**Interventions & Programs**

|  |  |  |  |
| --- | --- | --- | --- |
| **Institution & Program** | **URL** | **Focus** | **Location** |
| **1. Naptosa**  Programme:  *Discipline for Peace* | <https://www.naptosa.org.za/> | *Discipline for Peace is a series of 5 workshops teaching positive skills relevant to children of all ages.* | Cape Town |
| **2. Cape Town Holocaust Centre**  Programme:  *Educator Training* | <http://www.ctholocaust.co.za/> | <http://www.ctholocaust.co.za/cape-town/cape_town-education.htm>  <http://www.ctholocaust.co.za/cape-town/cape_town-educator_training.htm> | Cape Town |
| **3. Institute for Justice and Reconciliation**  Programme:  *Teaching Respect for All (T4All)* | <https://www.ijr.org.za/portfolio-items/lessons-in-respect/>  *Other programs*  **-** <http://www.ijr.org.za/building-an-inclusive-society.php>  <http://www.ijr.org.za/edu_rec.php>  <http://www.ijr.org.za/oral_hist.php> | *In Partnership with the Department of Basic Education and UNESCO*  *Community-wide appreciation of multiple-perspectives that contribute to the democratisation of local historical consciousness* | Tel: 021-202 4071 Email: [info@ijr.org.za](mailto:info@ijr.org.za)  105 Hatfield Street Gardens 8001 Cape Town South Africa |
| **4. Shikaya (NGO)**  Programme*:  Facing the Past and Facing Ourselves* | <https://www.facinghistory.org/get-to-know-us/stories/reflections-facing-past-facing-history-and-ourselves-south-africa> | *Professional development and resources to South African teachers as support new curriculum In classrooms, and to help South African educators and students better understand their own history* | [*http://shikaya.org/*](http://shikaya.org/) |

**Additional programs reviewed:**

|  |  |  |
| --- | --- | --- |
| **A. South African Police Service – Safety in Education Partnership**  **(Partnership Protocol )**  Note the intended recipients of this intervention would first of all be the school committees but also Integrates School Safety across the Curriculum & Teacher Development. (See PPT) | <http://www.education.gov.za/Programmes/SafetyinSchools/tabid/625/Default.aspx>  <http://www.polity.org.za/article/sa-statement-by-the-deparment-of-basic-education-dbe-and-saps-celebrate-the-symbolic-signing-and-launch-of-the-partnership-protocol-agreeement-07082013-2013-08-07> | *Partnership with the South African Police Services (SAPS) aimed at linking schools with local police-stations and the establishment of functional School Safety Committees.*  *Works with National School Safety Framework & National Strategy for the Prevention and Management of alcohol and Drug use amongst learners in schools* |
| **B. The DBE inclusive education CPD program (national)** | <https://www.dropbox.com/s/ywh0l5jr1um5r3q/Education%20%20White%20Paper%206.pdf?dl=0>  <http://www.thutong.doe.gov.za/inclusiveeducation/Policy/ProfessionalDevelopment/tabid/3301/Default.aspx> | *The Department of Basic Education has adopted a strategy that will drive the implementation of inclusive education policies. Summarised, this policy has two major components, elaborated in two sets of guidelines:*  *- The National Strategy on Screening, Identification, Assessment and Support (SIAS);*  *- Guidelines for Responding to Learner Diversity in the Classroom through Curriculum and Assessment Policy Statements (Department of Education 2011)* |
| **C. Learning to Live Together Programme:** | (GNRC) <https://gnrc.net/pt/o-que-fazemos/foruns-da-gnrc/quarto-forum/relatorios/3256-ethics-education-for-children-learning-to-live-together> | *In South Africa, a project to include Learning to Live Together in the Life Orientation Curriculum of and secondary education in Cape Town is currently being developed. A pilot program for children from 12 to 17 years old (grades 7—11) will be implemented over a period of one year in the Western Cape province.*  *Youth and adults from the organizations that are part of the program are the multipliers and facilitators of workshops held periodically based on the manual. These workshops take place in schools and informal educational settings. In 2009 the program expanded to four cities, covering more than 1,000 children, and 40 facilitators were trained on how to use the manual.*  *The Eight month training for schoolteachers is designed to provide them with tools to cope with diversity in the classroom and train them in participatory methodologies like the ones proposed in Learning to Live Together. The training is experiential- based and focuses on the four values of the manual, providing spaces for the teachers to internalize the concepts*  <https://www.dropbox.com/s/xpxgtczvijehwn0/Learning-to-Live-Together-En.pdf?dl=0>  As used in Cape Town with students and teachers:  <https://ethicseducationforchildren.org/en/knowledge-center/stories-of-implementation/814-the-learning-to-live-together-manual-as-a-contribution-to-social-cohesion-the-cape-town-experience-south-africa>  Contacts:  Committee Members of the Interfaith Council on Ethics Education for Children  Ms. Marlene Silbert  Education Director, Cape Town Holocaust Centre, South Africa  GNRC Coordinators  Africa  Dr. Mustafa Yusuf Ali  GNRC Office Coordinator, GNRC Africa Secretariat  South Africa representative of LTLT  Saydoon Nisa Sayed  ML Sultan Campus, DUT, 44/45 ML Sultan Road, Greyville, Durban (Work)  Reports from around the world and article:  <http://www.globaleducationmagazine.com/learning-live-together-experiences-education-systems-asia-pacific-region/> |

**Notes on programs:**

**Cape Town Holocaust Centre**

*The Cape Town Holocaust Centre began as Africa's first Holocaust centre. The facility is one of three centres established by the South African Holocaust and Genocide Foundation. The other two are located in Johannesburg and Durban. It is in the Albow Centre in Gardens, central Cape Town, South Africa. They aim to bring to light stories of the survivors and ensure that the atrocities of the Holocaust are not forgotten. The museum boasts a permanent exhibition that combines text, archival photographs, film footage, documents, multimedia displays and recreated environments. They also offer educational programs of many kinds, for groups such as students or educators. The Holocaust is taught within a South African context; lessons on racism and the apartheid are mixed together.*

**Facing the Past**

Facing the Past Project: <https://www.facinghistory.org/get-to-know-us/stories/reflections-facing-past-facing-history-and-ourselves-south-africa>

*Following the end of apartheid, South Africa’s National Department of Education introduced new curriculum that aimed to teach students about democracy, promote equality, and ultimately create well-educated, active citizens. The new curriculum was put in place without training for the country’s teachers – the majority of whom had taught under apartheid. Some of these teachers had actively upheld the apartheid state through their teaching. Others had used the classroom as a place of resistance. Many, possibly the majority, had just done their job and taught. Now, this very disparate group was expected to teach a curriculum that for the first time covered issues of human rights and put a value on democracy.*

*To help support educators implement this new curriculum, Facing History and Ourselves partnered with the Western Cape Education Department and the Cape Town Holocaust Centre in 2003 to form Facing the Past – Transforming our Future, an initiative to provide professional development and resources to South African teachers as they incorporated this new curriculum into their classrooms, and to help South African educators and students better understand their own history and how their own choices could impact the future of their new democracy.*

*Facing the Past began to hold workshops and seminars throughout the country that used human behavior and the actions and decisions of individuals as a lens for exploring South Africa’s past. The program developed resources that helped educators address apartheid in the classroom and created a teachers group that provided mentor support for teachers and curriculum advisors across the country.*

*Ten years later, Facing the Past is still here and has had a profound impact. Since that first year we have trained over 373 teachers and reached more than one million students in over 180 schools. We have also trained over 650 pre-service teachers and work with students taking part in leadership programs developed by Shikaya, the organization that today manages Facing the Past.* [*http://shikaya.org/*](http://shikaya.org/)

**Additional programs**

**The DBE safety in schools programme**

*The Department of Basic Education takes school safety very seriously and as an apex priority the department has put in place various policies and measures to ensure the safety of all learners, educators and relevant stakeholders in schools.*

*The Department reiterates that there is no place for violence, drug-use/abuse, sexual harassment and other criminal acts in schools as it poses a serious barrier to learning. There is great focus on the inculcation of values and ethics and of a just and caring society within schools and communities. The Department views these ills in a serious light because they carry a potential to deprive our learners of their inherent constitutional rights to life, education, equality and dignity.*

*Interventions have focused on addressing elements of physical infrastructure related to proper fencing, alarm systems and burglar proofing, resilience-building programmes for young people and the strengthening of partnerships with relevant stakeholders.*

*The Department has a solid partnership with the South African Police Services (SAPS) aimed at linking schools with local police-stations and the establishment of functional School Safety Committees.*

*Schools are critical in instilling discipline and ensuring safety, thus the emphasis on Codes of Conduct for Learners at all public schools. Schools are therefore directly responsible for providing an environment conducive to the delivery of quality teaching and learning by, among other things, promoting the rights and safety of all learners, teachers and parents.*

*A National School Safety Framework has been developed to serve as a management tool for Provincial and District Officials responsible for school safety, principals, Senior Management Team Members, SGB members, teachers and learners to identify and manage risk and threats of violence in and around schools. The Framework is critical in empowering all responsible officials in understanding their responsibilities regarding school safety*

*The Department has developed a National Strategy for the Prevention and Management of alcohol and Drug use amongst learners in schools. As schools mirror the communities, curbing drug use in schools will in turn prevent drug use within the communities and render them safe for all citizens. Schools have been provided with a Guide to Drug Testing in South African Schools.*

*In terms of the Regulations for Safety Measures at all Public Schools the Minister has declared all public schools as drug free and dangerous weapon free zones.*

*Sexual harassment and violence affect learning environments negatively, creating an atmosphere of fear and aggression. These are certainly not conditions under which our learners should be subjected to as part of their learning experiences. Guidelines for the Prevention and Management of Sexual Violence and Harassment; have been developed and distributed to schools to support schools and school communities in responding to cases of sexual harassment and violence against learners. The guidelines set out clearly how public schools should treat victims of sexual harassment and violence and the steps that must be taken to deal with those who have or are alleged to have committed such acts.*

*The department has released a handbook for learners on how to prevent sexual abuse in public schools, titled Speak Out - Youth Report Sexual Abuse. The purpose of the handbook is to equip learners with knowledge and understanding of sexual harassment and sexual violence, its implications, ways to protect themselves from perpetrators, and where to report. The handbook also provides very useful contact details of national and provincial organizations that can assist.*

*It is important for parents and communities to actively participate in addressing and promoting school safety. Parents and communities are well positioned to see to it that children are safe wherever they are.*

*The Department will continue in earnest to protect the rights of all children in schools. The success of these efforts rely largely on collective efforts of parents and communities to work together with schools to ensure that all children are safe and realise their full potential in school.*

<http://www.education.gov.za/Programmes/SafetyinSchools/tabid/625/Default.aspx>

**Inclusive Education Program:**

*South Africa has adopted an inclusive education policy in order to address barriers to learning in the education system. However, the implementation of this policy is hampered by the lack of teachers’ skills and knowledge in differentiating the curriculum to address a wide range of learning needs.*

*Despite the development of an inclusive education policy to address this exclusion, one of the issues that hampers progress is the lack of teacher skills in adapting the curriculum to meet a range of learning needs (Chataika, Mckenzie, Swart & Lyner-Cleophas 2012).*

*Since 1994, when democracy was established in South Africa, there has been a radical overhaul of government policy from an apartheid framework to providing services to all South Africans on an equitable basis. The provision of education for learners with disabilities has been part of that process and the development of an inclusive education system can be traced back to the nation’s founding document, the Constitution of the Republic of South Africa, Act No. 108 of 1996 (Republic of South Africa 1996). In Section 29 (the Bill of Rights) it is stated that everyone has the right to ’a basic education, including basic adult education; and to further education, which the state through reasonable measures must make progressively available and accessible‘. It further states that the state may not discriminate directly or indirectly against anyone on one or more grounds, including disability.*

*The framework for an inclusive education system is laid out in Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (Department of Education 2001). The scope of this policy is broad as it attempts to address the diverse needs of all learners who experience barriers to learning. The policy calls for a significant conceptual shift that is based on the following premises:*

*• all children, youth and adults have the potential to learn, given the necessary support*

*• the system’s inability to recognise and accommodate the diverse range of learning needs results in a breakdown of learning.*

*The policy asserts that in order to make inclusive education a reality, there needs to be a conceptual shift regarding the provision of support for learners who experience barriers to learning.*

*The Department of Basic Education has adopted a strategy that will drive the implementation of inclusive education policies. Summarised, this policy has two major components, elaborated in two sets of guidelines:*

*The National Strategy on Screening, Identification, Assessment and Support (SIAS); (Department of Education 2008) guides inclusive education policy by defining the process of identification, assessment, and enrolment of learners in special schools, and it curbs the unnecessary placement of learners in special schools. The SIAS strategy provides guidelines on early identification and support, the determination of nature and level of support required by learners, and identification of the best learning sites for support. The strategy also provides guidelines on the central role of parents and teachers in implementing the strategy.*

*The Guidelines for Responding to Learner Diversity in the Classroom through Curriculum and Assessment Policy Statements (Department of Education 2011) provide practical guidance to school managers and teachers on planning and teaching to meet the needs of a diverse range of learners. This document has recently been redrafted to incorporate curriculum changes in the Curriculum and Assessment Policy Statement (CAPS) and the revised document forms part of the CAPS orientation programme for teachers and education officials in the provinces.*

<http://www.thutong.doe.gov.za/inclusiveeducation/Policy/ProfessionalDevelopment/tabid/3301/Default.aspx>