



**DWS** SCHOOL  
INTERVENTION

Guideline Document

CURRICULUM SUPPORT PROJECT



WATER IS LIFE - SANITATION IS DIGNITY

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**water & sanitation**

Department:  
Water and Sanitation  
**REPUBLIC OF SOUTH AFRICA**



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## 1 List of Acronyms and definitions

CS	Curriculum Support
DBE	Department of Basic Education
DWS	Department of Water and Sanitation
Educator	A person who educates young people
External partner	A public, private or parastatal organisation other than DWS
GET Band	General Education and Training Band
Learner	Scholar within the General and Further Education and Training band
LSM	Learner Support Materials
MOU	Memorandum of Understanding
National Office	Department of Water and Sanitation responsible for National co-ordination
Peri-urban	An area immediately adjoining an urban area, between suburb or countryside
Provincial Office	Department of Water and Sanitation Provincial Office
Rural	Area of countryside or remote characteristic
SA	Subject Advisor
SGB	School Governing Body
Urban	An area constituting a city or town
WSEP	Water and Sanitation Education Programme

## 2 Introduction

Curriculum Support (CS) is the core project of Water and Sanitation Education Programme (WSEP). One of the major outcomes that the core Curriculum seeks to achieve currently is to provide learners with a diverse range of workplace opportunities. The education system imparts knowledge and skills that are offered in exchange for monetary compensation. As the trade-off between skills and economic contribution increases, the responsibility of ensuring that all development pays particular attention to the environmental aspects operated within. This can be achieved, most effectively, by making water and sanitation literacy part of the education and training system.

The Department of Water and Sanitation (DWS) is the custodian of all the water resources in South Africa, with this comes the responsibility of the Department to protect, manage and develop these resources to ensure that they (resources) are not only able to support the citizens of the country but also the economic activities which support their livelihoods. All the above- mentioned must be done in a manner that is both equitable and sustainable.

Our country's water resources challenge compels us to come up with long and short term solutions to address both water resources management and water resources conservation, this cannot be overemphasised. As part of a long-term strategy input, behavioural change has been identified as the key contributor towards effective demand management and efficient resources utilisation.

WSEP hopes to achieve a hundred percent water literacy rate for all South African schools and increase the skills pool within the water sector through the incorporation of Learner Support Materials into the mainstream Curriculum of the day.

The purpose of this guideline document is to provide general procedures to WSEP Provincial Co-ordinators, Project Managers as well as any other organisation or organisational members assigned or willing to participate in the implementation of the Programme activities at National and Provincial levels.

### 3 Objectives of Curriculum Support (CS) Project

The three main objectives of the project are:

- To infuse water and sanitation education and literacy into the mainstream education system (Curriculum).
- To increase awareness on the negative impacts of poor water resources utilisation.
- To stimulate good water and sanitation practices starting at domestic level to the immediate community level.

The envisaged outcomes are water literate citizens that take into cognisance water and sanitation issues into all aspects of their daily lives and activities and to achieve a higher degree of water use efficiency from the cumulative benefits of awareness and practice and an increased influx of youth into water sector and water sector related careers.

It is important that the stated objectives and outcomes have to be emphasized during the consultation stage or phase. Under no circumstances should the supply of LSM into schools be perceived as an additional workload to the educator's work stream as the materials in themselves remain a reference tool. This means that the LSM does not form part of the syllabus or content used for the annual assessment and progression of learners but is a method of curriculum enrichment meant to enhance the learning and teaching experience.

### 4 Consultation with the key stakeholder

Department of Education (DoE) has been identified as the key stakeholder for the implementation of the Project. All public schools are largely under the authority and control of the Department of Education. Some of the authority is delegated to the Provincial administration that executes its duties through the District authorities. At community level, the School Governing Bodies (SGBs) jointly partake with the administration in managing the schools. In order for the project to successfully run, all the mentioned stakeholders have to be involved through consultation and relevant working agreements.

It is fundamental that a Memorandum of Understanding (MOU) between the two departments (DWS and DoE) is done by the National Office and updated as and when necessary. The Department of Water and Sanitation and Department of Education differ in terms of how they deliberate their delegations. Provincial administrations of the DoE do not report directly to the National DoE as compared to the DWS Provincial offices that report directly to the National Office. DWS Provincial teams need to constantly consult with DoE Provincial administrations for the smooth implementation of the Project. The Provincial Officers responsible for the Curriculum Support project can and should further communicate with the DoE District Offices. Constant consultation with DoE District Offices, especially Subject Advisors (SA) is crucial as they are the ones who send the educator capacity building workshop invitations to the schools. In the process the responsible DWS Provincial Officers should bear in mind the Provincial dynamics.

### 5 Consultation with the schools

At the school level the school Principal and the School Governing Body (SGB) should be informed of the Project as well as the intentions of involving them. The buy-in of the SGB is vital in ensuring the proper introduction of the Project into their schools as well as a long-lasting working relationship between the schools and the Provincial Officers implementing WSEP. This approach will further help in facilitating any future working relations between the schools and the Programme.

### 6 Curriculum Support Implementation: Educator Workshops

Curriculum Support Provincial Project Managers are expected to liaise with DoE District Offices to secure workshop dates per Districts for Subject Advisors to unpack the Project. When workshop dates for educators are secured, it becomes the responsibility of the Subject Advisors to send educator capacity building workshop invitations to the schools, because they are the one who know the dynamics of their Districts.

Educator workshops are conducted in order to introduce educators to the LSM and allow them to interact with the materials so that they are able to effectively use the materials in the classroom. The co-ordination of the educator workshops is the responsibility of the Provincial Project Managers. The Provincial Project Managers should facilitate the workshops. The requirements for a successful workshop are a venue, resource materials, educators and attendance register. In order to make the session cost effective the attendance has to meet the costs of hosting the workshop. The minimum duration of the workshop session should be at least four hours, and catering has to be arranged where possible.

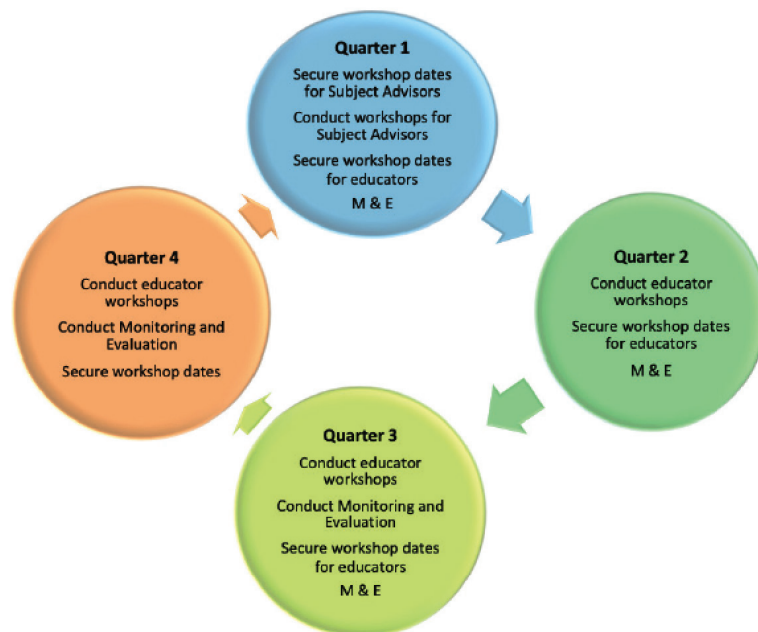
Educators are the experts in the field of transferring knowledge to the learners within the classroom. Part of the workshop is to brush on the basic principles of educating as a foundation to the discussions and then looks at the teaching methods that would be most effective in utilising the materials. During the workshops the Project Manager as the workshop facilitator will conduct a session where the educators will be expected to do activities extracted from the resource materials. Bearing this in mind the workshop should be more focused on water and sanitation aspects and most importantly to allow for experience and knowledge sharing. Depending on whether the District is urban or rural, LSM booklets or soft copies will be distributed or downloaded per educator attending the workshop.

The venues used for the workshops should always comply with the general requirements of any other workshop. Most importantly the venues should be conducive for the knowledge sharing process. Adherence to Covid 19 regulations is highly important during all the workshops.

Primarily the attendees of the workshop must be educators of the schools which are to be immediately rolled out into. A critical component of giving this aspect credibility is the attendance register. This is a requirement for all educator workshops. The invitation of other stakeholders in the form of project co-ordinators is not prohibited but this should be done whilst understanding that the workshop was designed with the educator in mind. Database of the schools that have been workshopped has to be developed.

## 7 Project Cycle

The implementation of the project should be done throughout the year adhering to the cycle below:



## 8 Monitoring and Evaluation

This section of the guideline looks into the final step of the implementation phase. Monitoring and Evaluation of the project looks into the implementation or utilisation of the materials by the intended recipients. It is meant to give an indication of whether the materials are being under or over utilised and to get to know their impact in the event of them being utilised.

Provincial Officials as the implementers of the Project are expected to conduct the monitoring and evaluation and National Officials as the coordinators of the Project implementation are also expected to conduct monitoring and evaluation.

### Printing or procurement of LSM

The Curriculum Support LSM is currently available in English for grade 1-9 within the General Education and Training (GET) band. It is the responsibility of National Office to ensure that the master copy of the booklets and soft copy is

available for printing and downloading by Provinces or any other potential partners in the Curriculum Support project. The Learner Support Materials soft copies are readily available on DWS webpage.

Printing of booklets or procurement of discs and USBs specifications should be made available by the National Office. The graphics of the materials including text, fonts, font size, colour pitch and any other final orientation of the materials cannot be changed without prior written consent of the Curriculum Support Project Manager at National Office.

The procured materials where in the form of booklets will only be printed and availed to schools in A4 (297 x 210mm) size. For all practical purposes the paper weight or density for the internal pages of the materials is eighty grams per square meter (80g/m<sup>2</sup>). The cover page should be of a higher density in order for it to be more durable, anything from one hundred and forty grams to one hundred and eighty grams per square meter (140 – 180 g/m<sup>2</sup>).

The paper finish for the cover page in case of booklets can be in high gloss or matt depending on the cost implications against the committed resources. The gloss finish has a much more appealing and attractive allure but may lose this quality much more quickly compared to a matt cover finish which would generally have more durability. Once more this will be left to the discretion of the involved parties. The internal pages of the guides would be best done in a smooth matt finish rather than gloss. The guides are meant to be used on a day to day basis therefore a gloss finish for the internal pages may make the material susceptible to damage during use.

Binding- There are five main types of binding that are practical on the market namely perfect binding, velo binding, twin loop binding, saddle stitching and plastic coil binding. Perfect binding tends to be the most resilient of the binding formats and ensures a higher degree of material integrity however it may not always be the most practical of the available options.

The use of sub-dividers or divider tabs does not form part of the specification of the master copy but the perceived convenience that it brings along allows for it to be used in the guides.

The use of colour in the material is not only for aesthetic purposes but includes stimulating interest from the learner or intended reader. With careful consideration to the amount of detail the developer of the material went into whilst coming up with the colour combinations for the guides and avoiding creating a negative impression for the intended reader of the guides, the materials will only be printed or reproduced and distributed in full colour as in the master copies. Black and white or other variations from the colour scheme in the master copies will not be accepted as this will pose a major credibility and loss of identity risk for the custodians of the materials.

The printing of the materials must be done by professional printers.

## 10 Contact Details

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### National Office

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