Non enforcement of Regulation 213(6)** which stipulates that **‘The driver of a motor vehicle operated on a public road shall ensure that a child seated on a seat of a motor vehicle:**

(a) where it is available in the motor vehicle, uses an appropriate child restraint; or

(b) if no child restraint is available, wears a seatbelt if an unoccupied seat which is fitted with a seatbelt is available.’

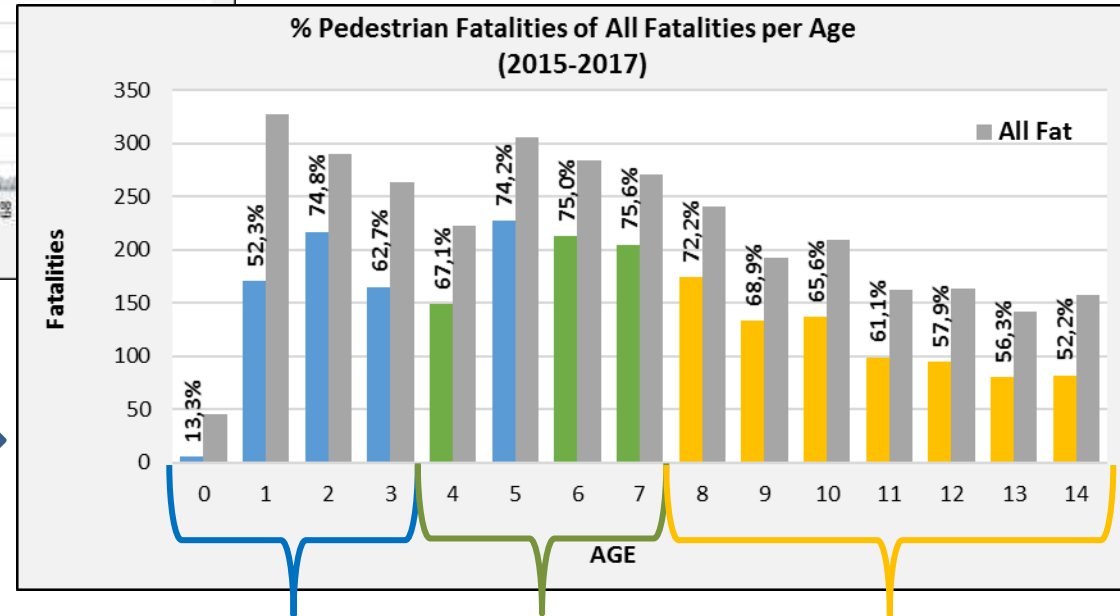
- Regulation 213(1a) classifies an adult as a person over the age of 14 years, or taller than 1.5 metres.
- Regulation 213(1b) classifies a child as a person between the age of 3 and 14 years, except where such person is taller than 1.5 metres, and an infant as a person below the age of 3 years old.

Statistics (Passenger 2015-2017)



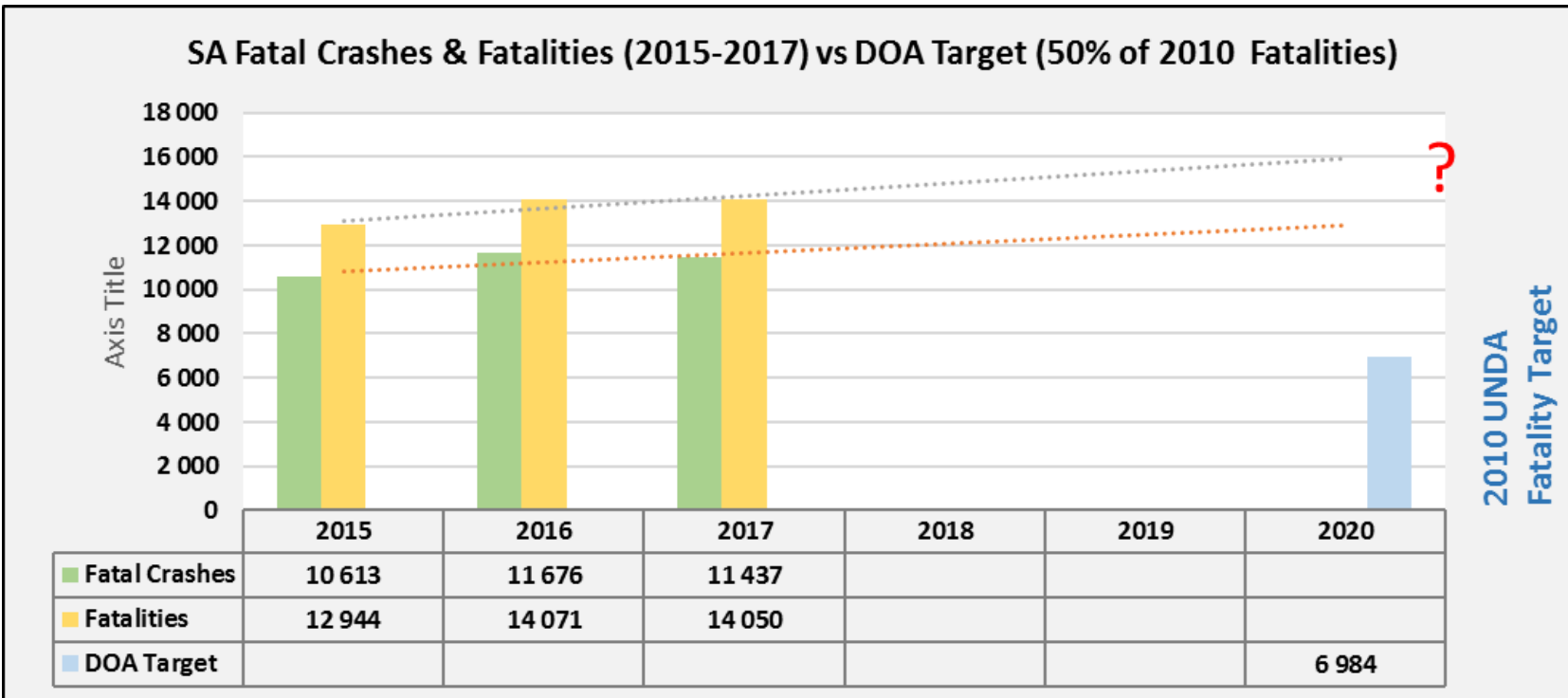
- Passenger Fatalities aged 0-3: 38.8% of all fatalities aged 0-3
- Passenger Fatalities aged 4-7: 26.8% of all fatalities aged 4-7
- Passenger Fatalities aged 8-14: 33.1% of all fatalities aged 8-14
- Passenger Fatalities aged 0-7: 5.9% of all Pedestrian fatalities

Statistics (Pedestrian 2015-2017)



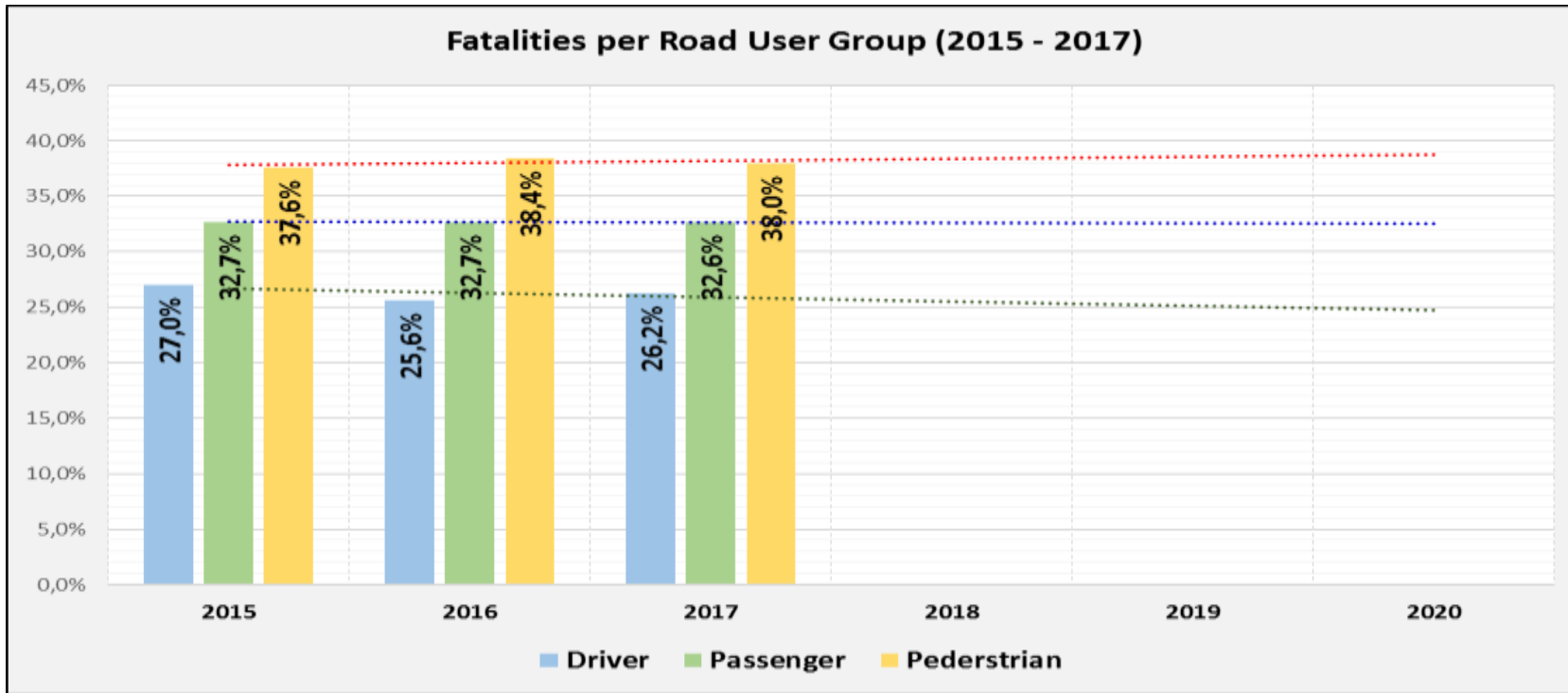
- Pedestrian Fatalities aged 0-3: 60,4% of all fatalities aged 0-3
- Pedestrian Fatalities aged 4-7: 72,5% of all fatalities aged 4-7
- Pedestrian Fatalities aged 8-14: 65,3% of all fatalities aged 8-14
- Pedestrian Fatalities aged 0-7: 9,8% of all Pedestrian fatalities

Statistics (South Africa 2015-2017)



- Fatal road crashes only slightly decreased from 2016 to 2017 with 239 fatal crashes or with -2.05%.
- Road fatalities only slightly decreased from 2016 to 2017 with 21 or with -0,15%.

Statistics (South Africa 2015-2017)



- Driver fatalities – slightly decreased from 27.0% in 2015 to 26.2% in 2017 (0.8%)
- Pedestrian fatalities – shows not change between 2015 to 2017 (Average 32.7%)
- Pedestrian fatalities – shows an increase between 2017 to 2017 (Average 38.0%)

School Safety Sector Mandate

What's being done?

1. Action Plan Goal on Learner Well-Being: Goal 25 - Use schools as vehicles for promoting access to a range of public services among learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.

2. National School Safety Framework

School safety committees are responsible for road safety: ensuring traffic calming zones and safe pedestrian crossing

What's being done? Multi-sectoral partnership...

Department of Transport

- The UN proclaimed 2011 – 2021 the Decade of Action for Road Safety
- Road Traffic Management Corporation (RTMC), is the Dept. of Transport entity responsible for the implementation plans for road safety in SA and is the member of UN Road Safety Collaboration Network

Objectives:

- Safe, caring and violence-free environments in support of existing school safety and violence prevention initiatives.
- Ensure the implementation of the Road Safety Act 74 of 1977 prescripts
- Promote governance, leadership and accountability for a coordinated multi-sectorial effective response
- Promote public understanding on road usage and responsible driving habits
- Promote evidence based information exchange and best practice
- A reduction in a number of pedestrian learner road deaths
- Improved access to school and home through safe road/rail crossings and bridges

The Ministers of Transport and Basic Education signed a **Protocol** to collaborate on road safety programmes and advocated for the incorporation of road safety education into the school curriculum.

What's being done? Multi-sectoral partnership...

Road Accident Fund (RAF) and DBE collaborate in implementing the following:

- Strengthen the Life Orientation curriculum content on road safety through the development of state-owned textbooks
- Road Safety school Programme – targeting Easter holidays in 2019
- Junior Traffic Training Centres initiated in identified municipal districts in partnership with DBE;
- Scholar Patrol initiatives with Active Education to create a safe environment for the learners to cross the road

Imperial Holdings and DBE collaborate in implementing:

- road safety campaigns that reach over 1000 schools and educate approximately one million learners on safe road usage.

Road Traffic Management Corporation (RTMC) and DBE

- Strengthen the Life Orientation curriculum content on road safety through the development of state-owned textbooks
- The School Road safety debate for Grades 10 and 11 held in October as an integral part of the October Transport Month programme.
- The School Participatory Educational Techniques programme: learners identify a road safety challenge in their communities and to find solutions by way of research thereby providing them with a hands-on opportunity in solving the problems. The provinces are represented by five (5) learners and one (1) educator. The project is adjudicated on information collated as a result of surveys, observations, interviews and research undertaken to substantiate their efforts in identifying road safety problems and solutions in the community.
- These initiatives also include a category for people with disabilities
- In 2018 for the first time in the history of the programme, all provinces participated in all three streams. The Eastern Cape that participated in one category, for people with disabilities.
- Strengthen school enrichment activities e.g. Access and support for Learner License K53

Cont.. Learner License Project - Reach and Responsibilities

Empowers access to the K53 method of testing and licensing

The target group is preferably Grade 12 learners aged 17 years or more

Roll-out: Eastern Cape, Western Cape, KwaZulu-Natal and Mpumalanga for the financial year 2017/2018. Implementation in the remaining Provinces in 2018/2019.

The **RTMC** as the lead agency provides strategic direction and coordinate the implementation by:

- Providing support to Provinces in relation to the transportation of learners to the Driving License Testing Centers (DLTCs)
- Booking and Issuing fees for Learners Licenses
- Provision of learner license material (K53 books)

DBE as the implementing partner and supports by:

- Identifying the schools
- Supporting the process of nominating learners that meet the set criteria of age as well as parental consent.

The **Provincial Department of Transport and Community Safety's** role is allocating road safety officials to train and tutor learners on the K53

What's being done? Curriculum

- Road safety is a priority in the Curriculum Assessment Policy Statement (CAPS)
- Road safety is in CAPS in the subject Life Orientation which is a compulsory subject for the full duration of a child's schooling (12 years) and is examined at school level and is thus a good case of localised assessment
 - Road safety curriculum content is being strengthened in and through the development of nine Life Orientation textbooks.
 - The LO Textbooks Project is supported by the safety sector stakeholders including RTMC, RAF, RSR. More than 115 stakeholder organisations have had input into the Guidelines for writers and designers which includes the framing LENSES, THREADS, CONCEPT NOTES, SKILLS AND VALUES.

NSC Grade R-12 Principles, Skills and Values

Principles

- **Social transformation:** ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- **Active and critical learning:** encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- **High knowledge and high skills:** the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- **Progression:** content and context of each grade shows progression from simple to complex;
- **Human rights, inclusivity, environmental and social justice:** infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- **Valuing indigenous knowledge systems:** acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- **Credibility, quality and efficiency:** providing an education that is comparable in quality, breadth and depth to those of other countries.

(CAPS *Life Skills/Life Orientation*, Section 1.3 General aims of the South African Curriculum sub-section (c))

Skills

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others;
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(CAPS *Life Skills/Life Orientation*, Section 1.3 General aims of the South African Curriculum sub-section (d))

Values and Rights

- learner-centred methods and strategies for learning and teaching
- relationships based on dignity, equality and respect
- management of the classroom in keeping with democratic and human rights values
- affirmation of diversity rather than homogeneity
- participation of all members of the school community in decision making that affects them
- anti-discriminatory policies and practices
- availability and use of resources
- inclusivity of languages, learning styles, disabilities and gender.

Values and Rights in the Curriculum: A Guide (DBE)

CAPS Life Skills/Life Orientation: Specific Aims Per Phase

Intermediate Phase	Senior Phase	Further Education and Training Phase
<p>Life Skills aims to:</p> <ol style="list-style-type: none"> 1) guide learners to achieve their full physical, intellectual, personal, emotional and social potential; 2) teach learners to exercise their constitutional rights and responsibilities and to respect the rights of others; 3) guide learners to make informed and responsible decisions about their health and environment; 4) develop creative, expressive and innovative individuals; 5) develop skills such as self-awareness, problem-solving, interpersonal relations, leadership, decision-making, and effective communication; 6) provide learners with exposure to experiences and basic skills in dance, drama, music and visual arts including arts literacy and appreciation; and 7) allow learners to enjoy the health benefit of exercise and develop social skills through participation in Physical Education. <p><i>(CAPS, Life Skills, Intermediate Phase, Section 2.2 Specific Aims)</i></p>	<p>Life Orientation aims to:</p> <ol style="list-style-type: none"> 1) guide learners to achieve their full physical, intellectual, personal, emotional and social potential; 2) develop learners' skills to respond to challenges and play an active and responsible role in the economy and society; 3) teach learners to exercise their constitutional rights and responsibilities and to respect the rights of others; 4) guide learners to make informed and responsible decisions about their health, environment, subject choices, further studies and careers; and 5) provide opportunities for learners to demonstrate an understanding of, and participate in activities that promote movement and physical development. <p><i>(CAPS, Life Orientation, Senior Phase, Section 2.2 Specific Aims)</i></p>	<p>Life Orientation aims to:</p> <ol style="list-style-type: none"> 1) guide and prepare learners to respond appropriately to life's responsibilities and opportunities; 2) equip learners to interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level; 3) guide learners to make informed and responsible decisions about their own health and well-being and the health and well-being of others; 4) expose learners to their constitutional rights and responsibilities, to the rights of others and to issues of diversity; 5) equip learners with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work; 6) expose learners to various study methods and skills pertaining to assessment processes and 7) expose learners to an understanding of the value of regular participation in physical activity. <p><i>(CAPS, Life Orientation, Further Education and Training Phase, Section 2.2 Specific aims)</i></p>

The Threads

- Development of self, mental health, emotions, self-concept, self-management, life plan
- Sexuality, safe and unsafe relationships, lifestyles and habits
- Conflict, bullying, peer pressure, violence
- Safety – road, water, fire, electricity, cyber safety
- Human Rights and Constitutional Education, social responsibility and religious tolerance
- Health and hygiene, communicable diseases including HIV
- Substance abuse and nutrition
- Environmental health – local and global action
- Creative arts
- Physical education
- Study skills
- World of work

LENSES



Opportunities for Sustaining Wellbeing



Indigenous Knowledge Systems



Values and Human Rights



Self-belief and Resilience



Risk Assessment, Choice and Consent



Social Cohesion and Pedagogies of Discomfort



Power, Diversity and Inclusion



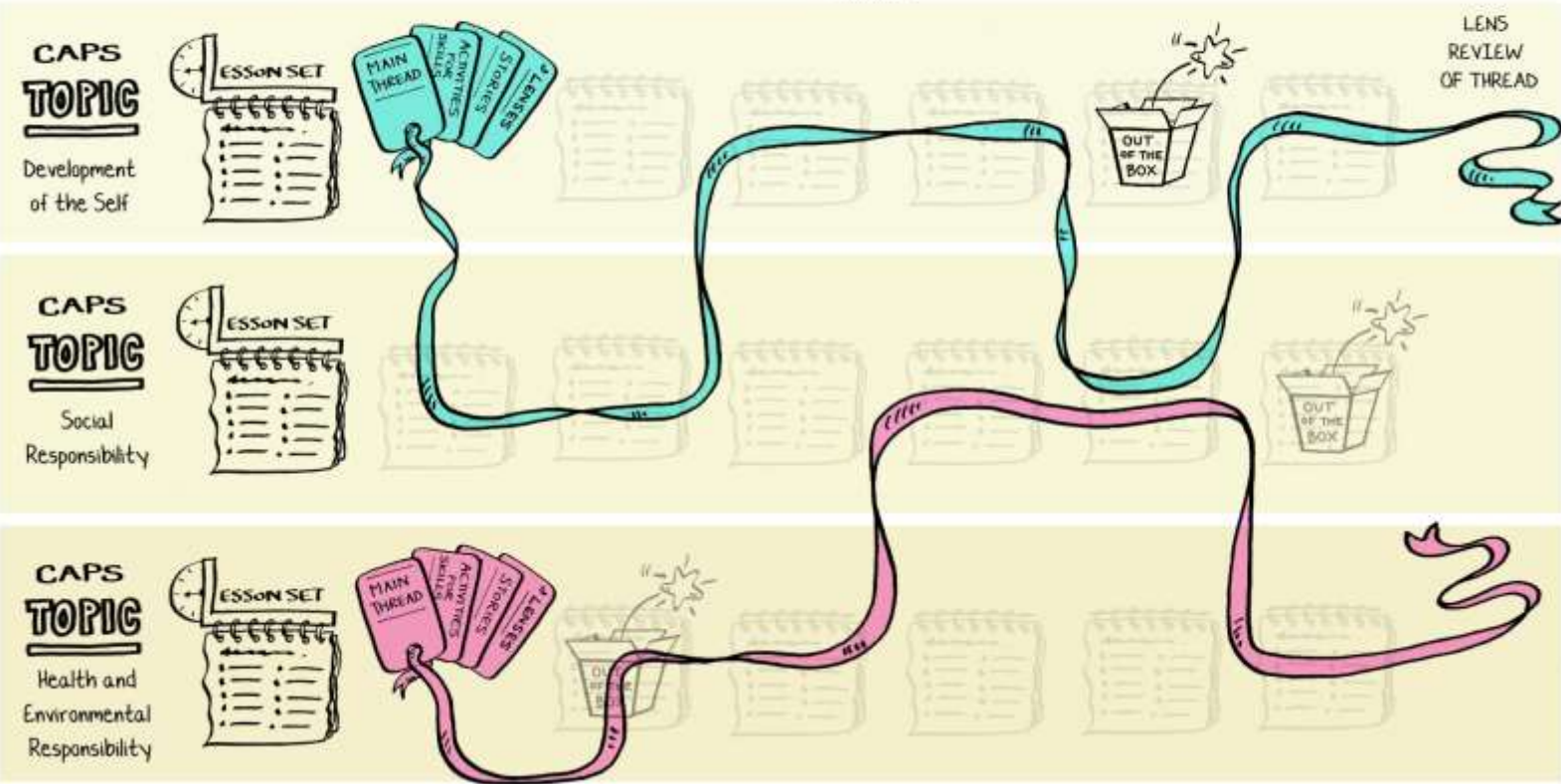
Creative Arts as Method



Critical Thinking as Method



History as Method





Ten Lenses

Guiding the Approach to Knowledge and Practices

15 Skills Inform Activities



1. Ask your questions



2. Reflect, Re-Think, Refine



3. Work It Out



4. Do Your Research



5. Find the Evidence



6. Build Your Argument



7. Test Your Idea



8. Share and Compare



9. How Did This Happen?
What Will Happen Next?



10. Do It For Yourself



11. Love Your Body



12. Express Your Feelings



13. Feel With ...



14. Create an Image or a Story to Show What it is Like



15. Make a Choice and Decide



Going the extra mile... doing more with less

In times of fiscal constraint DBE is taking the following STEPS to further enhance learner road safety:

- ✓ **Partnerships** - Strengthen the protocols signed with sister departments, SAPS, department of Transport and its agencies, RTMC, RAF, etc. Also strengthen partnerships with teachers and teachers' unions; working with families and communities; and the active participation of learners themselves.
- ✓ Smart policing in respect of excessive speed transgressions and moving violations, particularly dangerous driving.
- ✓ On-going road safety education and communication especially for pedestrian safety.
- ✓ Expansion of Scholar Patrol Project- Safe Kids Walk This Way and Think Pedestrian Project
- ✓ **Services and support:** Providing accessible, child-sensitive, confidential reporting mechanisms; making available counselling and support; and referral to health and other services.
- ✓ Mobilization of communities (**Community Road Safety Councils**) Invest in building safe, user-friendly pedestrian and cycling paths
- ✓ **Evidence:** This includes using comprehensive data collection; rigorous monitoring and evaluation to track progress and impact; and research to inform the design of programmes and interventions (and decision making).
- ✓ **Strengthen communication,** co-ordination and harmonization strategy about the sector's response and initiatives directed at mediating safety in all learning spaces.

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Thank you!

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